

8 JUNE 2004

Personnel

AIR FORCE TRAINING PROGRAM

CAREER FIELD EDUCATION AND TRAINING



COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

NOTICE: This publication is available digitally on the AFDPO WWW site at:
<http://www.e-publishing.af.mil>

OPR: HQ AF/DPLTP
(CMSGT JANET GROBERSKI)
Supersedes AFI 36-2201, 27 September 2002

Certified by: HQ AF/DPLT
(Col James Hollingsworth)
Pages: 71
Distribution: F

This instruction implements DODD 1322.18, *Military Training*, 9 January 1987, with change 1, DODI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training*, 14 March 1991, with change 1, and AFD 36-22, *Military Training*, for developing, managing, and conducting Air Force technical, ancillary, and recruit training. Maintain and dispose of records created as a result of prescribed processes in accordance with AFMAN 37-139, *Records Disposition Schedule* (will become AFMAN 33-322, Volume 4). This instruction requires collecting and maintaining information protected by the Privacy Act of 1974 authorized by 10 USC 8013. Privacy Act system notice number F036 AF PC C, Military Personnel Records System, applies. This Air Force Instruction applies to Air Force Reserve Command (AFRC) and Air National Guard units.

SUMMARY OF REVISIONS

This revision incorporates Interim Change IC2004-1. This IC adds time in training waiver processing instructions to AFI 36-2201, Volume 5, **Chapter 4**. It also establishes minimum requirements for the contents of all waiver packages, regardless of reason for the upgrade training waiver. A “[” indicates revised material since the last edition.

Chapter 1—CAREER FIELD MANAGEMENT RESPONSIBILITIES	4
1.1. Air Force Career Field Manager (AFCFM).	4
1.2. MAJCOM Functional Managers.	4
1.3. AETC Training Pipeline Managers.	4
1.4. AETC Training Managers.	4
1.5. Subject Matter Expert.	5

Chapter 2—UTILIZATION & TRAINING WORKSHOP (U&TW) PROCEDURES 6

2.1. Determine Need. 6

2.2. Pre-U&TW Coordination. 6

2.3. Prepare Draft CFETP. 8

2.4. Prepare for the U&TW: 8

2.5. Conduct the U&TW. 9

2.6. Workshop Follow-up Requirements: 10

Chapter 3—CONSTRUCTING AND PUBLISHING CFETPS 11

3.1. Career Field and Education Training Plan (CFETP) Format. 11

3.2. Officer CFETP Requirements: 11

3.3. Enlisted CFETP Requirements: 12

3.4. Annual Review of CFETP. 15

Chapter 4—WAIVER REQUESTS 16

4.1. Waiving Specialty Qualification Requirements. 16

4.2. Evaluating Waiver Requests. 16

4.3. Processing Waiver Requests. 17

4.4. Processing Time in Training Waivers (does not apply to ARC): 17

4.5. Waiver Packages. 18

Chapter 5—CAREER DEVELOPMENT COURSE (CDC) ADMINISTRATION 19

5.1. Managing CDCs. 19

5.2. Activating CDCs. 19

Figure 5.1. Sample CDC Activation Message. 20

5.3. Revising CDCs. 20

5.4. Deactivating CDCs. 20

Figure 5.2. CDC Deactivation Message. 21

Attachment 1—GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION 22

Attachment 2—CHECKLIST FOR U&TW 27

Attachment 3—ASSOCIATED U&TW CORRESPONDENCE 32

Attachment 4—PREPARING AND PUBLISHING A CFETP 39

AFI36-2201V5 8 JUNE 2004	3
Attachment 5—OFFICER CFETP TEMPLATE	42
Attachment 6—ENLISTED CFETP TEMPLATE	53
Attachment 7—IC 2004-1 TO AFI 36-2201, VOLUME 5, AIR FORCE TRAINING PROGRAM CAREER FIELD EDUCATION AND TRAINING	71

Chapter 1

CAREER FIELD MANAGEMENT RESPONSIBILITIES

1.1. Air Force Career Field Manager (AFCFM). AFCFMs are appointed by their respective HQ USAF Deputy Chief of Staff or director to ensure development, implementation, and maintenance of Career Field Education and Training Plan (CFETP) for their assigned Air Force specialties. AFCFMs communicate directly with Major Command (MAJCOM) Functional Manager (MFM), Air Reserve Component (ARC), and Air Education and Training Command Training Pipeline Manager (AETC TPM) to disseminate Air Force and career field policies and program requirements.

1.1.1. Use the Utilization and Training Workshop (U&TW) as a forum and quality control tool to determine and manage career field education and training requirements.

1.1.2. The AFCFM will chair the portion of the U&TW for utilization, authorization, and general career field mission issues, and partners with the AETC TPM throughout the U&TW.

1.1.3. Ensure the direct involvement and participation of Subject Matter Experts (SMEs) from the field.

1.1.4. Develop the CFETP as the core document for education and training requirements (CFETPs are optional for officer specialties).

1.1.4.1. Establish the framework for managing career field education and training by specifying career field progress.

1.1.4.2. Develop criteria to accelerate individual training when it is in the best interest of the Air Force.

1.1.5. Oversee the Career Development Course (CDC) program for assigned Air Force Specialties. AFCFMs also review CDCs for accuracy and initiate actions to develop new or revised CDCs to meet new requirements.

1.2. MAJCOM Functional Managers. The MFM is responsible for the education and training activities of their respective specialties.

1.3. AETC Training Pipeline Managers.

1.3.1. Personnel assigned to HQ AETC/DO are responsible for cradle to grave management of initial skills formal courses (pipelines) and for performing MAJCOM staff level training management.

1.3.2. Assure training programs support Air Force Specialty (AFS) requirements.

1.3.3. Ensure course-training plans and new course developments are in compliance with Air Force policy.

1.3.4. Work in partnership with the AFCFM throughout the U&TW.

1.3.5. Chair the portion of the U&TW covering training and training resourcing.

1.4. AETC Training Managers. AETC TMs are responsible for training development, implementation, and management.

1.5. Subject Matter Expert. SMEs are individuals qualified to perform in a specialty. In most instances, SMEs are Noncommissioned Officers (NCO) with extensive training and background in their AFS.

Chapter 2

UTILIZATION & TRAINING WORKSHOP (U&TW) PROCEDURES

2.1. Determine Need. The AFCFM in partnership with AETC TPMs will determine the need for a U&TW and decide on the objectives. As a minimum, the U&TW will lead to better training quality through a review and evaluation of training methods. The U&TW will serve as a training forum and a quality control tool.

2.1.1. Use the U&TW as a forum to determine education and training requirements, by bringing together the expertise to establish the most effective mix of formal and on-the-job training for each AFS skill level. Also use the forum to create or revise training standards, and set responsibilities for providing training.

2.1.2. As a quality control tool, use the U&TW to ensure the validity and viability of the AFS training. Also use the U&TW to determine AFS merger training requirements and formal course constraints.

2.1.3. Use the checklist for U&TWs in [Attachment 2](#) for planning, organizing, conducting, and completing all workshop activities and follow-up actions.

2.2. Pre-U&TW Coordination. Thorough coordination is essential to hosting and conducting an effective U&TW and preparing the draft CFETP. Coordination begins with the decision to conduct a U&TW, which includes the development phase of the draft CFETP. Coordination involves identifying points of contact (POC), gathering supporting documents, and acquiring information from each source.

2.2.1. Identify POCs. The primary participants include AFCFMs, AETC TM, AETC TPMs, MFMs, ARC personnel, and AFS SMEs. Identify participants by name, rank, duty phone, fax number, e-mail address, MAJCOM, base, organization, and office symbol. Optional participants include:

2.2.1.1. Air Force Institute for Advanced Distributed Learning (AFIADL) for CDCs.

2.2.1.2. AETC CDC writers.

2.2.1.3. Air Force Occupational Measurement Squadron (AFOMS) for Occupational Survey Report (OSR) and briefings.

2.2.1.4. Air Force Personnel Center (AFPC) Education, Training, and Classification Representatives.

2.2.1.5. AETC Instructional Technology Unit (ITU) Representative (to address complex media selection decisions).

2.2.2. Gather Supporting Documents. Gather any documents that drive new training requirements, specify responsibilities, policy or procedures for information AFS. Some examples are Air Force Policy Directive (AFPD) and Air Force Instruction (AFI) documents. AFOMS will provide occupational support data such as occupational survey reports and training extracts. Use the Specialty Training Standard (STS) (Part II of the CFETP), to provide the previously designated tasks and technical references (TRs). The AETC TM will be the focal point for information relating to the development of training and will provide:

2.2.2.1. The course training standard (CTS),

2.2.2.2. Course Chart (CC),

2.2.2.3. Plan of Instruction (POI) for any technical training courses affecting the AFS.

2.2.2.4. Field Evaluation Questionnaire Summary (FEQ).

2.2.2.5. Training deficiency reports.

2.2.3. Gathering Information. The broader AFS audience is the best source for gathering information. Ask questions to determine minimum training requirements, training standards, and support resources required to conduct training. **Attachment 3**, **Figure A3.1**, and **Figure A3.2** provide examples of an information-gathering message.

2.2.3.1. Specialty Descriptions. AFMAN 36-2105, *Officer Classification*, and AFMAN 36-2108, *Enlisted Classification*, contain the official AFS descriptions that will be included in the CFETP. MFMs will review the existing specialty descriptions and provide recommendations for changes. Examine validity of all specialty requirement criteria (e.g., education and training, experience, etc.). Changes to the specialty descriptions must be coordinated and approved by HQ AFPC/DPPAC.

2.2.3.2. Job Performance Requirements. Information is available in the STS, Air Force Job Qualification Standard (AFJQS), and AFS OSR. Also include the equipment and materials involved with work requirements.

2.2.3.3. Identify Skill Level Training Requirements. Annotate STS and CTS with the skill level of training required for each task or knowledge. Send copies of all documents to the MFMs.

2.2.3.4. CDC Requirements. Identify the tasks and/or subject knowledge covered in the formal CDC package. AFIADL will provide information pertaining to the CDC material and any other exportable material. Also, consider reviewing the compatibility critique generated by the AFOMS Specialty Knowledge Test (SKT) rewrite team.

2.2.3.5. Wartime Training Requirements. Identify tasks that must be taught when courses are accelerated in a wartime environment.

2.2.3.6. Core Tasks. Identify the minimum qualification requirement for all personnel within an AFS, regardless of duty position. MFMs provide a comprehensive list of minimum qualification task requirements, by skill level, or in general across the AFS to the Air Force Career Field Manager (AFCFM).

2.2.3.7. MAJCOM Unique Requirements. Identify MAJCOM unique training requirements and offer all available supporting resources.

2.2.3.8. Supporting Resources. AETC TPM (AFCFM and MFM, if necessary) should be aware of resources required to implement training. This includes instructor authorizations, prerequisite training, equipment, aircraft, associated logistics, support costs, maintenance, supplies, contracts, and personnel authorizations to increase student manyears (for Air Force Specialty Code [AFSC] awarding courses) or Mission Readiness Training (MRT) funds (for supplemental courses) and the method by which to acquire them. Coordinate aircrew training with 19 AF – the focal point for all aircrew training. The TPM will provide information on resources to support existing courses and identify future needs as stated in the AETC Mission Area Plan (MAP).

2.2.3.9. AFS Conversion Requirements. Identify transitional training requirements from the losing to gaining AFS. Ensure training requirements provide a solid baseline and smooth transition to the new AFS. Refer to *AFMAN 36-2108*, for instructions to initiate conversion or merger actions.

2.2.3.10. Interservice Training Review Organization (ITRO). The ITRO courses consolidate training personnel requirements from other armed services and government agencies. Review ITRO courses and training resources to eliminate duplication, reduce or avoid costs, standardize instruction and increase efficiency. Refer to AFI 36-2230, *Interservice Training* for instructions.

2.2.4. U&TW Planning. The following activities are coordinated between the AFCFM and TPM.

2.2.4.1. U&TW Date and Location. Consider preparation time, conference site availability, transportation, lodging, guest speakers, information management and equipment support before deciding on the U&TW date and location.

2.2.4.2. Preparation Time. Plan on a 4-month lead-time to manage the overall process of convening a U&TW and creating or reviewing a CFETP.

2.2.4.3. Conference Site. Conduct U&TWs at the technical training squadron. The selection of alternate locations will be coordinated between the Training Group Commander, AFCFM, and TPM.

2.2.4.4. Monitoring Activities. Establish a paper or electronic record of actions and decisions to support planned activities and expected results. (See [Figure A3.3](#) at [Attachment 3](#).)

2.2.4.5. U&TW Costs. A U&TW is costly to prepare and conduct. Restrict attendance to essential participants. Essential participants should possess the appropriate level of commitment and experience to actively participate in the workshop.

2.3. Prepare Draft CFETP. The AFCFM will gather CFETP input from MFMs and consolidate for review (See [Figure A3.4](#) at [Attachment 3](#)). If necessary, convene a working group (consisting of AETC TPMs, selected MFMs, AETC TMs and other SMEs) to assist with developing the draft CFETP.

2.3.1. Coordinate the draft CFETP with MFMs, TPM and TM.

2.3.2. Edit and prepare final draft CFETP prior to announcing the U&TW.

2.3.3. AETC TM should identify any constraints.

2.4. Prepare for the U&TW:

2.4.1. Send a message announcing the specifics of the U&TW to all MFMs and affected agencies (See [Figure A3.5](#) at [Attachment 3](#)). Include the location of the meeting, travel days, inclusive dates of the meeting, lodging arrangements and probable cost, transportation requirements, training group and host site POC (if different). Also, provide information about the draft CFETP (See [Figure A3.6](#) at [Attachment 3](#)). Require confirmations to include attendee's name, grade, Social Security Number (SSN), message address, duty phone, fax number, e-mail address, MAJCOM, and whether attending as a voting member or SME. Specific funding arrangements may be required; for example, Temporary Duty (TDY) orders and copies of final travel voucher may need to be furnished to the funding agency. Request attending MFM's be given command authority so the CFETP can be finalized at the U&TW.

2.4.2. Draft Agenda. Draft the agenda to ensure all areas have been included in the U&TW.

2.4.3. Establish working groups that encompass a wide range of career field experience to address each U&TW issue. EXAMPLE: STS, 7-skill level training, resident or exportable supplemental training, or CDCs. Each group should review appropriate portions of the CFETP for continuity.

2.4.4. Prepare handbook and welcome package to provide attendees with a reference to smoothly transition from start through conclusion of the meeting.

