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SECRETARY OF THE AIR FORCE**



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Personnel

AIR FORCE TRAINING PROGRAM

**TOTAL FORCE TRAINING AND EDUCATION
REVIEW PROCESS (TFTERP)**

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

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OPR: HQ USAF/DPLTT (CMSgt Akeel Omari)

Certified by: HQ USAF/DPLT
(Col Nancy Weaver)

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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 Air Force Instruction applies to Air Force Reserve Command (AFRC) and Air National Guard units.

SUMMARY OF REVISIONS

This document is substantially revised and must be completely reviewed.

Chapter 1

TOTAL FORCE TRAINING AND EDUCATION REVIEW PROCESS (TFTERP) OVERVIEW

1.1. Concept. The Total Force Training and Education Review Process (TFTERP) provides a systematic approach to address training and education issues and ensure a top-level review of Air Force requirements. The goal of TFTERP is to increase effectiveness and cost-efficiency in training and education by providing a corporate process to resolve issues, balance priorities, gain training efficiencies through use of Advanced Distributed Learning (ADL) when appropriate, and recognize civilian acquired skill equivalencies. The result of TFTERP is a sustained focus on training and education requirements to produce the skills and knowledge required to meet mission readiness expectations for the Total Force.

1.2. Scope. The Air Force has evolved into an expeditionary aerospace force to meet the demands of current and future security environments. Time commitments resulting from training and increased TEMPO may strain the unit's ability to perform current and new missions. Left unchecked, the magnitude of non-rated Air Force Specialty Code (AFSC) and ancillary training requirements can grow so that commanders must prioritize between warfighting/mission related training and other Air Force mandated training requirements. TFTERP is an issues-based corporate process established to better manage training and education requirements by reviewing all new non-AFSC training requirements prior to implementation, resolving issues arising from those requirements, and balancing time commitments required to properly train the forces.

1.3. Organizational Structure. The TFTERP consists of an organizational structure made up of an Executive Council, Review Board, Decision Panel, and Issues Team and is composed of representatives from Active, Guard and Reserve organizations.

1.3.1. The Executive Council is composed of HQ USAF DP/XO/IL/XP/SC, SAF/MR, AF-CIO, AETC/CV, AU/CC, AFRC/CV, and NGB/CF.

1.3.2. The Review Board is composed of HQ USAF DPL/XOO/ILM/JAG/SCX/XPM, SAF MRR/MRM, AF-CIO (Principal Deputy), AETC DO/XP/RF, 2AF/CC, 19AF/CC, AU/CV, AFRC/ACV plus one additional AFRC designated member, NGB-CF Deputy Director plus one additional ANG designated member, Air Reserve Forces Policy Council representative, and MAJCOM representatives (2-digit level) as appropriate to the issue presented to the board.

1.3.3. The Decision Panel is composed of HQ USAF DPLT/XOFP/XOOT/ILMM/XPMM/XOXF, HQ USAF JA/SG/SC (0-6 level), SAF MRM/MRR (0-6 level), AF-CIO/P, AETC/DOO/XPR, 2AF/DO, 19AF/DO, AU/XO, AFIADL, AFRC DPT/DOT/LG, ARPC/DPA, AF/REPP, ANG DP/DPD/DOT/LG, NGB/COS, MAJCOM Representatives (0-6 level) as necessary, and additional representation as appropriate to the issue presented to the panel.

1.3.4. The Issues Team is composed of HQ USAF DPLT/DPLE/XOOT, AFRC/DPT, and ANG/DPD.

1.3.5. Working Groups will be ad hoc, temporary, issue-specific and composed of Active, Guard, and Reserve representation.

1.4. Responsibilities.

1.4.1. Deputy Chief of Staff for Personnel (AF/DP). Overall office responsible for the official conduct of the TFTERP and the Executive Council Chair. The Air Force Director for Learning and Force Development (AF/DPL) chairs the Review Board and the Chief, Training and Requirements Division (AF/DPLT) is the focal point for the Issues Team.

1.4.2. Air Staff Functional Managers, Air Force Career Field Managers, and MAJCOMs. Ensure a Total Force perspective is considered during development of all new training and education requirements to include ADL options and recognition of civilian acquired skills. Provide representatives to sit on the various levels of the TFTERP, as required.

1.4.3. Air Education and Training Command (AETC). Ensures a Total Force perspective is considered during development and scheduling of all new training and education requirements, to include ADL and modular training development. Provides representatives to sit on the various levels of the TFTERP, as required.

