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This instruction provides the objectives, requirements, and assigned responsibilities for the conduct and administration of training and development for appropriated fund civilian employees. It gives guidance for determining needs; validating requirements; financial planning; obtaining resources; and evaluating, documenting, and reporting training. It implements AFPD 36-4, Civilian Training and Development and AFPD 36-13, Civilian Supervisory, Management, and Leadership Development; Department of Defense (DoD) Directive 1430.4; and DoD Manual 1400.25 (Civilian Personnel Manual, chapter 410), 2 March 1985. See **Attachment 1** for a glossary of acronyms. This publication applies to all Air Force activities, including Air National Guard (ANG) (Title 5) and the US Air Force Reserve (USAFR) units, excluding Air National Guard (Title 32). It is used according to Title 5 U.S.C. 4118 by management, civilian training functions, and appropriated fund civilian employees. This publication requires collecting and maintaining information protected by the Privacy Act of 1974. Authorities to collect and maintain the records are by Title 5 U.S.C. 4118 and Title 10 U.S.C. 8013. Forms affected by the Privacy Act have an appropriate Privacy Act Statement.

(374AW) This supplement implements and extends the guidance of Air Force Instruction (AFI) 36-401, *Employee Training and Development*, 28 June 2002. This supplement applies to Headquarters 374th Airlift Wing (HQ 374 AW) and assigned, attached, and tenant units serviced by the 374th Mission Support Squadron Civilian Personnel Flight (CPF) (374 MSS/DPC). Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with (IAW) Air Force

Manual (AFMAN) 37-123 (will convert to AFMAN 33-363), *Management of Records*, and disposed of in accordance with the Air Force Records Disposition Schedule (RDS) located at **https://afrims.amc.af.mil/**. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*; route AF Form 847s from the field through the appropriate functional chain of command.

SUMMARY OF CHANGES

This revision updates procedures and policy for the management and administration of civilian training and development programs. It incorporates changes to law, policy and operational requirements that have been implemented, as well as specific information on different training and development programs and the roles and responsibilities for each agent. It prescribes a new form, AF 4306, DoD Civilian Employee Air Force Tuition Assistance.

(374AW) Modifications made to clarify procedures for establishing Formal Training Plan (FTP) and offices involved in executing an FTP. A margin bar (|) indicates newly revised material.

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Chapter 1

AUTHORITIES AND RESPONSIBILITIES

1.1. Office of Administrative Assistant (SAF/AA). Approves requests for payment of expenses incident to attendance at training conferences and meetings of civilian personnel assigned to the office of the Secretary of the Air Force.

1.2. The Chief, Education Division (HQ USAF/DPDE). Establishes training and development policies for Air Force civilian employees. This includes:

1.2.1. Formulating plans of action, administrative controls, and program requirements applicable Air Force-wide.

1.2.2. Reviewing and submitting for Department of Labor approval, proposals for the establishment of apprentice programs.

1.2.3. Reviewing and approving Air Force-wide civilian personnel management courses.

1.2.4. Coordinating, presenting, and justifying the civilian training budget requirements and designating the civilian program element monitor.

1.2.5. Ensuring the annual civilian training budget is developed, defended, and executed for application across the Air Force.

1.2.6. Ensuring the Air Force short and long-range training needs are determined.

1.2.7. Monitoring Air Force-wide training agreements.

1.3. The Air Force Senior Leader Management Office (AFSLMO/DP). Provides policy for the Defense Leadership and Management Program (DLAMP). See **Chapter 7** for further information on DLAMP.

1.4. The Acquisition Career Management and Resources Division (SAF/AQXD). Provides policy for the training and development needs of the acquisition workforce (PEC 84753) for the Director of Acquisition Career Management (DACM), SAF/AQ. Funding is available to support business and management training and tuition assistance (including a full time course of study leading to a degree). This funding supports mandatory (that which is specified by the Defense Acquisition Workforce Improvement Act (DAWIA) as embodied in 10 USC Chapter 87) and desirable training. Mandatory training is described as the completion of: a) 24 semester credit hours in Accounting, Business Finance, Law, Contracts, Purchasing, Economics, Industrial Management, Marketing, Quantitative Methods, and organization and management <u>or</u> 24 semester credit hours in the individual's acquisition career field and 12 semester credit hours in the disciplines listed above; b) the completion of a baccalaureate degree in those disciplines to include the sciences, engineering and other technical fields, business and management. Desired education can include either obtaining a graduate degree in one's career field, or completing individual courses, another undergraduate degree or a graduate degree for the purpose of meeting certification standards in an acquisition career field other than the employee's current career field.