2.4.5. Reserve Meeting Support Equipment. Develop and finalize materials to support the meeting. Acquire the necessary equipment prior to the meeting.

2.4.6. Consider Methods to Establish Rapport. Plan an "ice breaker" the evening before or actual start of the U&TW. Try to alleviate the unexpected.

2.5. Conduct the U&TW. The U&TW process is divided into three segments. Segment one focuses on utilization issues and the specification of training task requirements. Segment two, concentrates on training proficiency levels and training resourcing. Segment two typically follows immediately after segment one and the participants are the same as segment one. The third segment is optional and convened if necessary to resolve resource or other outstanding issues.

2.5.1. Segment One. The AFCFM will chair this portion of the U&TW and is the provider of customer requirements to the training community.

2.5.1.1. Identify training requirements using a logical sequence by first finalizing the job description, then 3-skill level technical school requirements, wartime course requirements, 5-skill level CDC, core task requirements, 7-skill level CDC, core tasks, and formal school requirements.

2.5.1.2. Ensure training references are current and valid. As needed, identify training requirements associated with the 9-skill level.

2.5.2. Segment Two. The AETC TPM will chair the training and training-resourcing portion of the U&TW and is the provider of training and training management services. AETC will determine the procedures and the TPM is responsible for identifying and budgeting for resources needed to support new training programs. Decisions will be made (and identified in writing) as to which organizations and agencies will furnish equipment, other resources, and required funding for assets required for the first two yearly budget cycles following the U&TW. After which, AETC will provide any and all resources required to support the training changes if approved through the POM process. (NOTE: Funding can be transferred to the AETC funding baseline via the annual O&M Budget. There is no assurance training changes will be funded via the POM process.) Establish delivery dates for critical resources.

2.5.2.1. Document equipment availability, dates, POCs, transfer dates, and transportation costs. Identify training constraints that may result due to equipment non-availability.

2.5.2.2. Determine if new or revised courses increase or decrease instructor and student manyear requirements. Work with the local manpower office to provide an estimate.

2.5.2.3. Classrooms. Determine availability to support training requirements.

2.5.2.4. Document long-range equipment and technology requirements for a training program in the appropriate AETC MAP. AETC/DO fully POM and budget to provide long-term support for training requirements. Include updates, if any, in the U&TW minutes.

2.5.2.5. Ensure alternate methods and blended ADL/traditional instructional approaches are considered for delivery (may include Interactive Television [ITV], CD-ROM, Internet, browser-based content, etc.) of courses or portions of courses.

2.5.3. AFCFM, AETC TPM and AETC TM joint responsibilities.

2.5.3.1. Establish development schedule and proposed course implementation dates for resident and nonresident training courses and determine the resources required. Consider the following when establishing the course development schedule and implementation date:

2.5.3.1.1. Consider Factors affecting the implementation date for initial skill training such as: manpower, facilities, and equipment, entry prerequisites, corresponding supplemental (i.e., advanced) courses, and specialty description.

2.5.3.1.2. CDC development schedule (need date) is normally the first class graduation date in the new or revised basic course. Other factors are mission critical needs identified by the MFMs, Weighted Airman Promotion System (WAPS) testing cycle, resource availability, and predicted AFIADL workload.

2.5.3.1.3. For planning purposes, a CDC change supplement (minor revision) is 30 days; simple revision is 45 days; major revision (typical) is 60 days; and complicated revision is 75 days. NOTE: AFIADL development time is 116 days.

2.5.3.1.4. Establish a customer delivery date, which is normally the date of the first class graduation date of the new or revised course. The AETC TM calculates projected delivery capability with the agreed upon date annotated in the U&TW meeting minutes.

2.5.3.2. Document this information in the CFETP and U&TW minutes.

2.5.4. Segment Three. Segment Three, Issue Resolution, is required only when unresolved issues remain. When required, a senior AETC official (normally AETC/DOO) chairs an issue resolution meeting. Participants, along with the AETC chair, are usually Air Staff and MAJCOM functional representatives with authority to transfer resources to the training community or accept a reduced level of training, i.e. AFCFMs, TPMs and TMs. Potential outcomes are reallocation of resources, reduction in training demands, or deferment of training changes until required resources can be provided through the corporate budgeting process. Defer areas needing additional research or coordination before a final decision can be made after the U&TW is completed. Incorporate these taskings and associated suspense dates within meeting minutes.

2.6. Workshop Follow-up Requirements:

2.6.1. The AFCFM and AETC TPM will prepare comprehensive minutes of the U&TW activities and decisions. The minutes will include attachments to provide greater detail and include suspense dates for deferred action items.

2.6.2. The AFCFM consolidates and publishes final CFETP (See [Table A4.1.](#) and [Table A4.2.](#) at [Attachment 4](#) for guidance on preparation and publication of CFETPs.). At the conclusion of the U&TW, participants may be tasked to coordinate the CFETP, conduct additional research, verify information, or validate training requirements within a specified period. All training requirements and resources should be included in the CFETP to support specialty training.

Chapter 3

CONSTRUCTING AND PUBLISHING CFETPS

3.1. Career Field and Education Training Plan (CFETP) Format. The CFETP is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum requirements for each specialty. It provides personnel a clear career path to success and instills rigor in all aspects of AFS training. The CFETP has two main parts, which must be designed to meet Air Force and AFS needs. Construct and publish CFETPs using the following format and guidance and information in [Attachment 4](#). (Officer and Enlisted CFETP examples are contained in [Attachment 5](#) and [Attachment 6](#), respectively.) The AFCFM will develop the CFETP as the core document for AFS education and training. CFETPs are optional for officer specialties. The CFETP will establish the framework for managing career field education and training; the CFETP specifies when, where, and how to progress. Arrange the document in the following manner:

3.2. Officer CFETP Requirements:

3.2.1. Part I. Provide AFS information in four sections: General Information; AFS Progression and Information; Proficiency Training Requirements; and Resource Constraints.

3.2.2. Create a preface describing the contents of the CFETP. Tailor it to provide personnel with information unique to the AFS. Include a list of abbreviations and Terms Explained. Other terms may be added as needed for subject clarification or enhancement.

3.2.3. Section A, General Information. Furnish general information on CFETP purpose and use, and procedures for coordinating and obtaining approval for updating and publication.

3.2.4. Section B, AFS Progression and Information. Provide AFS duties and job progression information within four paragraphs:

3.2.4.1. Paragraph 1, Specialty Description. This information is in Paragraphs 1 and 2 of the official specialty description in AFMAN 36-2105 and may include a more detailed narrative of the duties/responsibilities.

3.2.4.2. Paragraph 2, Skill and Career Progression. Create a separate subparagraph for each specialty level (e.g., entry, intermediate, qualified, staff) and explain progression for award of each level. Outline each level accomplishment, assigned positions, training and Professional Military Education (PME) courses, and education consideration. Do not state mandatory requirements for next level upgrade; this information is covered in Section C.

3.2.4.3. Paragraph 3, Training Decisions. Prepare an outline of key U&TW training decisions. Subparagraphs should address entry-level course changes and reasons supporting the change; upgrade requirement changes for progressing to higher levels and reasons for changes; and proficiency training impacts to include any courses being developed.

3.2.4.4. Paragraph 4, Career Path. Create an all-level education and training chart. Outline mandatory requirements, optional training, and other recommended items.

3.2.5. Section C, Proficiency Training Requirements. List all mandatory training requirements for the specialty. Specify the requirements for each level within the specialty.

3.2.5.1. Paragraph 1, Purpose. State the purpose.

3.2.5.2. Paragraph 2, Specialty Qualification Requirements. List all specialty qualification requirements from the official specialty description in AFMAN 36-2105. Use a separate paragraph to address the following areas:

3.2.5.2.1. Knowledge. State the required understanding and practical skills for award of an AFS. Emphasize significant knowledge needed at specific levels.

3.2.5.2.2. Education. Identify academic subject areas that are mandatory or desirable for entering the specialty.

3.2.5.2.3. Training. Identify the mandatory formal training leading to AFS award. PME is not listed in the specialty description.

3.2.5.2.4. Experience. Describe mandatory military or civilian work experience for AFS upgrade. Specify CFETP or STS core tasks, qualification training packages, development courses, and duty position requirements identified by the supervisor.

3.2.5.2.5. Other. List measurable qualifications such as physical standards, eligibility for security clearances, certifications, and licenses.

3.2.5.2.6. Training Sources. Identify general sources for training to meet mandatory knowledge and qualification requirements. This should include initial skills programs.

3.2.5.2.7. Implementation. Describe how and when each training level is awarded. Include all courses and course numbers that must be completed.

3.2.6. Section D, Resource Constraints. Identify resource constraints that impact education and training execution such as funds, equipment, and manpower. Include specific constraints for skills training, exportable training, and proficiency training.

3.2.7. Part II. Provide a comprehensive listing of training courses and standards available to support AFS training requirements. Part II contains four sections: Course Training Standard (CTS); Training Course Index; Support Material; and MAJCOM Unique Requirements.

3.2.7.1. Section A, CTS. Identify qualitative and qualification training requirements, available formal or correspondence courses, and AFS proficiency levels. Ensure the CTS provides the purpose, proficiency designator table explanations, and recommendations for feedback on the product and/or process.

3.2.7.2. Section B, Training Course Index. List all mandatory Air Force in-residence, field, AFI-ADL, and exportable courses used to support training. Courses under revision or development may also be listed.

3.2.7.3. Section C, Support Material. List available support materials such as: qualification-training packages (QTP), computer based instruction (CBI), computer assisted instruction (CAI), and correspondence courses. If Section C is not applicable, indicate: "There are currently no support material requirements. This area is reserved."

3.2.7.4. Section D, MAJCOM Unique Requirements. Identify education and training requirements applicable to specific MAJCOMs. If Section D is not used, indicate: "There are currently no MAJCOM unique requirements. This area is reserved."

3.3. Enlisted CFETP Requirements:

3.3.1. Part I. Provides AFS information in four sections: General Information; AFSC Progression and Information; Skill Level Training Requirements; and Resource Constraints.

3.3.2. Create a Preface describing the contents. Tailor it to provide information unique to the AFS. Include a list of abbreviations and Terms Explained. Other terms may be added as needed for subject clarification or enhancement.

3.3.3. Section A, General Information. State CFETP purpose, use, and procedures for coordinating and obtaining approval for update and publication.

3.3.4. Section B, AFS Progression and Information. Provide AFS duties and job progression information within five paragraphs:

3.3.4.1. Paragraph 1, Specialty Description. This information is in paragraphs 1 and 2 of the official specialty description in AFMAN 36-2108 and may include more detailed narrative of the duties and responsibilities.

3.3.4.2. Paragraph 2, Skill and Career Progression. Create a separate subparagraph for each skill level of the specialty (e.g., apprentice, journeyman, craftsman, superintendent). Outline each skill level accomplishment, positions assigned, training and PME courses, and education. Do not state mandatory requirements for upgrade to the next higher skill level; this information is covered in Section C.

3.3.4.3. Paragraph 3, Training Decisions. Prepare an outline of key U&TW training decisions. Subparagraphs should address 3-skill level course changes and reasons; 5-skill level upgrade requirement changes and reasons; 7-skill level upgrade training requirement changes, and 7-skill level in-residence school or advanced distributed learning (ADL)/distance learning (DL) development. Also, define 5- and 7-skill levels proficiency training to include any courses being developed. AFCFMs may list waiver procedures and establish maximum training periods (if applicable) in this section.

3.3.4.4. Paragraph 4, Community College of the Air Force (CCAF). Provide detailed information on the CCAF programs that apply. Refer to the CCAF catalog for specific programs. Ensure the following is included: "Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an AETC Instructor must possess as a minimum an associate degree or should be actively pursuing an associate degree. Special Duty Assignment (SDA) requires an AETC instructor candidate to have a CCAF degree or be within one year of completion (45 semester hours [SH]). A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools."

3.3.4.5. Paragraph 5, Career Path. Create a chart depicting all skill levels education and training. Outline mandatory requirements, optional training, and other recommended items.

3.3.5. Section C, Skill Level Training Requirements. List all mandatory training requirements. Specify the requirements for each skill level within the specialty similar.

3.3.5.1. Paragraph 1, Purpose. State the purpose.

3.3.5.2. Paragraph 2, Specialty Qualification Requirements. List all AFS qualification requirements identical to the specialty description in AFMAN 36-2108. Use a separate paragraph to address the following areas:

- 3.3.5.2.1. Knowledge. State the required understanding and practical skills for award of an AFSC at any skill level.
 - 3.3.5.2.2. Education. Identify academic study areas that are mandatory or desirable requirements for entering the specialty.
 - 3.3.5.2.3. Training. Identify the mandatory formal training leading to the award of a skill level.
 - 3.3.5.2.4. Experience. Describe mandatory military or civilian work experience for entry or award of a skill level including CFETP/STS core tasks, qualification training packages, career development courses, and duty position requirements identified by the supervisor.
 - 3.3.5.2.5. Other. List measurable qualifications such as physical standards, eligibility for security clearances, certifications, and licenses.
 - 3.3.5.2.6. Training Sources. Identify general sources for training to meet mandatory knowledge and qualification requirements, including skill level Technical Schools, awarding, and supplemental courses.
 - 3.3.5.2.7. Implementation. Describe how and when each skill level is awarded, including courses and course numbers.
- 3.3.6. Section D, Resource Constraints. Identify all resource constraints that will impact the execution of education and training such as funds, equipment, and manpower. Include specific constraints for skills training, exportable training, and proficiency training.
- 3.3.7. Section E, Transition Training Guide. Use only if two or more specialties are merging. Outline the specialty requirements to satisfy transition training needs. If Section E, is not used, indicate: "There are currently no transition training requirements. This area is reserved."
- 3.3.8. Part II. Provide a comprehensive listing of training courses and standards available to support AFS training requirements. Five sections to Part II: Specialty Training Standard (STS), Course Objective List (COL), On-the-Job Training (OJT) Support Material, Training Course Index, and MAJCOM Unique Requirements.
- 3.3.8.1. Section A, STS. Identify the job performance requirements; core tasks; wartime requirements; 3-, 5-, and 7-skill level formal or CDC requirements; and the proficiency levels. Ensure the STS provides guidance on training implementation procedures, purpose, proficiency code key explanations, and recommendations for feedback on the product or process. Consider the arrangement of tasks and use of multiple attachments during the construction of the STS. Separate attachments can be used to organize tasks by duty positions, weapon systems, equipment requirements, or geographic locations.
 - 3.3.8.2. Section B, Course Objective List (Optional). Develop the objective list and training standards for supervisors to use as an evaluation tool for course graduates. If section B is not used, indicate "This area is reserved."
 - 3.3.8.3. Section C, Support Material. List available support materials such as QTP, CBI, CAI, and correspondence courses. If Section C is not used, indicate: "There are currently no support material requirements. This area is reserved."