1.4.3.1. Air University (AU). Ensures a Total Force perspective is considered during development of all new education requirements, to include Total Force curriculum throughout Professional Military Education (PME). Provides representatives to sit on the various levels of the TFTERP, as required.

1.4.3.2. Air Force Institute for Advanced Distributed Learning (AFIADL). Seeks out alternative delivery methods for training and education and works with functional managers to convert training and education to ADL methods. Develops standards for ADL training and education development and conversion programs and standardization across the Air Force. Reviews and makes recommendations for approval/disapproval on all ADL initiatives before budget submission according to procedures outlined in AFI 36-2201, Vol 4, *Air Force Training Program*.

1.4.4. Reserve Components. Review training and education requirements to achieve a balance between AFSC, non-AFSC, and mission readiness training. Submit Reserve unique issues/requirements based on statutory participation limitations and/or state missions taskings to the TFTERP.

1.4.5. Executive Council: Provides the vision and direction for the TFTERP and is the final approval authority for all training and education policies not resolved at lower levels within this corporate process. This Council coordinates on major policy change requests prior to forwarding to SECAF or CSAF, as necessary.

1.4.6. Review Board: Serves as the review authority for issues not resolved at lower levels within this corporate process to include training and education policies and initiatives. Prioritizes training and education requirements, if required. May approve, approve with changes, disapprove the initiative, or forward to the Executive Council. Provides guidance to the Decision Panel.

1.4.7. Decision Panel: Addresses issues and new training and education requirements requiring a broad-based perspective and policy authority level that exceeds that of the Issues Team. Reviews requirements prior to implementation for validity, develops training and education policies, validates training and education requirements (both AFSC and non-AFSC related), and reviews any other training and education issues of concern to the Active, Guard, or Reserve.

1.4.8. Issues Team: The focal point for TFTERP, clearing house for issues and new training and education requirements and the entry level for issues into the TFTERP. The Issues Team charters a working group if necessary, establishes lead agency, sets suspenses, and tracks all suggestions/issues.

1.4.9. Working Groups: Conduct research, analyze problems and propose solutions to issues forwarded through the Issues Team.

Chapter 2

TFTERP OPERATIONAL PROCESS

2.1. General. Decision making authority is vested in the lowest level possible within the TFTERP. The Issues Team will resolve all issues and refer those requiring additional policy/process review to the Decision Panel. Those issues that the Decision Panel cannot resolve will be forwarded to the Review Board and unresolved issues at that level will be forwarded to the Executive Council for final disposition.

2.2. Issue Inputs. Inputs will be accepted from three sources. Air Staff Functional 2-Digit (upward suggestive); MAJCOM Training Office, HQ USAF DPLT/DPLE, ANG/DPD and AFRC/DPT (upward suggestive); and authorities such as OSD/OSAF/CSAF/AF Corporate Structure (downward directive) (For more information on the Air Force Corporate Structure see AFI 16-501, *Control and Documentation of Air Force Programs*). Issues may be of two types: addition, change, or deletion to training requirements or training process/policy improvement or development.

2.3. Issue Processing. Issue inputs will be submitted to a member of the Issues Team and presented as a one-page executive summary with supporting documentation, if necessary. Suggested additions, changes, or deletions to Ancillary Training requirement inputs must follow the template in [Attachment 2](#).

2.4. Issue Resolution Process. Submitter provides input through appropriate chain, HQ USAF DPLT/DPLE, AFRC/DPT or ANG/DPD. HQ USAF DPLTT records input and provides copies to members of Issues Team. The Issues Team may approve or disapprove the initiative, if within level of authority to do so. If a broad-based perspective is required or the issue is not within policy or decision authority level, the Issues Team will convene the Decision Panel.

2.4.1. If the issue needs further analysis, a Working Group will be chartered, lead member identified, and suspense established. Working Groups will research the issue and provide the tasking level with a concur/concur with comment/non-concur report, with supporting rationale.

2.4.2. If the Issues Team concurs with Working Group findings, action is taken to implement the decision. The tasking level may disapprove the initiative or convene the Decision Panel, if required.

2.4.3. Decision Panel, if convened, may approve, approve with changes, or disapprove the initiative. The panel may coordinate in absentia in order to expedite processing. The panel may forward to the Review Board if consensus cannot be reached, or decision is not within policy authority.

2.4.4. The Review Board, if convened, will approve, approve with changes, or disapprove the initiative, or may forward to the Executive Council for consideration, as needed.

2.4.5. The Executive Council, if convened, will approve, approve with changes, or disapprove the initiative. Decisions of the Executive Council are final.