1.4.1. **Air Force Acquisition Training Office (AFATO).** SAF/AQXD-ATO provides operational support to the DACM to ensure Air Force personnel attain the training required by DAWIA. AFATO

oversees the acquisition training life cycle for Defense Acquisition University (DAU) courses and Continuous Learning (CL). The SAF/AQXD-ATO office provides guidance and information on potential sources of acquisition training and CL. Some of the roles of SAF/AQXDO-ATO are listed below. For additional information, see DoD 5000.52-M and the AFATO web site at **http://www.safaq.hq.af.mil/acq_workf/training/**.

1.4.1.1. Identifying training requirements.

1.4.1.2. Obtaining DAU training quotas.

1.4.1.3. Ensuring statutory, regulatory, and administrative compliance in reviewing, approving, and is approving requests for DAU training.

1.4.1.4. Utilizing automated systems and implementing policy and procedures for the crediting of completed DAU coursework in employee records.

1.4.1.5. Acts as EDM/S with responsibility for formulating, justifying, executing, and tracking centralized DAU funds provided each fiscal year.

1.4.1.6. Managing and processing requests for DAU training through the DAU registration system, known as "ACQ Now" within the Air Force.

1.4.1.7. Determining the extent of waiver on any Continued Service Agreement (CSA) obligations for individuals on training required by DAWIA or administered through CL.

1.5. Air Force Personnel Center (AFPC). Provides training and development operational support to Air Force civilian training, education and development programs. See AFI 36-601 and AFMAN 36-606 for further information on career programs.

1.5.1. AFPC/DPK provides operational support for Air Force civilian career management programs. Some of the roles are listed below.

1.5.1.1. Managing and administering the Civilian Competitive Development Program (CCDP) and the Defense Leadership and Management Program (DLAMP). See **Chapter 7**, **Chapter 8**, and **Attachment 13** for further information.

1.5.1.2. Screening requirements and convening a committee to select nominees for professional military education programs, and applicable mid-management development programs and fellowships.

1.5.1.3. Determining the extent of waiver on Continued Service Agreement (CSA) obligations for individuals receiving Air Force-approved long-term training.

1.5.1.4. Reviewing requests to waive the 55 percent per diem maximum for employees on Air Force-wide competitive training of 30 or more days.

1.5.1.5. Determining and supporting annual requirements and managing the execution for the Central Salary Account.

1.5.1.6. Ensuring statutory, regulatory, and administrative compliance in reviewing, approving, and disapproving requests for career program sponsored training.

1.5.1.7. Compiling, analyzing, validating, and distributing recurring training reports.

1.5.2. AFPC/DPS initiates and staffs proposed changes to any system in place to manage and monitor effective course planning, registration and documentation of training.

1.5.3. AFPC/DPC codes education and training for new hires to the Air Force. For more information with coding of education and training updates and changes see a representative from your servicing civilian personnel training function.

1.6. Major Commands (MAJCOMs) and Comparable Organizations.

1.6.1. Assure (at least annually) that organizational, occupational and individual needs assessments are accomplished for subordinate organizations' human resource goals, training and other development priorities, to include any requirements for Air Force centrally-funded advanced degree or Professional Continuing Education (PCE) program (see AFI 36-2302), and make decisions about the investment of resources.

1.6.2. Review and provide recommendation on requests for waiver of CSA obligations for individuals receiving Air Force-funded training.

1.6.3. Approve training or programs costing more than $100,000 and send approvals with supporting documentation to HQ AF/DPDEC.

1.7. Organizations Assigned Civilian Training, Education and Development Functions. On behalf of the Commander, the civilian personnel officer or designated official works directly with the Civilian Employment and Cost Management Committee (CECMC), also known as the Civilian Resource Management Corporate Board or a Management Training Committee (MTC), for the administration and execution of training funds.

1.7.1. **The civilian personnel officer or designated official will:**

1.7.1.1. Collect and consolidate functional impact statements explaining the anticipated effects of unmet training needs when requested from MAJCOM.

1.7.1.2. Review and coordinate the annual installation training plan (AITP) and budget submission to appropriate level for approval.

1.7.1.3. Designate an Employee Development Manager/Specialist (EDM/S) to administer the local training, education and development program.

1.7.1.4. Ensure that procedures are in place to screen incoming or outgoing personnel for any Continued Service Agreement obligations (See **Chapter 4** for additional information).

1.8. The major responsibilities of the Employee Development Manager/Specialist (EDM/S) are:

1.8.1. Monitor compliance with legal and regulatory requirements and data system accuracy with training, education and development programs.

1.8.2. Review and approve or disapprove all requests for training (except centrally managed training) according to statutory, legal, and administrative requirements, regardless of funding source.