3.3.8.4. Section D, Training Course Index. List all mandatory Air Force in-residence, field, AFI-ADL, and exportable courses used to support. Courses under revision or development may also be listed.

3.3.8.5. Section E, MAJCOM Unique Requirements. Identify education and training requirements applicable to specific MAJCOM. If Section E is not used, indicate: "There are currently no MAJCOM unique requirements. This area is reserved."

3.4. Annual Review of CFETP. AFCFMs will review the CFETP annually to ensure it is accurate and current. Assess whether the AFS has undergone any mission or role related changes, and as a result, if a U&TW is necessary. The review will also satisfy the annual certification requirements of AFI 33-360, Volume 1, *Publications Management Program*.

Chapter 4

WAIVER REQUESTS

4.1. Waiving Specialty Qualification Requirements. Specialty qualification requirements are published in AFMAN 36-2105, AFMAN 36-2108, and the CFETP. These requirements may be for entry, award, or retention of the AFS and respective skill levels; however, circumstances may warrant waiving these requisites. A waiver saves training resources without impacting career field progression or mission accomplishment when an individual possesses qualifications equivalent to the established requirements.

4.2. Evaluating Waiver Requests. Compare each waiver request against predetermined standards to maintain AFS integrity. Consider task knowledge and performance, ability to learn and transfer knowledge to performance, and future within the AFS in relation equal to peers. Requests must consider the following factors:

4.2.1. Specialty Qualification Requirements:

4.2.1.1. Education. Has the individual completed an equivalent education course or certificate program (or equivalency test), or performed duty in an exceptional manner over an extended period of time in the actual or equivalent AFS or civilian occupation?

4.2.1.2. Training. Has the individual completed an equivalent technical training course or civilian vocational technical training course, certificate program (or equivalency test), or performed duty in an exceptional manner over an extended period of time in the actual or equivalent AFS or civilian occupation?

4.2.1.3. Knowledge. Does the individual possess the career knowledge equivalent to current requirements? Waiver requests must meet the mandatory career knowledge topics identified in the specialty description.

4.2.1.4. Experience. Has the individual performed duty over an extended period of time in the actual or equivalent AFS or civilian occupation? Supporting documentation must include proof of experience, such as performance reports, training records, state or federal operating licenses, certificates of affiliation, etc.

4.2.1.5. Other. Does the individual possess the physical ability, aptitude, or qualifications that are equivalent to, or commensurate with, the established requirement?

4.2.2. Individual Involvement. Does the individual acknowledge possessing the prescribed training requirements? Trainees must understand what their education and training requirements are, accept responsibility for training, and document task qualification.

4.2.3. Supervisory Involvement. Did the commander and supervisor fulfill their obligations to the trainee and the training program? Level of support or involvement is not, by itself, justification for approving waivers, it may indicate problems in training equity or other areas.

4.2.4. Training System Equity. This area relates to circumstances beyond a trainee's control such as the following. Were training or testing conditions abnormal? Did the training or testing system provide the best opportunity for successful completion of training requirements? Was the training or testing system flexible enough to allow for unexpected situations or conditions? Did those responsible for

the training or testing program fulfill their obligations effectively? Depending on the facts, this area may warrant options other than approving a waiver.

4.3. Processing Waiver Requests. Process waiver requests according to AFI 36-2101, *Classifying Military Personnel (Officer and Enlisted)*. Use the following criteria to evaluate waiver requests:

4.3.1. Military Personnel Flight (MPF) Personnel Employment Element. Review the AFS description and determine whether experience factors, mandatory training requirements, and additional mandatory requirements not in the AFS description (i.e., aptitude scores) are satisfied. As appropriate, review other sources such as evaluation reports and duty history to validate experience.

4.3.2. Base Training Manager. Determine whether the trainee meets the experience and training requirements in the CFETP and AFS description. Also, assess whether all practical training options, were exhausted before recommending approval or disapproval of the waiver request.

4.3.3. MPF Chief. Consider the recommendations from the Personnel Employment Element and Base Training Manager. Return waiver requests to the originator for more documentation, when necessary.

4.3.4. MAJCOM Training Manager. Determine whether the trainee meets or exceeds the experience and training requirements in the CFETP and specialty description. Also, assess whether all practical training options, were exhausted before recommending approval of the waiver request.

4.3.5. MAJCOM Classification Representative. Evaluate request and use AFI 36-2101 to determine appropriate routing for waiver requests.

4.3.6. MAJCOM Functional Manager. Ensure AFS concerns are assessed. Consider all recommendations before making a decision to recommend approval or disapproval.

4.3.7. AFCFM. Ensure AFS concerns are assessed and satisfied. Consider all recommendations before making a final decision or recommendation as applicable. Air Force Reserve Command (AFRC)/Air National Guard (ANG) Functional managers have waiver authority equivalent to AFCFMs. All AFRC/ANG waivers must be indorsed by the AFCFM. NOTE: Each recommendation must be supported by the evaluation criteria in Paragraph 4.2.

4.4. Processing Time in Training Waivers (does not apply to ARC): The unit training manager (UTM) will assist the supervisor in preparing time in training waiver packages. The package will process through the unit commander, group commander, to the wing commander for final approval/disapproval authority.

4.4.1. Unit Commander. Use the criteria in AFI 36-2201, Vol 5, (paragraph 4.2.), AFI 36-2108, and the CFETP, Part I, to evaluate trainee qualifications. Review the AFS description and determine whether experience factors, mandatory training requirements, and additional mandatory requirements not in the AFS description are satisfied. As appropriate, review other sources such as evaluation reports and duty history to validate experience. Determine whether the trainee meets the experience and training requirements in the CFETP and AFS description.

4.4.2. Group Commander. Use the criteria in AFI 36-2201, Vol 5, (paragraph 4.2.), AFI 36-2108, and the CFETP, Part I, to evaluate trainee qualifications to support recommendation. Determine whether the trainee meets or exceeds the experience and training requirements in the CFETP and specialty description.

4.4.3. Wing Commander. Will approve or disapprove the waiver request.

4.4.3.1. Approved waivers are returned to the UTM to initiate upgrade action in PC III. UTM will contact MPF Personnel Employment to forward the request to AFPC/DPPAT for update in MilPDS.

4.4.3.2. Disapproved waivers are returned to the unit commander.

4.5. Waiver Packages. As a minimum, all waiver packages, regardless of reason, must include the following documentation:

4.5.1. Copy of the CFETP, Part II, with certification of all mandatory tasks as directed by the AFCFM.

4.5.2. Copy of AFIADL Form 9, CDC Scorecard, and AFIADL Forms 34, URE Answer Sheet.

4.5.3. Copy of all EPRs or LOEs, if applicable.

4.5.4. Copy of all AF Forms 623a.

4.5.5. Memorandum from the supervisor, endorsed by the unit commander, recommending waiver for airmen whose behavior, attitude, and record of performance show a high probability of success in the higher skill level.

Chapter 5

CAREER DEVELOPMENT COURSE (CDC) ADMINISTRATION

5.1. Managing CDCs. CDCs directly support OJT and satisfy career knowledge requirements for skill level Upgrade Training (UGT). AFIADL publishes a listing of all AFSs with CDCs. Unit and base training managers use the listing to determine course enrollment. The AFCFM must notify, as a minimum, AFIADL and AFPC/DPPAT whenever activating, revising, or deactivating CDCs to ensure the action is publicized to affected AFSs. The AFCFM will approve CDCs for activation, initiate actions to develop new or revised CDCs, and review CDCs for accuracy. The AFCFM has the authority to waive CDC requirements when it is in the best interest of the Air Force.

5.2. Activating CDCs. Course requirements are normally established at the U&TW. The AFCFM will be involved in determining the course characteristics; development, target group, and activation date to ensure AFS needs are met.

5.2.1. **Course Characteristics.** The AFCFM will ensure CDCs meet the established requirements, identified by references (uppercase and lowercase letters) in the CFETP that correlate to mandatory knowledge items listed in the specialty description. Use the U&TW to list CDC references.

5.2.2. **Course Development.** The AFS CDC Writer will develop the CDC according to the defined requirements, and use the AFIADL Guide for Authors as course development guidance.

5.2.3. **Course Target Group.** The AFCFM defines who will enroll and complete the new course after the CDC activation and also whether the course is applicable to individuals in other training situations. As a minimum consider the following factors:

5.2.3.1. If the new CDC replaces another course being used to meet the career knowledge requirement, determine if trainees finish or disenroll immediately, and under what conditions.

5.2.3.2. If the new course does not replace another CDC, establish trainees' enrollment target population and conditions. If a target population of trainees does not enroll in the new course, identify interim career knowledge training requirements.

5.2.3.3. Determine CDC requirements resulting from AFS mergers, weapons system conversions, or force structure changes. Consider trainees already in transition training and future trainees.

5.2.4. The AFCFM, in coordination with the AFS CDC Writer, will approve the course content and set the activation date. Notify AFIADL of the activation date and AFPC/DPPAT of the target group, activation date, and any enrollment or disenrollment instructions. When notified, AFIADL adds the course listing of mandatory CDCs and if required, coordinates with HQ AFPC/DPPAT to announce the course target group, activation date, and enrollment or disenrollment instructions (See [Figure 5.1](#), Sample CDC Activation Message).

Figure 5.1. Sample CDC Activation Message.

DTG: 040755Z NOV 01
FROM: HQ AFPC RANDOLPH AFB TX//DPPAT//
TO: AIG 9689
UNCLAS

SUBJECT: ACTIVATION OF CAREER DEVELOPMENT COURSE (CDC) 2G051 (01-15)

1. THIS MESSAGE PROVIDES GUIDANCE TO ALL BASE AND UNIT TRAINING MANAGERS AND SUPERVISORS FOR PERSONNEL IN UPGRADE TRAINING (UGT) IN AFSC 2G051. BASE/UNIT TRAINING MANAGERS: PLEASE DISTRIBUTE THIS MESSAGE TO ALL APPROPRIATE UNITS AND ASSIST IN ENSURING COMPLIANCE. THE FOLLOWING INSTRUCTIONS ARE PROVIDED BY THE AIR FORCE CAREER FIELD MANAGER FOR AFSC 2G051. CDC 2G051 (EDIT CODE 02) WAS REVISED AND ACTIVATED ON 10 NOV 01. ALL PERSONNEL ENTERING UPGRADE TRAINING ON OR AFTER 10 NOV 01 MUST COMPLETE THE 2G051 CDC FOR UPGRADE TO THE 5-SKILL LEVEL. INDIVIDUALS ENROLLED IN CDCS PRIOR TO 10 OCT 01 WILL CONTINUE UNTIL COMPLETION.

2. POC IS MSGT MELODY SANTO, 345 TRS/TTL, DSN 473-4373.

5.3. Revising CDCs. Course revisions are normally identified during the U&TW. When recommendations are approved, AFIADL will implement the following changes:

- 5.3.1. Use “write-in” changes for a few minor typographical errors, word or phrase substitutions. Instruct trainees to make all changes.
- 5.3.2. Use page changes or separate supplements when less than 40 percent of the course material must be changed. Instruct trainees to delete the obsolete material and insert the supplements page changes before starting the course.
- 5.3.3. In coordination with the AFS CDC Writer, rewrite the course when more than 40 percent of the material changes as a result of procedures or CFETP requirements. Continue using the existing CDC or deactivate the course and develop an interim career knowledge reference to use until the new CDC is published.

5.4. Deactivating CDCs. Deactivate CDCs and existing enrollments if it does not meet the knowledge requirements of AFS identified in the CFETP/STS. Use one of the following options to provide interim career knowledge during the deactivation:

- 5.4.1. Identify the CFETP career knowledge requirements and provide instructions for evaluating trainees’ comprehension.

5.4.2. If the deactivated CDC is not replaced, identify the career knowledge requirements, document the evaluation instructions in the CDC, and reflect these requirements in the CFETP/STS.

5.4.3. Coordinate the course deactivation and training instructions message with AFIADL and HQ AFPC/DPPAT (see [Figure A5.2](#), Sample CDC Deactivation Message).

Figure 5.2. CDC Deactivation Message.

DTG: 101156Z NOV 01
FROM: HQ AFPC RANDOLPH AFB TX//DPPAT//
TO: AIG 9689

UNCLAS

SUBJECT: DEACTIVATION OF CAREER DEVELOPMENT COURSE 2E051C (01-27)

1. THIS MESSAGE PROVIDES GUIDANCE FROM THE 2E0XX AIR FORCE CAREER FIELD MANAGER (AFCFM) FOR PERSONNEL IN UPGRADE TRAINING (UGT) TO THE 5-SKILL LEVEL IN AFSC 2E0X1. PROVIDE A COPY OF THIS MESSAGE TO ALL TRAINING MANAGERS IN UNITS WITH 2E0XX PERSONNEL ASSIGNED AND HELP ENSURE REQUIREMENTS ARE PROPERLY IMPLEMENTED.
2. THE 2E051C CDC IS DEACTIVATED AS OF 6 OCT 01 AND IS NO LONGER A REQUIREMENT FOR UPGRADE TO THE 5-SKILL LEVEL. ALL 2E051 PERSONNEL WITH A DATE ENTERED TRAINING (DET) INTO 5-SKILL LEVEL UGT ON OR AFTER 6 OCT 01 MUST DISENROLL FROM THE 2E051C CDC. THOSE PERSONNEL WITH A DET EARLIER THAN 6 OCT 01 HAVE THE OPTION OF DISENROLLING OR COMPLETING THE 2E051C CDC.
3. THIS MESSAGE WAS COORDINATED WITH AFIADL/DC, HQ AFPC/DPPAT, AND HQ USAF/ILMM. POC IS CMSGT LARRY WATLINGTON, DSN: 227-5642. SUBORDINATE UNITS AND SUPERVISORS, PLEASE COORDINATE QUESTIONS THROUGH YOUR UNIT OR BASE TRAINING MANAGER OR YOUR MAJCOM/FOA TRAINING MANAGER.