2.4.6. HQ USAF/DPLT will report final decisions to the following, at a minimum: the issue initiator, lead agency Office of Primary Responsibility (OPR), MAJCOM Training Offices, appropriate Air Staff Functional, AFRC/DPT, and ANG/DPD.

2.5. Approved Issue Implementation. Following TFTERP approval, the Issues Team will monitor implementation. The OPR will develop the initiative, applicable directives and report compliance or

implementation to Issues Team. TFTERP involvement is no longer required after the decision is implemented so long as the program remains unchanged. In the case of training requirements, this would mean no change in duration, frequency, method of instruction, or target audience. If changes to these parameters are contemplated, reengagement of the TFTERP is required using initial issue input procedures.

2.6. Appeals. Air Staff 3-digits and MAJCOM Training Offices may appeal a decision to the Review Board and Air Staff 2-digits may appeal a decision to the Executive Council. If a decision is appealed, all action is suspended until the issue is resolved.

2.7. TFTERP Requirements in Support of Contingency Operations. OPRs will review all ATP requirements and other training requirements, as appropriate, during contingency operations. The objective is to reduce the burden of training requirements that don't directly support war-fighting requirements. Suspensions, reductions or changes in training will be processed to the Issues Team for expedited processing. Approved changes will be coordinated and announced using procedures outlined above.

RICHARD E. BROWN III, Lt General, USAF
DCS/Personnel

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

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

AFPD 36-22, *Military Training*

AFI 16-501, *Control and Documentation of Air Force Programs*

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

AFMAN 37-139, *Records Disposition Schedule*

Abbreviations and Acronyms

ADL—Advanced Distributed Learning

AETC—Air Education and Training Command

AFI—Air Force Instruction

AFIADL—Air Force Institute for Advanced Distributed Learning

AFMAN—Air Force Manual

AFPD—Air Force Policy Directive

AFRC—Air Force Reserve Command

AFSC—Air Force Specialty Code

ANG—Air National Guard

ATP—Ancillary Training Program

AU—Air University

CSAF—Chief of Staff, United States Air Force

DOD—Department of Defense

DODD—Department of Defense Directive

DODI—Department of Defense Instruction

ICW—Interactive Courseware

MAJCOM—Major Command

NGB—National Guard Bureau

OPR—Office of Primary Responsibility

OSD—Office of the Secretary of Defense

OSAF—Office of Secretary of the Air Force

PME—Professional Military Education

SECAF—Secretary of the Air Force

TFTERP—Total Force Training and Education Review Process

Attachment 2**ANCILLARY TRAINING PROGRAM (ATP) TEMPLATE**

Course Status: (Current Requirement or Under Consideration).

Category: (Functional, Additional Duty, General, or Awareness).

Title: (e.g., Suicide and Violence Prevention).

Objective: (e.g., Provides education and training to prevent acts of harm to self and others.).

Target Group: (e.g., All Air Force military and civilian personnel. Non-Appropriated Funds and contract employees are encouraged, but not required).

Method of Instruction: (e.g., Traditional Classroom with Instructor).

Duration: (e.g., Not to exceed 0.5 hours).

Frequency: (e.g., Annually).

Civilian Equivalency: (e.g., Emergency Medical Technician license, certifications that satisfy training requirement).

Documentation: Identify how an individual's completion of training is documented, tracked, or otherwise accounted for (e.g., sign-in roster, personnel database, training record, etc.).

Tasking Authority: (e.g., AFI 44-154).

OPR: (e.g., AFMOA/SGOC).

Course Manager: (e.g., Lt Col George Nicholas).

Duty Phone: (e.g., DSN 297-4061).

Justification: (Justify the requirement, method of instruction, duration and frequency. List all other training courses (e.g., BMT, PME, TD) where this training is given).

Rating: Rate this course as one of the following:

1. *Mission Accomplishment* - major impact on mission. Training is critical to mission/duty accomplishment and mission readiness.
2. *Mission Sustainment* - training required to maintain a standard of knowledge and performance, not necessarily critical to mission accomplishment.
3. *Mission Enhancement* - making a better airman. No immediate impact on mission but necessary to maintain standards of conduct that, if not maintained, could degrade mission accomplishment.
4. *Not Required* - self-explanatory.

Recommendation: Retain, Delete, Implement (for proposed requirements), or Modify (state nature of recommended modification such as reduction in duration/ frequency or method of instruction).

Template Format:

1. Use Times New Roman Font. 10-point.
2. 1-inch margins on all sides.

3. One course per page. No more than one page per course.
4. Please retain e-copy of response for possible e-mail request.
5. 'Course Status' should be first line.