1.8.3. Ensure competitive procedures are used in selecting employees for training and development that may serve to enhance promotion potential.

1.8.4. Ensure a system is in place to manage effective course planning, registration and documentation of training.

1.8.5. Assist managers and supervisors in identifying the most economical and efficient ways of meeting training needs.

1.8.6. Evaluate the overall training and development program.

1.8.7. Keep abreast of developments in the field of training sources and instructional technology.

1.8.8. Review and send offers for contributions, awards, or payments incidental to training of employees in non-government facilities to the parent MAJCOM for approval.

1.8.9. Assist Air Force career program PALACE teams, counsel employees and managers on Air Force career programs, and process career enhancement plans (CEP) for serviced registrants.

1.8.10. Prepare and distribute the installation training guide (ITG) to inform managers and employees of methods and programs for employee training and development. (See **Attachment 12**.)

1.8.11. Accomplish Exchange Visitor Program (E-VP) actions when so designated (See 22 CFR 62).

1.8.12. Encourage the joint use of installation civilian-military training facilities, instructors, visual aids, and program surveys to increase productivity and minimize costs.

1.8.13. Issue guidance and provide operational support for special training programs, such as worker-trainee, apprentice, developmental opportunity programs (DOP), cooperative education (CO-OP), etc.

1.8.14. Assist supervisors in developing, approving, and monitoring formal training plans (FTP).

1.8.15. When delegated by MAJCOM, approve and monitor compliance with specific limitations on use of non-government training facilities.

1.8.16. Determining the extent of waiver on Continued Service Agreement (CSA) obligations for individuals on locally sponsored training.

1.8.17. Course development.

1.8.17.1. Use the instructional systems development (ISD) concept when developing local training courses and programs.

1.8.17.2. Provide training to supervisors and managers to assist them in carrying out their supervisory civilian and military personnel management responsibilities. (See **Attachment 2**.)

1.8.17.3. Administer and monitor the New Employee Orientation Program. (See **Attachment 6**.)

1.8.18. Reports.

1.8.18.1. Prepare special reports and maintain adequate documentation for audit trail purposes.

1.8.19. Financial Management.

1.8.19.1. Conduct the annual training needs survey (ATNS) via the Civilian Automated Training Input Program (CATNIP), updated annually as required by Air Staff.

1.8.19.2. Use proper planning and executing procedures for other appropriations used to fund civilian training. (See **Attachment 5** for financial planning and budget guidance.)

1.8.19.3. Develop and present the Annual Installation Training Plan (AITP) and budget input for approval at the appropriate level.

1.8.19.4. Serve as the resource manager for element 88751 funds, and administrator with 84753 funds.

1.9. Documenting Education and Training in Employee Records.

1.9.1. Education. Education level is determined from "an employee's educational attainment from an accredited institution", according to guidance from the Office of Personnel Management (Guide to Personnel Data Standards). In addition, guidance from the Office of Personnel Management establishes that only accredited education gained by employees is credited in employee records (Qualification Handbook). Degrees awarded by Air University upon completion of in-residence Air Command and Staff College and Air War College will be coded in employee records as education.

1.9.2. Training. The following guidance is provided for consistency in crediting training:

1.9.2.1. General Information. Training is not strictly limited to specific courses, types of training or methods of completion. Good judgment must be used in all cases to meet the changing needs of personnel programs and employee development goals. Coordination between Employee Development and Staffing functional experts is essential to credit training. A training course completion certificate or appropriate documentation must include the student's name, course name, total course hours, and course start and completion dates. Regardless of funding source, training paid for by the government must be credited in employee records.

1.9.2.2. Continuing Education Unit (CEU). Many colleges, universities, and professional organizations sponsor a variety of professional development courses that award Continuing Education Units (CEUs) instead of semester or quarter hour credits. These courses are typically short-term in nature and may not be a part of an undergraduate-or graduate-level curriculum. When professional development courses are not creditable for undergraduate-or graduate-level credits, CEUs should be coded as training. If the course provider indicates the number of hours of actual class instruction, code that amount. If not provided, the Air Force will apply the "Louis Phillips' Continuing Education Guide " for consistency. Code CEUs at the rate of 10 hours for each CEU. For example, an employee awarded three CEU credits should be coded with 30 hours of training. In some cases, an employee will request that the course be reflected in the personnel history as college credit. In order for that to occur, the employee must have his or her college or university convert the CEUs to semester or quarter hours on a transcript.

1.9.2.3. Mandatory Training. All training completions required by law, the Office of Personnel Management, the Department of Defense, or Air Force policy will be credited in employee records.