Forms Adopted:

AF Form 623, On-the-Job Training Record

ROGER A. BRADY, Lt General, USAF
DCS/Personnel

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

DODD 1322.18, *Military Training, January 9, 1987, with change 1*

DODI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training, March 14, 1991, with change 1*

AFPD 36-22, *Military Training*

AFI 33-360, Vol. 1, *Publications Management Program*

AFI 36-2101, *Classifying Military Personnel (Officer and Enlisted)*

AFI 36-2201, Vol 1-6, *Air Force Training Program*

AFI 36-2230, *Interservice Training*

AFI 36-2606, *US Air Force Reenlistment, Retention, and NCO Status Programs*

AFMAN 36-2105, *Officer Classification*

AFMAN 36-2108, *Enlisted Classification*

AFMAN 37-139, *Records Disposition Schedule*

AETCI 36-2203, *Technical and Basic Military Training Development*

Abbreviations and Acronyms

ADL—Advanced Distributed Learning

AETC TM—Air Education and Training Command Training Manager

AETC TPM—Air Education and Training Command Training Pipeline Manager

AFCFM—Air Force Career Field Manager also CFM

AFI—Air Force Instruction

AFIADL—Air Force Institute of Advanced Distributed Learning

AFJQS—Air Force Job Qualification Standard

AFMAN—Air Force Manual

AFOMS—Air Force Occupational Measurement Squadron

AFPAM—Air Force Pamphlet

AFPC—Air Force Personnel Center

AFPD—Air Force Policy Directive

AFRC—Air Force Reserve Command

AFS—Air Force Specialty

AFSC—Air Force Specialty Code

ANG—Air National Guard
ARC—Air Reserve Component
ATI—Automated Training Indicator
CAI—Computer Assisted Instruction
CBI—Computer Based Instruction
CC—Course Chart
CCAF—Community College of the Air Force
CDC—Career Development Course
CFETP—Career Field Education and Training Plan
COL—Course Objective List
CTS—Course Training Standard
DL—Distance Learning
DOD—Department of Defense
DODD—Department of Defense Directive
DODI—Department of Defense Instruction
DRU—Direct Reporting Unit
DSN—Defense Switched Network
E&T—Education and Training
FEQ—Field Evaluation Questionnaire
FEQS—Field Evaluation Questionnaire Summary
FOA—Field Operating Agency
GAS—Graduate Assessment Survey
GER—General Education Requirements
ITRO—Interservice Training Review Organization
ITU—Instructional Technology Unit
ITV—Interactive Television
JPR—Job Performance Requirements
MAJCOM—Major Command
MAP—Mission Area Plan
MFM—Major Command Functional Manager
MPF—Military Personnel Flight
MRT—Mission Readiness Training

NLT—No Later Than
OJT—On-the-Job Training
OPR—Office of Primary Responsibility
OSR—Occupational Survey Report
PDO—Publishing Distribution Office
PME—Professional Military Education
POC—Point of Contact
POI—Plan of Instruction
POM—Program Objective Memorandum
QTP—Qualification Training Package
SC—Specialized Courses
SDA—Special Duty Assignment
SDI—Special Duty Identifier
SEI—Special Experience Identifier
SKT—Specialty Knowledge Test
SME—Subject Matter Expert
SSN—Social Security Number
STS—Specialty Training Standard
TDY—Temporary Duty
TIDES—Training Impact Decision System
TR—Technical Reference
TTP—Transition Training Plan
U&TW—Utilization and Training Workshop
UGT—Upgrade Training
VTC—Video Teleconference
WAPS—Weighted Airman Promotion System

Terms

Advanced Training (AT)—Formal course that provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills and knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

Air Force Specialty—A group of positions (with the same title and code) that require common qualifications.

Bridge Course—A formal or informal course of training which allows the individual to expand his/her knowledge in another area of expertise.

Career Field Education and Training Plan (CFETP)—CFETP is a comprehensive core training document that identifies: life-cycle education and training requirements; training support resources, and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path and instill a sense of industry in career field training.

Certification—A formal indication of an individual's ability to perform a task to required standards.

Certification Official—A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

Core Task—Tasks the AFCFM identify as minimum qualification requirements for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

Course Objective List (COL)—A publication derived from initial and advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with AFI 36-2201, *Air Force Training Program*.

Course Training Standard (CTS)—Training standard that identifies the training members will receive in a specific course.

Exportable Course —Instructional packages that personnel design for use in the field. The course may include printed, computer-based, or other audiovisual materials.

Exportable Training—Additional training via computer assisted, paper text, interactive video, or other necessary means to supplement training.

Go/No Go—The stage at which an individual has gained enough skill, knowledge, and experience to perform the tasks without supervision. Meeting the task standard.

Initial Skills Training—A formal school course that results in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualified for officers.

On-the-Job Training (OJT)—Hands-on, “over-the-shoulder” conducted to certify personnel in both upgrade (skill level award) and job qualification (position certification training).

Position Qualification Training—Training designed to qualify an airman in a specific position that occurs after upgrade training.

Proficiency Training—Additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

Program Objective Memorandum (POM) —Developed by individual services to set objectives for their forces, weapon systems and logistical support within the fiscal limits assigned to them by the Secretary of Defense. Covers a six-year period.

Qualification Training (QT)—Hands-on performance training designed to qualify an airman in a specific position. This training occurs both during and after upgrade training to maintain up-to-date qualifications.

Qualification Training Package (QTP)—An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

Resource Constraints—Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

Specialty Training Standard (STS)—An Air Force publication that describes an Air Force specialty in terms of tasks and knowledge that an airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, or 7-skill level within an enlisted AFS. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an Air Force Specialty Code (AFSC) are taught in formal schools and correspondence courses.

Standard—An exact value, a physical entity, or an abstract concept, the appropriate authority, custom, or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results. A fixed quantity or quality.

Supplemental Training—Training toward a portion of an AFS without change by AFSC. Formal training on new equipment, methods and technology that are not suited for on-the-job training.

Task Certifier—See Certification Official.

Trainer—A trained and qualified person who teaches personnel to perform specific tasks through OJT methods. Also, equipment that the trainer uses to teach personnel specified tasks.

Training Capability—The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, study reference materials, and so on in determining a unit's training capability.

Training Session—Training that trainers conduct based on technical data for a maintenance task that existing courses could not support.

Upgrade Training (UGT)—Mandatory training which leads to attainment of higher level of proficiency.

Wartime Tasks—Those tasks that must be taught when courses are accelerated in a wartime environment. In response to a wartime scenario, these tasks will be taught in the 3 level course in a streamlined training environment. These tasks are only for those career fields that still need them applied to their schoolhouse tasks.

Attachment 2

CHECKLIST FOR U&TW

Figure A2.1. Detailed U&TW Checklist.

UTILIZATION AND TRAINING WORKSHOP (U&TW) CHECKLIST			
OPR: Air Force Career Field Manager (AFCFM) AETC Training Pipeline Manager (AETC TPM) OCR: AETC Training Manager (TM) MAJCOM Functional Manager (MFM)			
NOTE: Early in the process, a decision must be made to determine whether to conduct the U&TW via a TDY meeting or through a video teleconference (VTC). There are actually two checklists contained herein. The first three paragraphs contain guidance for U&TWs via a TDY meeting or a VTC. Numbers 4 through 9 are used when a TDY meeting is conducted and numbers 10 through 16 are used for a VTC.			
	YES	NO	N/A
1. All participants review existing policy/guidance:			
a. AFI 36-2201, <i>Air Force Training Program</i>			
b. AETCI 36-2203, <i>Technical and Basic Military Training Development</i>			
2. Determine the need for a U&TW:			
a. Management directed.			
b. Establish a new AFS.			
c. Major modification to existing AFS.			
d. Merge two or more AFSs.			
e. Graduate Assessment Survey (GAS) input from AETC TM			
f. Field Evaluation Questionnaire Summary (FEQS) input from AETC TM			
3. Conduct Research:			
a. Identify points of contact (these are not necessarily attendees or participants)			
(1) MFMs			
(2) AETC CDC Writer			
(3) AFOMS			
(4) HQ AFPC/DPPAC & DPPAT (Classification Analysis - AFS mergers, changes in specialties, or SEIs/SDIs).			
(5) AETC Instructional Technology Unit Representative - When complex media selection decisions are anticipated for resident or nonresident training, the supporting AETC Instructional Technology unit can perform a media and cost benefit analysis and provide media selection guidance.			
(6) Any other known sources:			
(a) First line supervisors			
(b) Representatives from other services (ITRO courses)			
b. Gather supporting documents:			
Any policy, procedure, information that assists in managing the AFSC:			
(a) AFPDs, AFIs, AFMANs, or AFPAMs			
(b) Occupational survey reports and training extracts			
(c) Existing STS			
UTILIZATION AND TRAINING WORKSHOP (U&TW) CHECKLIST (CONT)	YES	NO	N/A

(d) Course training standard, course chart, and plan of instruction. Note: AETC TM is training POC.			
(e) FEQS			
(f) GAS responses - consistent issue or trend			
(g) Specialty descriptions:			
(1) AFMAN 36-2105, <i>Officer Classification</i>			
(2) AFMAN 36-2108, <i>Airman Classification</i>			
c. Gather information from MFMs:			
(1) Use message with questions to determine training requirements, standards, and resources needed to build draft CFETP. Consider providing a document template for ease in receipt and organization of the information.			
(2) Ask MFMs to review specialty descriptions, identify job performance requirements, identify skill level training requirements, CDC requirements, wartime requirements, core tasks, and MAJCOM unique requirements.			
(3) Identify supporting resources:			
(a) Know the resources available to support any expanded training.			
(b) AETC TPM can identify existing resources and any included in the Mission Area Plan (MAP).			
(c) Have essential documents like MAP, POM packages, or any other strategic plans available at U&TW.			
At this point the decision to conduct the U&TW using a TDY meeting or by means of a VTC must be made by the AFCFM and the AETC TPM. Is this a new AFS or a merger of two or more AFSs? If yes, consider a TDY meeting. Proceed to number 4. If no, then consider conducting the U&TW by VTC.			
4. Organize the U&TW—using TDY meeting:			
(a) Use 4-month lead-time to prepare for meeting.			
(b) Complete all research actions before the meeting.			
(1) Identify points of contact, gathering supporting documents, and collect TM and MFM inputs.			
(2) Include everything listed in paragraph 3.			
(c) Hold meeting at training squadron, if possible.			
(d) Schedule wing CC or group CC to open the U&TW.			
(e) Confirm billeting for attendees.			
(f) Confirm transportation mode.			
(g) Have TM brief on training standards and codes.			
(h) Confirm administrative support at meeting site.			
(i) Consider cost of U&TW—have only number of people needed.			
(j) Announce time and place if not included in earlier message.			
(k) Keep documented trail of the actions and decisions.			
5. Prepare Draft CFETP Document:			
(a) Receive input from field and MFMs:			
UTILIZATION AND TRAINING WORKSHOP (U&TW) CHECKLIST (CONT)			
	YES	NO	N/A
(1) Consolidate/arrange information for easy use.			
(2) Send follow-up message if necessary.			
(b) Draft the CFETP:			
(1) AETC TM prepares the draft CFETP.			

(2) Use appropriate format.			
(c) Begin draft CFETP coordination process:			
(1) Forward to MFMs to validate requirements.			
(2) Draft into final after all MAJCOMs have responded.			
(d) Receive return messages from MFMs identifying attendees.			
6. Prepare for U&TW:			
(a) Draft and forward message announcing specifics to all attendees.			
(b) Draft meeting agenda.			
(c) Draft seating arrangement.			
(d) Organize working groups.			
(e) Prepare draft U&TW handbook.			
(f) Reserve any support equipment needed.			
(g) Consider method to establish rapport.			
(h) Finalize the agenda.			
7. Conduct the U&TW:			
(a) Have wing CC or group CC open the U&TW.			
(1) Emphasize importance of the meeting.			
(2) Stress funding responsibility - equipment, manpower, facilities.			
(b) AFCFM chairs U&TW for utilization, and career field mission issues and works in partnership with the AETC TPM throughout the U&TW.			
(c) Resolve any outstanding issues (review, edit, and revise final draft CFETP):			
(1) Finalize job description, 3-skill level school requirements, wartime requirements, 5-skill level CDC and 7-skill level, core tasks, and formal school requirements.			
(d) Discuss resource issues: AETC TPM chairs the portion of the U&TW covering training and training resourcing and works in partnership with the AFCFM throughout the U&TW.			
(1) MAJCOMs must be prepared to provide funding (instructor authorizations, equipment, and facilities) to support any new or revised training.			
(2) Determine which organizations will furnish resources and establish commitment and delivery dates in writing.			
(3) Document equipment availability dates and any problems.			
(e) Identify any instructor authorizations.			
(f) Discuss classroom availability.			
(h) Establish training delivery dates.			
(1) Consider manpower, facilities, CDCs, money, etc.			
UTILIZATION AND TRAINING WORKSHOP (U&TW) CHECKLIST (CONT)	YES	NO	N/A
(i) Defer only those needing additional staffing – annotate in the U&TW minutes. Issue Resolution is required for issues that normal staff procedures will not resolve.			
(j) The deliverable product of the U&TW should be a CFETP ready for final coordination by the AFCFM.			
8. Meeting follow-up requirements:			
(a) Develop meeting minutes.			
Include all steps involved in decision making, taskings, and deferred items.			

(b) AETC TM briefs and provides the group CC written list of action items and taskings within a week of the conclusion of the U&TW. If there are any unresolved resource issues, then the AETC TPM and AFCFM will elevate the action through their respective organizations. Request assistance in obtaining needed resources through HQ AETC/DO or XP.			
(c) Receive coordination and completed tasking input.			
(d) AFCFM coordinates the final CFETP.			
(e) Publish the CFETP.			
(f) Monitor and track all taskings identified in the minutes.			
9. Organize the U&TW using the VTC:			
(a) Use 4-month lead-time to prepare for meeting.			
(b) Complete all research actions before the meeting.			
(1) Include identifying points of contact, gathering supporting documents, and receiving TM and MFM inputs.			
(2) Include all of item 3.			
(c) Determine date and time (AFCFM, AETC TPM, and TM):			
(1) AETC TM schedule VTC with local VTC studio.			
(2) Local VTC studio coordinates studio availability with other sites.			
(d) Schedule wing CC or group CC to open the U&TW.			
10. Prepare draft CFETP Document:			
(a) Receive input from field and MFMs:			
(1) Consolidate and arrange for easy use.			
(2) Send follow-up message if necessary.			
(b) Draft the CFETP:			
(1) AETC TM prepares the draft CFETP.			
(2) Use the appropriate format.			
(c) Begin strawman CFETP coordination process:			
(1) Forward to MFMs to validate field requirements.			
(2) Draft into final draft after all MAJCOMs have responded.			
11. Prepare for U&TW:			
(a) Draft and forward message announcing specifics to all participants.			
(b) Receive return messages from MFMs confirming participants.			
(c) Draft meeting agenda.			
UTILIZATION AND TRAINING WORKSHOP (U&TW) CHECKLIST (CONT)	YES	NO	N/A
(d) Organize working groups.			
(1) Use a kick-off VTC and have groups conduct separate VTCs to address specific issues.			
(2) Use a follow-up VTC as the forum/decision portion of U&TW.			
(e) Prepare draft U&TW handbook.			
(f) Confirm and finalize the agenda.			
(g) Distribute U&TW handbook to all participants.			
12. Conduct the U&TW:			
(a) Have wing CC or group CC open the U&TW.			
(1) Emphasize importance of the meeting.			

(2) Stress funding responsibilities (equipment, manpower, facilities, etc.).			
(b) The AFCFM chairs the U&TW for utilization, career field mission issues and works in partnership with the AETC TPM throughout the U&TW.			
(c) Resolve any outstanding issues:			
(1) Review, edit, and revise final draft CFETP.			
(2) Finalize job description, 3-skill level school requirements, wartime requirements, 5-skill level CDC, 7-skill level CDC, core tasks and formal school requirements.			
(d) Discuss resource issues: AETC TPM chairs the portion of the U&TW covering training and training resourcing and works in partnership with the AFCFM throughout the U&TW.			
(1) MAJCOMs must provide funding (instructor authorizations, equipment, and facilities) to support any new or revised training.			
(2) Determine which organizations will furnish resources and establish commitments and delivery dates in writing.			
(3) Document equipment availability dates and any problems.			
(e) Identify any instructor authorizations.			
(h) Establish training delivery dates.			
(1) Consider manpower, money, facilities, and CDCs, etc.			
(i) Defer actions needing additional staffing (annotate in the U&TW minutes) for issues that normal staff procedures will not resolve.			
(j) The deliverable product of the U&TW should be a CFETP ready for final coordination by the AFCFM.			
13. Meeting follow-up requirements:			
(a) Develop meeting minutes.			
Include all steps involved in decision making, all taskings and their OPRs, and all deferred items and their suspense dates.			
(b) AETC TM briefs and provides the group CC written list of action items and taskings within a week of the conclusion of the U&TW. If there are any unresolved resource issues, and then the AETC TPM and AFCFM will elevate the action through their respective organizations. Request assistance in obtaining needed resources through HQ AETC/DO or XP.			
(c) Receive coordination and completed tasking inputs.			
UTILIZATION AND TRAINING WORKSHOP (U&TW) CHECKLIST (CONT)	YES	NO	N/A
(d) AFCFM coordinates final CFETP.			
(e) CFETP is published.			
(f) Monitor and track all taskings identified in the minutes.			

Attachment 3**ASSOCIATED U&TW CORRESPONDENCE****Figure A3.1. Example of a Message Used to Request Field Input.**

SUBJECT: 3S2X1 UTILIZATION AND TRAINING WORKSHOP (U&TW) (TENTATIVELY SCHED BETWEEN 14-27 MAY 2002)

1. A U&TW IS TENTATIVELY SCHEDULED TO CONVENE EITHER THE WEEK OF 14-20 OR 21-27 MAY 2002 AT SHEPPARD AIR FORCE BASE TEXAS. THE PURPOSE OF THE U&TW IS TO IDENTIFY TRAINING (BOTH ON-THE-JOB (OJT) AND FORMAL) TO SUPPORT 3S2X1 CAREER FIELD TASK PERFORMANCE REQUIREMENTS. PLEASE DISTRIBUTE THIS MESSAGE THROUGHOUT THE 3S2X1 COMMUNITY.

2. THE AGENDA WILL INCLUDE DISCUSSION ITEMS SUBMITTED FROM THE FIELD AND THE FOLLOWING TOPICS:

A. DETERMINE AFSC 3S2X1 UTILIZATION, QUALIFICATION, AND TRAINING REQUIREMENTS FOR MAJCOM, BASE, UNIT, MAINTENANCE, EDUCATION SERVICES, AND TRAINING DEVELOPMENT POSITIONS.

B. REVIEW AND REVISE (IF NECESSARY) J3ALR3S231-001, EDUCATION AND TRAINING APPRENTICE COURSE; J3ACR3S271-000, EDUCATION AND TRAINING CRAFTSMAN COURSE; 3S200 SPECIALIZED COURSE (SC); AND 3S2X1 QUALIFICATION TRAINING PACKAGE (QTP) REQUIREMENTS.

C. REVISE AFSC 3S2X1 SPECIALTY TRAINING STANDARD (STS) REQUIREMENTS AND 3S2X1 CLASSIFICATION DESCRIPTIONS AS NECESSARY.

D. ADDRESS CHANGING ROLE OF 3S2X1 PERSONNEL PERFORMING EDUCATION SERVICES AND BASE TRAINING OFFICE DUTIES AS A RESULT OF COMPETITIVE SOURCING AND PRIVATIZATION INITIATIVES.

3. REQUEST ATTENDENCE OF NO MORE THAN TWO REPRESENTATIVES (WITH VOTING AUTHORITY) FROM EACH MAJCOM, DRU, FOA. ADDITIONALLY, WE WILL

CONVENE A 3S2 ADVISORY PANEL CONSISTING OF ACTIVE, GUARD, AND RESERVE 3S2 CMSGTS; THEREFORE, ALL 3S2 CMSGTS ARE INVITED TO ATTEND AND PARTICIPATE. PROVIDE THE FOLLOWING INFORMATION TO MSGT WELLS, "<mailto:CLIFTON.WELLS@AFPC.RANDOLPH.AF.MIL>", OR TSGT MILLER, "<mailto:DONALD.MILLER@AFPC.RANDOLPH.AF.MIL>" NLT 15 MAR 2002.

A. ATTENDEE'S GRADE, NAME, SSN, ORGANIZATION ADDRESS, PHONE NUMBER AND EMAIL ADDRESS.

B. THE CONSOLIDATED LIST OF FIELD DISCUSSION TOPICS/RECOMMENDATIONS. SUBMISSIONS ARE NOT LIMITED TO THE ABOVE AGENDA ITEMS. MAJCOM, FOA, AND DRU POINTS OF CONTACT: PLEASE MAKE A CONCERTED EFFORT TO COLLECT, CONSOLIDATE, AND SUBMIT ALL FIELD SUBMISSIONS TO MSGT WELLS OR TSGT MILLER (SEE ABOVE EMAIL ADDRESSES OR FAX TO DSN 665-2328) BY THE SUSPENSE DATE.

C. LET US KNOW ASAP IF THE TENTATIVE U&TW DATES CONFLICT WITH PREVIOUSLY SCHEDULED EVENTS SO THAT WE MAY ENSURE MAXIMUM PARTICIPATION.

4. WITH YOUR COLLECTIVE PARTICIPATION, THIS WILL BE A PRODUCTIVE AND SUCCESSFUL 3S2X1 U&TW. POINTS OF CONTACT ARE SMSGT CAROL JOHNSON AT 82TRSS/TTF, DSN 736-7098, MSGT WELLS AND TSGT MILLER AT AFPC/DPPAT, DSN 665-2534, AND CMSGT OMARI AT AF/DPLTT, DSN 227-9489.

Figure A3.2. Example of a Message Used to Announce a Tentative U&TW.

SUBJECT: EDUCATION AND TRAINING (3S2X1) UTILIZATION AND TRAINING WORKSHOP (U&TW)

1. HQ USAF/DPL, AIR FORCE CAREER FIELD MANAGER FOR AFSC 3S2X1, HAS DECIDED TO INCLUDE A 5-SKILL (JOURNEYMAN) LEVEL WITHIN THE EDUCATION AND TRAINING (E&T) CAREER FIELD STRUCTURE ON 30 APR 02. THE DECISION GROWS OUT OF CHANGES TO AIR FORCE TRAINING POLICIES AND A NEED TO ENSURE E&T PERSONNEL CAN PERFORM FUNCTIONS EVOLVING FROM THESE CHANGES AND OUR RECENT AFS MERGER. AS A RESULT, WE HAVE TENTATIVELY SCHEDULED A U&TW FOR 22-26 FEB 02 AT SHEPPARD AFB TX TO REFINE/ALIGN E&T REQUIREMENTS ACCORDINGLY.

2. OUR TENTATIVE AGENDA FOCUSES ON REDEFINING 3-SKILL LEVEL AND TECHNICAL TRAINING REQUIREMENTS, ALSO IDENTIFYING 5-AND 7-SKILL LEVEL SPECIALTY QUALIFICATIONS (AFI 36-2108), CORE TASKS, AND CORRESPONDENCE COURSE REQUIREMENTS. MAXIMUM INVOLVEMENT FROM THE 3S2X1 COMMUNITY IS NEEDED TO ENSURE THE E&T REQUIREMENTS FOR THE NEW SKILL LEVEL STRUCTURE REQUIREMENTS REFLECT ACTUAL NEEDS. THEREFORE, WE ASK MAJCOM E&T MANAGERS TO SURVEY ALL 3S2X1 PERSONNEL REGARDING THE TENTATIVE AGENDA ITEMS AND PROVIDE OUR OFFICE A CONSOLIDATED LIST OF RECOMMENDATIONS TO THE 3S2X1 CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP) BY (SUSPENSE: 30 APR 02). WE WILL DEVELOP A STRAWMAN CFETP AND PROVIDE IT FOR REVIEW SHORTLY THEREAFTER.

3. YOU ARE WELCOME TO PROVIDE OTHER TOPICS FOR CONSIDERATION. FURTHER CONFIRMATION AND DETAILS OF THE U&TW WILL BE PROVIDED AT A LATER DATE.

4. POC: MSGT WHITE, HQ AFPC/DPPAT, DSN 665-2534.

Figure A3.3. Example of a Memorandum for Record Used to Document Training Actions.

MEMORANDUM FOR RECORD

SUBJECT: 3S2X1 Training Extract Development

1. On 11 January 2002 at 1330, I met with Mr. Jim Keeth, OMSQ/OMYO, in his office to discuss the details of OMSQ/OMYO providing a training extract for AFSC 3S2X1 (Education and Training). At his request, I briefed him on the rationale for the extract. Our meeting results are as follows:

- a. Current data for a training extract for AFSC 3S2X1 exists and an extract can be produced when needed. Data received from the recent survey of AFSC 3S2X1 is being compiled, but time is needed to reconcile against the current extract.

The 3S2X1 training extract will include the following five reports:

- (1) A task listing with data reflecting percentile of personnel performing, task difficulty, task emphasis, and Automated Training Indicator (ATI).
- (2) A task emphasis report rating tasks in descending order of emphasis (most to least emphasized). This report will also reflect data illustrating percentile of personnel performing, task difficulty, and ATI.
- (3) A task difficulty report rating tasks in descending order of difficulty (most to least difficult). This report will also include data reflecting percentile of personnel performing, task emphasis, and ATI.
- (4) An ATI report rating tasks in descending order of plausibility for training in an initial skills (3-skill level) course (most to least plausible). This report will also reflect data illustrating percentile of personnel performing, task difficulty, and task emphasis.
- (5) An STS matching report listing all tasks as they line up on the STS. This report will also reflect data illustrating percentile of personnel performing, task emphasis, and ATI. To produce this report, HQ AFPC/DPPAT will assist OMSQ/OMYO by arranging for Subject Matter Experts (SME) to align the tasks under the appropriate STS line entries. SMEs can come from our office or the technical school.

2. The meeting concluded at 1400.

AKEEL B. OMARI, CMSgt, USAF
Education and Training AF Career Field Manager

Figure A3.4. Example of a Message Establishing a Suspense Date for Input.

SUBJECT: MAJCOM INPUT FOR THE EDUCATION (3S2X0) AND TRAINING SYSTEMS (3S2X1) UTILIZATION AND TRAINING WORKSHOP (U&TW) (SUSPENSE: 20 Jan 02)

1. SUSPENSE DATE FOR PROVIDING FEEDBACK IS FRIDAY, 20 JAN 02. WE HAVE SET ASIDE THE WEEK OF 4-8 FEB 02 FOR CONSOLIDATING YOUR INPUT INTO DOCUMENTS; THEREFORE, INPUT NOT RECEIVED BY 20 JAN 02 MAY NOT BE INCLUDED.

2. WE WILL USE THE DOCUMENTS FOR A PLANNING MEETING TO BE HELD 11-15 FEB 02 AT SHEPPARD AFB (82 TRG). THIS MEETING WILL HELP DETERMINE TECHNICAL AND CORRESPONDENCE COURSE REQUIREMENTS. WE NEED TO PROVIDE A COPY OF THE DOCUMENTS IN ADVANCE OF THE U&TW TO FACILITATE PREPARATION. WE EXPECT TO FORWARD THE FINAL DOCUMENTS BY 5 MAR 02. WE APPRECIATE YOUR COOPERATION. POC: HQ AFPC/DPPAT, DSN 665-2534.

Figure A3.5. Example of a Message Used to Announce U&TW Information.

SUBJ: REPORTING INSTRUCTIONS FOR AFSC 3S2X1 UTILIZATION AND TRAINING WORKSHOP (U&TW), 11-15 FEB 02.

1. INDIVIDUALS SCHEDULED TO ATTEND SUBJECT WORKSHOP SHOULD REPORT NLT 0730, 11 FEB 02 TO HQ AFPC, BLDG 499, CONFERENCE CENTER, RM 113. PARKING IS LIMITED, STRONGLY SUGGEST THOSE WITH RENTAL CARS ARRIVE AT 0715. THERE WILL BE A REGISTRATION FEE OF \$15 TO BE PAID IN CASH 15 FEB 02 (RECEIPTS WILL BE PROVIDED). ALSO, BY NOW HQ AETC/DPAEO (REF OUR MSG, 101700Z DEC 01, SUBJ: AFSC 3S2X1 UTILIZATION AND TRAINING WORKSHOP (U&TW) LODGING AND TRANSPORTATION ARRANGEMENTS) SHOULD HAVE RECEIVED YOUR TRAVEL ITINERARY. IF YOU HAVEN'T REPLIED, PLEASE DO SO ASAP.

2. THE AGENDA IS AS FOLLOWS: 11 FEB, DEVELOP 3S2X1 SPECIALTY DESCRIPTION; 12 FEB, FINALIZE SPECIALTY DESCRIPTION AND BEGIN IDENTIFYING DUTY POSITION JOB PERFORMANCE REQUIREMENTS (JPR); 13 FEB, CONTINUE IDENTIFYING AND FINALIZE DUTY POSITION JPRS; 14 FEB, IDENTIFY AND FINALIZE 3-SKILL LEVEL TECH SCHOOL AND CDC REQUIREMENTS; AND 15 FEB, FINALIZE LIFE-CYCLE DOCUMENT. NOTE: MUCH OF THIS WILL BE GROUP WORK.

3. AS YOU CAN SEE, WE'VE GOT A FULL SLATE SO PLEASE COME PREPARED. WITH YOUR HELP, WE CAN ESTABLISH THE FOUNDATION TO SUPPORT THE NEW TRAINING AFS.

Figure A3.6. Example of a Cover Letter to Draft CFETP.

SUBJECT: 3S2X1 Career Field Education and Training Plan, Draft

TO: See Distribution

1. The attached career field education and training plan (CFETP) was developed from your input. Please complete the following actions prior to the Utilization and Training Workshop (U&TW):
 - a. Identify the core tasks required for 7- and 9-skill level upgrade, and each of the six basic duty positions (i.e., unit, base, and maintenance positions, education services, curriculum developer, and MAJCOM manager). The goal is to define minimum tasks the individual must be qualified to perform.
 - b. Identify the tasks required as wartime training requirements, to include the 3-skill level wartime course. The training specialty has a wartime and (or) contingency commitment in two areas of operation (non-combat ports, MPFs and communication zones).
2. The U&TW will be held in the AFPC Conference Center, Bldg 499A (A-wing), 20-24 May 02. Conference hours will be 0730-1630 each day. Due to the anticipated work schedule, please arrive prepared and bring the CFETP with you. Completing the requested actions will help expedite the process and ensure we create a quality product.
3. We appreciate your cooperation. Please direct any questions to TSgt Miller, HQ AFPC/DPPAT, DSN 665-2534.

Attachment 4

PREPARING AND PUBLISHING A CFETP

A4.1. Contents.

A4.1.1. Career Field Information.

A4.1.1.1. **Preface.** Identifies the CFETP purpose and explains parts 1 and 2 in detail. Lists and explains abbreviations and terms relating to the specialty.

A4.1.1.2. **Section A.** Introduces part 1 and explains how to use the plan.

A4.1.1.3. **Section B.** Includes:

Career progression information.

Duties and responsibilities.

Training decisions.

Career field education and training flowcharts or tables showing both mandatory and optional requirements.

Community College of the Air Force (CCAF) degree requirements.

NOTE: Pursuing a degree is not mandatory for career progression.

A4.1.1.4. **Section C.** Provides a general sense of each skill level with specific specialty knowledge and skills and mandatory requirements for entry, award, and retention of each skill level.

A4.1.1.5. **Section D.** Indicates resource constraints such as funds, manpower, equipment, and facilities. **NOTE:** The CFETP doesn't include this section if no resource constraints exist.

A4.1.2. Training Standards .

A4.1.2.1. **Section A--Specialty Training Standard (STS).** Includes the entire STS.

A4.1.2.2. **Section B--Course Objective List (Optional).** Contains a list of the training objectives to be trained in the formal school.

A4.1.2.3. **Section C--OJT Support Materials (Optional).** Provides an OJT support package list.

A4.1.2.4. **Section D--Training Course Index.** Lists courses that are mandatory to career progression. May include optional courses.

A4.1.2.5. **Section E--MAJCOM Unique Requirements (Optional).** Includes requirements unique to specific MAJCOMs. Each MAJCOM may attach its requirements.

Table A4.1. How To Prepare a CFETP.

	A	B	C	D	E	F	G	H
L I N E	Required Action	HQ USAF/ DPLT	AF CFM	MAJCOM FM	AETC TPM	AETC TM	HQ AFPC DPPAT DPPAC	SAF AADP
1	Recommend requirement for new or revised CFETP.		X	X		X		
2	Coordinate and validate requirement.		X					
3	Assign draft CFETP and STS preparation.		X					
4	Prepare and coordinate draft CFETP and STS.		X			X		
5	Ensure technical references are current and correct		X	X		X		
6	Develop and include a cross reference listing/change sheet in revised CFETP		X			X		
7	Review and coordinate draft CFETP and STS.		X	X		X		
8	Provide rationale to AFM if you can't use MAJCOM input in formal training.					X		
9	Inform HQ USAF/DPLT of acceptance or disagreement with AETC rationale.		X					
10	Resolve differences between AFM, AETC, and AFPC.	X						
11	Provide MAJCOM functional managers with rationale for not including their input in CFETP and STS.		X					
12	Prepare final CFETP and STS.					X		

	A	B	C	D	E	F	G	H
L I N E	Required Action	HQ USAF/ DPLT	AF CFM	MAJCOM FM	AETC TPM	AETC TM	HQ AFPC DPPAT DPPAC	SAF AADP
13	Coordinate final CFETP with HQ AFPC/DPPAT and DPPAC.		X			X		
14	Certify final CFETP.		X					
15	Issue through publishing distribution office (PDO) website.							X
16	Review CFETP Annually		X					

Table A4.2. Steps in Publishing an AFJQS. Follow each step of [Table A4.2.](#) for preparing, coordinating, approving, publishing, issuing, announcing, and indexing an AFJQS.

	A	B	C	D
L I N E	Required Action	AFCFM	MAJCOM FM	SAF AADP
1	Identify requirement for new or revised AFJQS.	X	X	
2	Prepare, approve, and begin Air Force-wide coordination of a draft AFJQS.	X	X*	
3	Review and coordinate draft AFJQS.		X	
4	Coordinate AFJQS with HQ AFPC/DPPAT and DPPAC	X		
5	Prepare final AFJQS.	X	X*	
6	Approve final AFJQS.	X		
7	Issue through publishing distribution office (PDO) website.			X
8	Review annually.	X	X*	

* When assigned as AFJQS OPR by AFCFM

Attachment 5
OFFICER CFETP TEMPLATE

A5.1. Part I.

Figure A5.1. Contents.

(Name of AFSC) SPECIALTY

AFSC (Numerical Code)

Part I

Preface X

Abbreviations and Terms Explained __X

Section A--General Information_X

 Purpose of the CFETP

 Use of the CFETP

 Coordination and Approval of the CFETP

Section B--Career Field Progression and Information_X

 Specialty Descriptions

 Skill/Career Progression

 Entry Level (1)

 Intermediate Level (2)

 Qualified Level (3)

 Staff Level (4)

 Training Decisions

 Career Field Path

Section C--Proficiency Training Requirements_XX

Purpose

Training Requirements

Entry Level (1)

Intermediate Level (2)

Qualified Level (3)

Staff Level (4)

Section D--Resource ConstraintsXX

Part II

Section A--Course Training Standards_XX

Section B--Training Course Index__XX

Section C--Support Materials_XX

Section D--MAJCOM Unique Requirements XX

OPR:

Approved By:

A5.1.1. Preface.

A5.1.1.1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. **NOTE:** Civilians occupying associated positions will use Part II to support duty position qualification training.

A5.1.1.2. The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

A5.1.1.2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies, and career path; Section C

associates each level with specialty qualifications (knowledge, education, training, experience, and other mandatory requirements); and Section D indicates resource constraints. Some examples are funds, manpower, equipment, and facilities.

A5.1.1.2.2. Part II includes the following: Section A identifies the Course Training Standard (CTS), technical references to support training, Air Education and Training Command (AETC) conducted training, and correspondence course requirements. Section B identifies training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; Section C identifies available support materials. An example is a Qualification Training Package (QTP) which may be developed to support proficiency training. Section D identified MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

A5.1.1.3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan will enable us to train today's work force for tomorrow's jobs.

A5.1.2. General Information.

A5.1.2.1. Purpose. This CFETP provides the information necessary for Air Force Career Field Managers (AFCFM), MAJCOM functional managers (MFM), training management, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training individuals in this AFS should receive in order to develop and progress throughout their career. For purposes of this plan, training is divided into entry level, upgrade, and proficiency training. Initial skills training is mandatory training for upgrade to qualified for officers. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, qualification requirements, and educational requirements for award of the intermediate (2), qualified (3) or staff (4) level. Proficiency training is additional training provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

A5.1.2.2. Uses. The plan will be used by MFM and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

A5.1.2.2.1. AETC training personnel will develop and revise formal resident, nonresident, field and exportable training based upon requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

A5.1.2.2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training, and contract training or exportable courses can satisfy identified requirements. MAJCOM-developed training to support this AFSC must be identified for inclusion into the plan.

A5.1.2.2.3. Each individual will complete the mandatory training requirements specified in this plan. The list of courses in Part II will be used as a reference to support training.

A5.1.2.3. Coordination and Approval. The AFCFM is the approval authority. Also, the AFCFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM repre-

sentatives and AETC training personnel will identify and coordinate on the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training.

A5.1.3. Section B--Career Progression and Information.

A5.1.3.1. Specialty Description.

A5.1.3.1.1. Specialty Summary. Refer to AFMAN 36-2105, paragraph 1.

A5.1.3.1.2. Duties and Responsibilities. Refer to AFMAN 36-2105, paragraph 2. List duties and responsibilities individually and describe.

A5.1.3.2. Skill and Career Progression. Adequate training and timely progression from the entry to the intermediate or qualified level play an important role in the Air Force's ability to accomplish its mission. It is essential everyone involved in training must do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP would ensure each individual receives viable training at appropriate points in their career.

A5.1.3.2.1. Entry (1) Level. (Provide an outline of activities for award of this level and to progress to the next level. Activities may consist of academic or experience requirements.)

A5.1.3.2.2. Intermediate (2) Level. (Provide an outline of activities for award of this level and to progress to the next level. Activities may consist of academic or experience requirements.)

A5.1.3.2.3. Qualified (3) Level. (Provide an outline of activities for award of this level and to progress to the next level. Activities may consist of academic or experience requirements.)

A5.1.3.2.4. Staff (4) Level. (Provide an outline of activities for award of this level. Activities may consist of academic or experience requirements.)

A5.1.3.3. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the (identify name of AFS) career field. The spectrum includes a strategy of training requirements for when, where, and how to meet the training requirements in a specific time period (if applicable). The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. (Place a comment identifying where the training decisions were made).

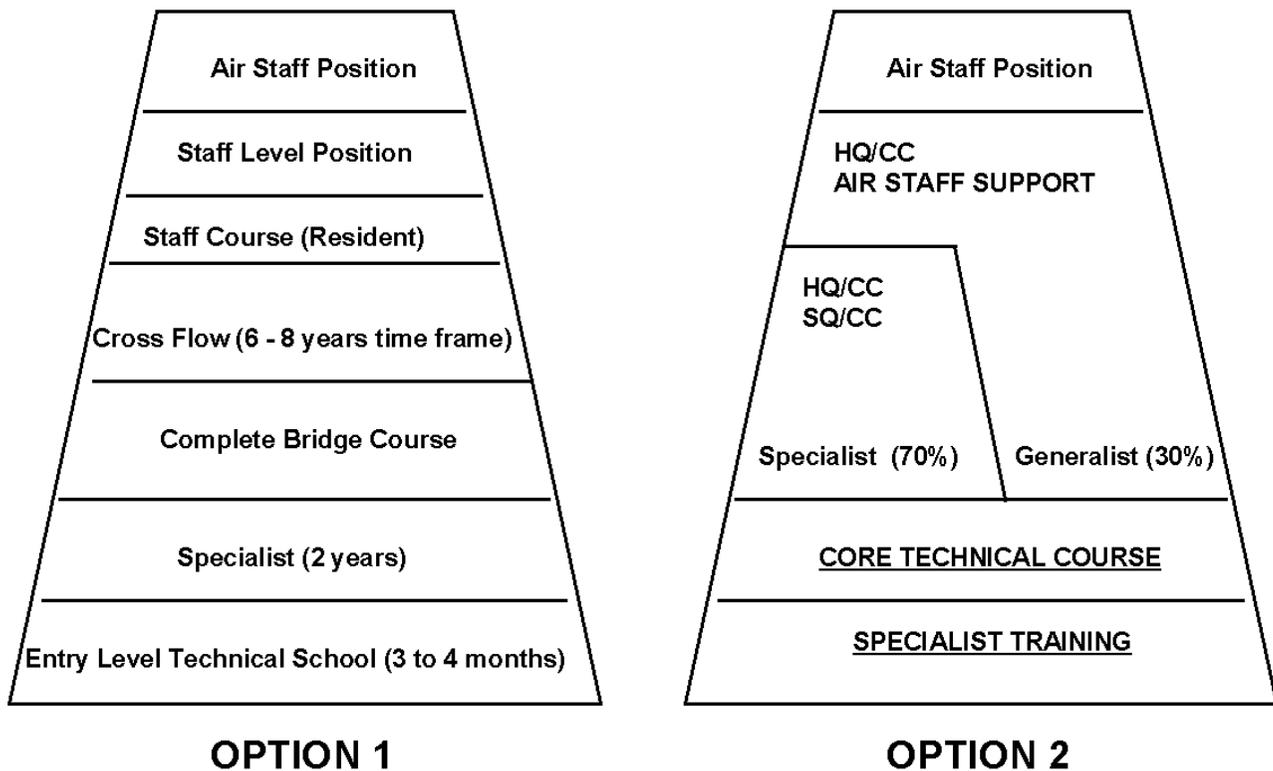
A5.1.3.3.1. Initial Skills. (Initial and Entry level training will usually be developed and taught by AETC.)

A5.1.3.3.2. Upgrade Requirements. (Provide a sequence of events to meet requirements (may include maximum training periods, if applicable) to obtain intermediate, qualified, or staff level AFS.)

A5.1.3.3.3. Proficiency Training. (Discuss follow-on training available to provide career broadening.)

A5.1.3.4. Career Field Path ([Figure A5.2.](#)).

Figure A5.2. Sample Career Field Path Options.



A5.1.4. Section C--Proficiency Training Requirements.

A5.1.4.1. Purpose. Proficiency training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for entry, award, and retention of each AFS level. The specific task and knowledge training requirements are identified in the Course Training Standard (CTS) and Training Course Index at Part II, Section A and B of this CFETP.

A5.1.4.2. Specialty Qualification:

A5.1.4.2.1. Entry Level Training:

A5.1.4.2.1.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2105, paragraph 3.

A5.1.4.2.1.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

A5.1.4.2.1.1.2. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.1.1.3. Training. (List the formal military training required for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.1.1.4. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

A5.1.4.2.1.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.1.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

A5.1.4.2.1.3. Implementation. (Explain how each level is awarded and when.)

A5.1.4.2.2. Intermediate Level Training:

A5.1.4.2.2.1. Specialty Qualification. This information will be identical to the text in the respective specialty description in AFMAN 36-2105, paragraph 3.

A5.1.4.2.2.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

A5.1.4.2.2.1.2. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.2.1.3. Training. (List the formal military training required for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.2.1.4. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

A5.1.4.2.2.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.2.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

A5.1.4.2.2.3. Implementation. (Explain how each level is awarded and when.)

A5.1.4.2.3. Qualified Level Training:

A5.1.4.2.3.1. Specialty Qualification. This information will be identical to the text in the respective specialty description in AFMAN 36-2105, paragraph 3.

A5.1.4.2.3.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

A5.1.4.2.3.1.2. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.3.1.3. Training. (List the formal military training required for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.3.1.4. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

A5.1.4.2.3.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.3.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

A5.1.4.2.3.3. Implementation. (Explain how each level is awarded and when.)

A5.1.4.2.4. Staff Level Training:

A5.1.4.2.4.1. Specialty Qualification. This information will be identical to the text in the respective specialty description in AFMAN 36-2105, paragraph 3.

A5.1.4.2.4.1.1. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.4.1.2. Training. (List the formal military training required for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.4.1.3. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

A5.1.4.2.4.1.4. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2105.)

A5.1.4.2.4.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

A5.1.4.2.4.3. Implementation. (Explain how each level is awarded and when.)

A5.1.5. Section D--Resource Constraints

A5.1.5.1. Purpose. This section identifies known resource constraints that preclude optimal and desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

A5.1.5.2. Training:

A5.1.5.2.1. Entry Level Training:

A5.1.5.2.1.1. Constraints. List the specific constraints.

A5.1.5.2.1.1.1. Impact. (Describe what effect each constraint has on training.)

A5.1.5.2.1.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

A5.1.5.2.1.1.3. Action Required. (Explicit methods to meet conditions.)

A5.1.5.2.1.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

A5.1.5.2.2. Intermediate Level Training:

A5.1.5.2.2.1. Constraints. List the specific constraints.

A5.1.5.2.2.1.1. Impact. (Describe what effect each constraint has on training.)

A5.1.5.2.2.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

A5.1.5.2.2.1.3. Action Required. (Explicit methods to meet conditions.)

A5.1.5.2.2.2. OPR/Target Completion Date. (Provide a focal point and a target date for planning purposes.)

A5.1.5.2.3. Qualified Level Training:

A5.1.5.2.3.1. Constraints. List the specific constraints.

A5.1.5.2.3.1.1. Impact. (Describe what effect each constraint has on training.)

A5.1.5.2.3.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

A5.1.5.2.3.1.3. Action Required. (Explicit methods to meet conditions.)

A5.1.5.2.3.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

A5.1.5.2.4. Staff Level Training:

A5.1.5.2.4.1. Constraints. List the specific constraints.

A5.1.5.2.4.1.1. Impact. (Describe what effect each constraint has on training.)

A5.1.5.2.4.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

A5.1.5.2.4.1.3. Action Required. (Explicit methods to meet conditions.)

A5.1.5.2.4.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

A5.2. Part II.

A5.2.1. Section A--Course Training Standard.

A5.2.1.1. Purpose:

A5.2.1.1.1. The students will demonstrate the desired learning outcomes contained in this CTS.

A5.2.1.1.2. Completion of this course is required for attaining the entry level AFS.

A5.2.1.2. Documentation. Document and certify completion of training. (Develop a method for certifying the task knowledge items.)

A5.2.1.3. Qualitative Requirements. **Attachment 1** contains the behavioral statement, which makes up the entry level course.

A5.2.1.4. Qualification Training Requirements. (Identify methods, which will be used to provide the desired training.)

A5.2.1.5. Proficiency Designator Table (Refer to **Table A5.1.**). (This table provides course requirements and experience requirements necessary for each AFS level.)

Table A5.1. Proficiency Designator.

Proficiency Designator	Title	Course Requirements	Experience Requirements
XXXX	Entry Level	Basic Course	
XXX1	Experienced Officer	Basic course or Bridge course completed	1 year in designated duty position.
XXX2	Intermediate Level	Basic and Bridge courses completed	Minimum 2 years in designated duty position.
XXX3	Fully Qualified	Basic, Bridge courses completed, plus all training modules	24 to 48 months in designated duty position.
XXX4	Staff Officer		8 years experience in AFS core.

A5.2.1.6. Recommendations. Report unsatisfactory performance of individual course graduates to identify technical school responsible for the training. Reference specific CTS paragraphs.

A5.2.2. Section B--Training Course Index.

A5.2.2.1. Purpose. This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

A5.2.2.2. Air Force In-Residence Courses:

A5.2.2.2.1. Entry Level Awarding Courses:

Course Number	Title	Location	User
XXXXXXXXXX-000	Undergraduate	Randolph AFB	AF

A5.2.2.2.2. Advanced Skills Course. (May use rank designators)

Course Number	Title	Location	User
XXXXXXXXXX-000	Staff/Operations	Randolph AFB	AF

A5.2.2.2.3. Air Force Institute of Technology Courses:

Course Number	Title	Location	User
---------------	-------	----------	------

A5.2.2.2.4. AFIADL Courses:

Course Number	Title	Location	User
---------------	-------	----------	------

A5.2.2.2.5. Exportable Courses:

Course Number	Title	Location	User
---------------	-------	----------	------

A5.2.2.2.6. Courses Under Development and Revision:

Course Number	Title	Location	User
---------------	-------	----------	------

A5.2.3. Section C--Support Material:

A5.2.3.1. The following list of support materials is not all-inclusive; however, it covers the most frequently referenced areas.

Course Number	CourseTitle	Developer
---------------	-------------	-----------

A5.2.3.2. If there are no support materials use the following note. **NOTE:** There are currently no support material requirements. This area is reserved.

A5.2.4. Section D--MAJCOM Unique Requirements

A5.2.4.1. The following list of MAJCOM unique responses is not all-inclusive; however, it covers the most frequently referenced areas.

Course Number	CourseTitle	Location
---------------	-------------	----------

A5.2.4.2. If there are no support materials use the following note. **NOTE:** There are currently no MAJCOM unique requirements. This area is reserved.

Attachment 6

ENLISTED CFETP TEMPLATE

A6.1. Part I The Training Impact Decision System (TIDES) template is a tool that provides a standardized CFETP format, which should be followed.

Figure A6.1. Contents.

(Name of AFSC) SPECIALTY

AFSC (Numerical Code)

Table Of Contents

Part I

Preface _X

Abbreviations and Terms Explained __X

Section A--General Information_X

 Purpose of the CFETP

 Use of the CFETP

 Coordination and Approval of the CFETP

Section B--Career Field Progression and Information_X

 Specialty Descriptions

 Skill/Career Progression

 Apprentice Level (3)

 Journeyman Level (5)

 Craftsman Level (7)

 Superintendent Level (9)

 Training Decisions

 Community College of the Air Force

Career Field Path

Section C--Skill Level Training Requirements__XX

Purpose

Training Requirements

Apprentice Level (3)

Journeyman Level (5)

Craftsman Level (7)

Superintendent Level (9)

Section D--Resource ConstraintsXX

Section E--Transitional Training Guide__XX

Part II

Section A--Specialty Training Standards__XX

Section B--Course Objective List__XX

Section C--Support Materials__XX

Section D--Training Course Index__XX

Section E--MAJCOM Unique Requirements__XX

Supersedes:

OPR:

Approved By:

A6.1.1. Preface.

A6.1.1.1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. **NOTE:** Civilians occupying associated positions will use Part II to support duty position qualification training.

A6.1.1.2. The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

A6.1.1.2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section

C associates each level with specialty qualifications (knowledge, education, experience, training, and other); and Section D indicates resource constraints. Some examples are funds, manpower, equipment, facilities; Section E identifies transition training guide requirements for SSgt through MSgt.

A6.1.1.2.2. Part II includes the following: Section A: identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training, wartime course and core task and correspondence course requirements. Section B: contains the course objective list and training standards which supervisors will use to determine if airmen satisfied training requirements. Section C: identifies available support materials. An example is a Qualification Training Package (QTPs which may be developed to support proficiency training); Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; Section E identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

A6.1.1.3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan will enable us to train today's work force for tomorrow's jobs.

A6.1.2. General Information.

A6.1.2.1. Purpose. This CFETP provides the information necessary for Air Force Career Field Managers (AFCFM), MAJCOM Functional Managers (MFM), commanders, training managers, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training that individuals in this AFS should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill level. Qualification training is actual hands-on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes--some are:

A6.1.2.1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field-training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.

A6.1.2.1.2. Identifies task and knowledge training requirements for each skill level in the specialty and recommends education and training throughout each phase of an individual's career.

A6.1.2.1.3. Lists training courses available in the specialty, identifies sources of training, and the training delivery method.

A6.1.2.1.4. Identifies major resource constraints that impact full implementation of the desired career field training process.

A6.1.2.2. Uses. The plan will be used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

A6.1.2.2.1. AETC training personnel will develop or revise formal resident, nonresident, field and exportable training based upon requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

A6.1.2.2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training, and contract training or exportable courses can satisfy identified requirements. MAJCOM-developed training to support this AFSC must be identified for inclusion into the plan.

A6.1.2.2.3. Each individual will complete the mandatory training requirements specified in this plan. The list of courses in Part II will be used as a reference to support training.

A6.1.2.3. Coordination and Approval. The AFCFM is the approval authority. Also, the AFCFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training.

A6.1.3. Section B--Career Progression and Information.

A6.1.3.1. Specialty Description:

A6.1.3.1.1. Specialty Summary. Refer to AFMAN 36-2108, paragraph 1.

A6.1.3.1.2. Duties and Responsibilities. Refer to AFMAN 36-2108, paragraph 2. List duties and responsibilities individually and describe.

A6.1.3.2. Skill and Career Progression. Adequate training and timely progression from the apprentice to the superintendent level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training must do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

A6.1.3.2.1. Apprentice (3) Level. (Provide an outline of activities for award of this level and to progress to the next skill level. Activities may consist of academic, PME, or experience requirements.)

A6.1.3.2.2. Journeyman (5) Level. (Provide an outline of activities for award of this level and to progress to the next skill level. Activities may consist of academic, PME, or experience requirements.)

A6.1.3.2.3. Craftsman (7) Level. (Provide an outline of activities for award of this level and to progress to the next skill level. Activities may consist of academic, PME, or experience requirements.)

A6.1.3.2.4. Superintendent (9) Level. (Provide an outline of activities for award of this level. Activities may consist of academic, PME, or experience requirements.)

A6.1.3.3. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the (identify name of AFS) career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. (Place a comment identifying where the training decisions were made.)

A6.1.3.3.1. Initial Skills. (Initial and Entry level training will usually be developed and taught by AETC.)

A6.1.3.3.2. Five-Level Upgrade Requirements. (Provide a sequence of events to meet requirements to obtain the skill level AFS.)

A6.1.3.3.3. Seven-Level Upgrade Training Requirements. (Provide a sequence of events to meet requirements to obtain the skill level AFS.)

A6.1.3.3.4. Proficiency Training. (Discuss follow-on training available to provide career broadening.)

A6.1.3.4. Community College of the Air Force (CCAF). Enrollment in CCAF occurs upon completion of Basic Military training. CCAF provides the opportunity to obtain an Associate of Applied Sciences Degree. In addition to its associate degree program, CCAF offers the following:

A6.1.3.4.1. Occupational Instructor Certification. Upon completion of instructor qualification training, consisting of the instructor methods course and supervised practice teaching, CCAF instructors who possess an associates degree or higher may be nominated by their school commander and commandant for certification as an occupational instructor.

A6.1.3.4.2. Trade Skill Certification. When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational specialty. The College uses a competency based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman (Supervisor), or Master Craftsman (Manager). All are transcribed on the CCAF transcript.

A6.1.3.4.3. Degree Requirements: All airmen are automatically entered into the CCAF program. Prior to completing an associate degree, the 5 level must be awarded and the following requirements must be met:

	Semester Hours
Technical Education _____	24
Leadership, Management, and Military Studies _____	6
Physical Education _____	4
General Education _____	15
Program Elective _____	15
Technical Education; Leadership, Management, and Military Studies; or General Education	
Total _____	64

A6.1.3.4.3.1. Technical Education (24 semester hours). A minimum of 12 semester hours of Technical Core subjects and courses must be applied and the remaining semester hours applied from Technical Core or Technical Elective subjects and courses. (Identify any additional areas.)

A6.1.3.4.3.2. Leadership, Management, and Military Studies (6 semester hours). Professional military education and/or civilian management courses.

A6.1.3.4.3.3. Physical Education (4 semester hours). This requirement is satisfied by completion of Basic Military Training.

A6.1.3.4.3.4. General Education (15 semester hours). Applicable courses must meet the criteria for application of courses to the General Education Requirements (GER) and be in agreement with the definitions of applicable General Education subject/courses as provided in the *CCAF General Catalog*.

A6.1.3.4.3.5. Program Elective (15 Semester Hours). Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects and courses, including natural science courses meeting GER application criteria. Six semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the *CCAF General Catalog* for details regarding the Associates of Applied Sciences degree for this specialty.

A6.1.3.4.4. Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an AETC Instructor should be actively pursuing an associate degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

Table A6.2. Enlisted Career Path.

GRADE REQUIREMENTS				
Education and Training Requirements	Rank	Average Sew-On	Earliest Sew-On	High Year Of Tenure (HYT)
Basic Military Training School				
Apprentice Technical School (3-Skill Level)	Amn A1C	6 months 10 months		
Upgrade To Journeyman (5-Skill Level) - Minimum 15 months on-the-job training. - Minimum 9 months on-the-job training for retrainees. - Complete appropriate CDC if and when available.	Amn A1C SrA	10 months 3 years	28 months	10 Years
Airman Leadership School - Must be a SrA with 48 months time in service or be a SSgt Selectee. - Resident graduation is a prerequisite for SSgt sew-on (Active Duty Only).	Trainer - Qualified and certified to perform the task to be trained. - Must attend formal OJT Trainer Training and appointed by Commander.			
Upgrade To Craftsman (7-Skill Level) - Minimum rank of SSgt. - 12 months OJT. - 6 months OJT for retrainees. - Complete appropriate CDC if/when available. - Attend Craftsman course, if applicable.	SSgt	7.5 years	3 years	20 Years
	Certifier - Possess at least a SSgt with a 5-skill level or civilian equivalent. - Attend formal OJT Certifier Course and appointed by Commander. - Be a person other than the trainer except for AFSCs, duty positions, units, and/or work centers with specialized training standardization and certification requirements.			

GRADE REQUIREMENTS				
Education and Training Requirements	Rank	Average Sew-On	Earliest Sew-On	High Year Of Tenure (HYT)
Noncommissioned Officer Academy - Must be a TSgt or TSgt Selectee. - Resident graduation is a prerequisite for MSgt sew-on (Active Duty Only).	TSgt	12.5 years	5 years	22 years
	MSgt	16 years	8 years	24 years
USAF Senior NCO Academy - Must be a SMSgt or SMSgt Selectee. - Resident graduation is a prerequisite for CMSgt sew-on (Active Duty Only). - A percentage of top nonselects (for promotion to E-8) MSgts attend the SNCOA each year.	SMSgt	19.2 years	11 years	26 Years
Upgrade To Superintendent (9-Skill Level) - Minimum rank of SMSgt.	CMSgt	21.5 years	14 years	30 years

A6.1.4. Section C--Skill Level Training Requirements.

A6.1.4.1. Purpose. Skill level training requirements in this specialty are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award, and retention of each skill level. The specific task and knowledge training requirements are identified in the STS at Part II, Section A and B of this CFETP.

A6.1.4.2. Specialty Qualification:

A6.1.4.2.1. Apprentice Level Training:

A6.1.4.2.1.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2108, paragraph 3.

A6.1.4.2.1.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

A6.1.4.2.1.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.2.1.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.2.1.1.4. Experience. (List mandatory experience requirements for award of the 3-skill level. The addition of other information, such as CFETP and (or) STS core

tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

A6.1.4.2.1.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.2.1.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

A6.1.4.2.1.3. Implementation. (Explain how each skill level is awarded and when.)

A6.1.4.2.2. Journeyman Level Training:

A6.1.4.2.2.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2108, paragraph 3.

A6.1.4.2.2.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

A6.1.4.2.2.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.2.2.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.2.2.1.4. Experience. (List mandatory experience requirements for award of the 5-skill level. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

A6.1.4.2.2.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.2.2.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

A6.1.4.2.2.3. Implementation. (Explain how each skill level is awarded and when.)

A6.1.4.3. Craftsman Level Training:

A6.1.4.3.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2108, paragraph 3.

A6.1.4.3.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

A6.1.4.3.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.3.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.3.1.4. Experience. (List mandatory experience requirements for award of the 7-skill level. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

A6.1.4.3.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.3.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

A6.1.4.3.3. Implementation. (Explain how each skill level is awarded and when.)

A6.1.4.4. Superintendent Level Training:

A6.1.4.4.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2108, paragraph 3.

A6.1.4.4.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

A6.1.4.4.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.4.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.4.1.4. Experience. (List mandatory experience requirements for award of the 9-skill level. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

A6.1.4.4.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2108.)

A6.1.4.4.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

A6.1.4.4.3. Implementation. (Explain how each skill level is awarded and when.)

A6.1.5. Section D--Resource Constraints.

A6.1.5.1. Purpose. This section identifies known resource constraints, which preclude optimal and desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing

what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

A6.1.5.2. Apprentice Level Training:

A6.1.5.2.1. Constraints:

A6.1.5.2.1.1. Impact. (Describe what effect each constraint has on training.)

A6.1.5.2.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

A6.1.5.2.1.3. Action Required. (Explicit methods to meet conditions.)

A6.1.5.2.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

A6.1.5.3. Five Level Training:

A6.1.5.3.1. Constraints:

A6.1.5.3.1.1. Impact. (Describe what effect each constraint has on training.)

A6.1.5.3.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

A6.1.5.3.1.3. Action Required. (Explicit methods to meet conditions.)

A6.1.5.3.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

A6.1.5.4. Seven-Level Training:

A6.1.5.4.1. Constraints:

A6.1.5.4.1.1. Impact. (Describe what effect each constraint has on training.)

A6.1.5.4.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

A6.1.5.4.1.3. Action Required. (Explicit methods to meet conditions.)

A6.1.5.4.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

A6.1.6. Section E--Transitional Training Guide.

A6.1.6.1. Purpose. This transition guide will lay the direction and control to prepare our personnel for the 21st century. Also, tomorrow's challenges will be measured by how well we plan today, and our strength and direction are assured only through proper training. Only your genuine commitment to meeting this challenge head on will ensure the Air Force and our specialty benefit fully.

A6.1.6.2. Conditions:

A6.1.6.2.1. Duration. (Identify length of the program and, if appropriate, inclusive dates.)

A6.1.6.2.2. Target Group. (Identify range of grades affected. Discuss how the following phases of training will be effected: 3-, 5-, and 7-skill level trainees, upgrade, and proficiency training requirements.)

A6.1.6.3. Transition Training Plan (TTP) Administration. (Explain how to implement, manage, and control the overall program.)

A6.1.6.3.1. Requirements. (Use CFETP Part II, Section A to identify requirements.)

A6.1.6.3.2. Training Methods. (Explain the method used for training (i.e., coach-pupil and classroom) and any limitations on group composition.)

A6.1.6.3.3. Certification Requirements. (Specify criteria for the trainer and certifier to properly administer the program.)

A6.1.6.3.4. Program Management. (Consider how the training will be accomplished, i.e., special experience identifiers.)

A6.1.6.3.5. Status Reporting. Base functional managers will report TTP status to their MFM quarterly by the 5th duty day of February, May, August, and November, for the entire transition training period. MFMs will report TTP status to AFCFM semiannually by the 15th of May and November for the entire transition training period. When reporting, use the following format: (Design format for the report.)

A6.2. Part II.

A6.2.1. Section A--Specialty Training Standard.

A6.2.1.1. Implementation. This STS will be used for technical training provided by AETC for classes beginning (date) and graduating (date).

A6.2.1.2. Purpose. As prescribed in AFI 36-2201, this STS (refer to [Figure A6.2.](#) through [Figure A6.4.](#)):

A6.2.1.2.1. Lists in the column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge, and Technical References (TR) necessary for airman to perform duties in the 3-, 5-, and 7-skill level. Number task statements sequentially i.e., 1.1., 1.2., 2.1. Column 2 (Core Tasks) identifies, by asterisk (*), specialty-wide training requirements.

A6.2.1.2.2. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification or completed date. (As a minimum, use the following column designators: Training Complete, Certifier Initials.)

A6.2.1.2.3. Shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task and knowledge and the career knowledge provided by the correspondence course.

A6.2.1.2.4. Qualitative Requirements. [Attachment 1](#) contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses. (For this template, refer to [Figure A6.3.](#))

A6.2.1.2.5. Use to document task when placed in AF Form 623, **On-The-Job Training Record**, and used according to AFI 36-2201.

A6.2.1.2.6. Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the USAF Occupational Measurement Squadron, by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in chapter 14 of AFI 36-2606, *US Air Force Reenlistment, Retention, and NCO Status Programs*. WAPS is not applicable to the Air National Guard.

A6.2.1.3. Recommendations. Report unsatisfactory performance of individual course graduates (identify complete AETC technical school's mailing address). Reference specific STS paragraphs.

Figure A6.2. Sample Heading for STSs.

This Block Is For Identification Purposes Only.		
Name Of Trainee		
Printed Name (Last, First, Middle Initial)	Initials (Written)	SSN
Printed Name Of Trainer, Certifying Official And Written Initials		
N/I	N/I	
N/I	N/I	
N/I	N/I	

Figure A6.3. Sample Qualitative Requirements.

Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (extremely limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (partially proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (highly proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (nomenclature)
	b	Can determine step-by-step procedures for doing the task. (procedures)
	c	Can identify why and when the task must be done and why each step is needed. (operating principles)
	d	Can predict, isolate, and resolve problems about the task. (advanced theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (evaluation)
<p>Explanations</p> <p>* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)</p> <p>** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.</p> <p>- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.</p> <p>X This mark is used alone in course columns to show that training is required but not given due to limitations in resources.</p> <p>NOTE: All tasks and knowledge items shown with a proficiency code are trained during wartime.</p>		

Behavioral Statement STS Coding System	
Code	Definition
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze, or evaluate the subject.
P	Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy.
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task.
-	No training provided in the course or CDC.
X	Training is required but not provided due to limitations in resources.
Each STS element is written as a behavioral statement. The detail of the statement and verb selection reflects the level of training provided by resident training and career development courses.	

Figure A6.4. STS Worksheet (Template).

1. Tasks	2. Core/ Wartime Tasks	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/ Information Provided						
		A	B	C	D	E	A 3-Skill Level		B 5-Skill Level			C 7-Skill Level	
		Tng Start	Tng Done	Trainee Initials	Trainer Initials	Certifier Initials	(1) Crse	(2) CDC	(1) Crse	C D C	QTP	(1) Crse	(2) CDC
1. Education and Training Career Field													
1.1. Career Field Structure													
1.2. Duties of AFSC 3S2XX													

NOTE: When developing your STS only identify applicable columns. For example, if you do not have a QTP for your AFS then you do not need to develop a column as identified above. Also, if you do not have a course or CDC for a particular skill level then you would not need to develop a column for course or CDC.

A6.2.2. Section B--Course Objective List.

A6.2.2.1. Measurement. Each objective is indicated as follows: W indicates task or subject knowledge, which is measured using a written test. PC indicates required task performance, which is measured with a performance progress check. P indicates required task performance, which is measured with a performance test. PC/W indicates separate measurement of both knowledge and performance elements using a written test and a performance progress check.

A6.2.2.2. Standard. The standard is 70% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. Instructor assistance is provided as needed during the progress check, and students may be required to repeat all or part of the behavior until satisfactory performance is attained.

A6.2.2.3. Proficiency Level. Most task performance is taught to the “2b” proficiency level which means the student can do most parts of the task, but does need assistance on the hardest parts of the task (partially proficient). The student can also determine step-by-step procedures for doing the task.

A6.2.2.4. Course Objective. These objectives are listed in the sequence taught by Block of Instruction.

A6.2.2.4.1. Initial Skills Course:

A6.2.2.4.1.1. Block I. (Title).

(Section number, objective and behavioral statement, STS references, and type of measurement)

A6.2.2.4.1.2. Block II. (Title).

(Section number, objective and behavioral statement, STS references, and type of measurement)

A6.2.2.4.2. Advanced Skills Course: 7

A6.2.2.4.2.1. Block I. (Title).(Section number, objective and behavioral statement, STS references, and type of measurement)

A6.2.2.4.2.2. Block II. (Title).

(Section number, objective and behavioral statement, STS references, and type of measurement)

A6.2.2.4.2.3. If there is no advanced course use the following note. **NOTE:** There is currently no advanced course. This area is reserved.

A6.2.3. Section C--Support Material.

A6.2.3.1. The following list of support materials is not all-inclusive; however, it covers the most frequently referenced areas.

Course Number

Course Title

Developer

A6.2.3.2. If there are no support materials use the following note. **NOTE:** There are currently no support material requirements. This area is reserved.

A6.2.4. Section D--Training Course Index.

A6.2.4.1. Purpose. This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

A6.2.4.2. Air Force In-Residence Courses.

Course Number	Title	Location	User
XXXXXXXXXX-000	Undergraduate	Randolph AFB	AF

A6.2.4.3. AFIADL Courses.

Course Number	Title	Location	User
----------------------	--------------	-----------------	-------------

A6.2.4.4. Exportable Courses.

Course Number	Title	Location	User
----------------------	--------------	-----------------	-------------

A6.2.4.5. Courses Under Development/Revision.

Course Number	Title	Location	User
----------------------	--------------	-----------------	-------------

A6.2.5. Section E--MAJCOM Unique Requirements.

A6.2.5.1. The following list of MAJCOM unique responses is not all-inclusive; however, it covers the most frequently referenced areas.

Course Number	Course Title	Location
----------------------	---------------------	-----------------

A6.2.5.2. If there are no MAJCOM unique requirements, use the following note.

NOTE: There are currently no MAJCOM unique requirements. This area is reserved.

Attachment 7

IC 2004-1 TO AFI 36-2201, VOLUME 5, AIR FORCE TRAINING PROGRAM
CAREER FIELD EDUCATION AND TRAINING

8 JUNE 2004

OPR: HQ AF/DPLTP (CMSGT JANET GROBERSKI)

Supersedes: AFI 36-2201, Vol 5, 27 September 2002

Certified By: HQ AF/DPLT (Col James Hollingsworth)

SUMMARY OF REVISIONS

This revision incorporates Interim Change IC2004-1. This IC adds time in training waiver processing instructions to AFI 36-2201, Volume 5, **Chapter 4**. It also establishes minimum requirements for the contents of all waiver packages, regardless of reason for the upgrade training waiver.

4.4. Processing Time in Training Waivers (does not apply to ARC): The unit training manager (UTM) will assist the supervisor in preparing time in training waiver packages. The package will process through the unit commander, group commander, to the wing commander for final approval/disapproval authority.

4.4.1. Unit Commander. Use the criteria in AFI 36-2201, Vol 5, (paragraph **4.2.**), AFI 36-2108, and the CFETP, Part I, to evaluate trainee qualifications. Review the AFS description and determine whether experience factors, mandatory training requirements, and additional mandatory requirements not in the AFS description are satisfied. As appropriate, review other sources such as evaluation reports and duty history to validate experience. Determine whether the trainee meets the experience and training requirements in the CFETP and AFS description.

4.4.2. Group Commander. Use the criteria in AFI 36-2201, Vol 5, (paragraph **4.2.**), AFI 36-2108, and the CFETP, Part I, to evaluate trainee qualifications to support recommendation. Determine whether the trainee meets or exceeds the experience and training requirements in the CFETP and specialty description.

4.4.3. Wing Commander. Will approve or disapprove the waiver request.

4.4.3.1. Approved waivers are returned to the UTM to initiate upgrade action in PC III. UTM will contact MPF Personnel Employment to forward the request to AFPC/DPPAT for update in MilPDS.

4.4.3.2. Disapproved waivers are returned to the unit commander.

4.5. Waiver Packages. As a minimum, all waiver packages, regardless of reason, must include the following documentation:

4.5.1. Copy of the CFETP, Part II, with certification of all mandatory tasks as directed by the AFCFM.

4.5.2. Copy of AFIADL Form 9, CDC Scorecard, and AFIADL Forms 34, URE Answer Sheet.

4.5.3. Copy of all EPRs or LOEs, if applicable.

4.5.4. Copy of all AF Forms 623a.

4.5.5. Memorandum from the supervisor, endorsed by the unit commander, recommending waiver for airmen whose behavior, attitude, and record of performance show a high probability of success in the higher skill level.