1.9.2.4. Other Training. Other non-mandatory training may be credited in employee records.

1.9.3. Self-Development Courses Applicable to Employee's Current Position or Career Progression. This includes, but is not limited to, such courses as professional military education (PME) which are valuable for Air Force career progression. Other self-development activities may also qualify for credit for similar reasons. Coordination between Employee Development and Staffing functional experts is essential when crediting self-development courses in employee records.

1.10. Managers and Supervisors. Managers and supervisors have the following responsibility:

1.10.1. Use performance appraisals for determining training needs for their assigned employees. Individual Development Plans (IDPs) are used as an additional source as appropriate.

1.10.2. Review technology shifts. Anticipate and identify actual mission, program, weapon, or system changes. Review career program master development plans and Career Enhancement Plans (CEPs) to determine training and developmental needs (further information regarding career plans can be found on the Air Force Personnel Center web site, **http://www.afpc.randolph.af.mil/cp**). Review the DAU catelog to determine acquisition training required by DAWIA for the acquisition workforce. Prioritize needs and the methods used in evaluating training (See **Attachment 4**). Develop impact statements if training is not funded (See **Attachment 5**).

1.10.3. Consult with the EDM/S on identifying needs and the most economical and efficient sources of training.

1.10.4. Ensure affirmative employment initiatives are considered in identifying training and development needs.

1.10.5. Evaluate subordinates' job performance following formal training, on-the-job training (OJT), and developmental assignments for effectiveness, and provide written evaluations to the EDM/S as required.

1.10.6. Prepare required documentation on the DD Form 1556, Request, Authorization, Agreement, Certification of Training and Reimbursement, or through electronic means approved by HQ USAF/DPDE when requesting training. Approve DAU training requests that an employee submits via electronic means, ACQ Now.

1.10.7. Ensure employees are released to attend training as scheduled.

1.10.8. Set-up and implement formal training requirements for such programs as worker-trainee, apprenticeship, DOP, and intern programs.

1.10.9. Follow merit procedures in selecting employees for training or developmental assignments that may serve to enhance promotional opportunities.

1.10.10. Mentor and inform subordinates on self-development opportunities. Encourage career development activities. For further information on mentoring see AFI 36-3401.

1.10.11. Coordinate with the base civilian training program office, the CPF, and the installation safety office when procuring training activities with physical requirements which may adversely affect the safety and health of federal employees.

1.11. Employees. Employees will do the following:

1.11.1. Maintain the necessary competence to do the job and help the organization meet its mission.

1.11.2. Participate in directed training and developmental activities.

1.11.3. Share knowledge gained from such training activities with co-workers.

1.11.4. Assist in training other employees.

1.11.5. Discuss training needs with supervisors and obtain approval before applying for training.

1.11.6. Assume responsibility for self-development activities and assure their personnel records reflect current training and development accomplishments.

1.12. Waivers for Competitive Sourcing and/or Privatization. When organizations are undergoing studies for competitive sourcing and/or privatizing of civilian education and training functions, it is not necessary to obtain waivers for responsibilities stipulated within this instruction which make specific reference to training/education of civilian personnel. It is understood that the contractor will assume responsibilities for civilian education and training in accordance with this instruction and the statement of work. All waiver for competitive sourcing and/or privatization studies granted to the 1 August 1994 edition of this publication remain in effect. All follow-on statements of work will be developed IAW this instruction.

Chapter 2

IMPLEMENTING AND CONTROLLING PROGRAMS AND FUNDING LEVELS

2.1. Applying the Installation Training Guide (ITG). This guide contains specific guidance with local training program operations. For information on developing an ITG see **Attachment 12**.

2.1.1. Identification of Training Needs. Annually, supervisors and managers identify employee training requirements and assign priorities. (See **Attachment 4**.)

2.1.2. Documentation. The supervisor documents identified training requirements using the procedures developed and provided by the civilian training function. (see **Attachment 4**.)

2.1.3. Training Source Determination. Management, with the assistance from the EDM/S, will determine the best training source needed to satisfy the training requirement. (See **Attachment 9**.)

2.1.4. Validation. Key management officials document and validate all training needs to ensure the requirements and priorities support mission needs. Validated training requirements are submitted to the EDM/S who:

2.1.4.1. Reviews documents for legal and regulatory compliance.

2.1.4.2. Ensures the effectiveness of the training source and method for meeting identified needs.

2.1.4.3. Monitors duplication of organizational training requirements for possible grouping and cost effectiveness and efficiency.

2.1.4.4. Oversees applicability of the Office of Management and Budget Circular, A-76, Performance of Commercial Activities.

2.1.5. Recording Training Needs. The supervisor records all training requirements in the employee work folder. Supervisors should ensure that training requirements are linked to the mission of the Air Force. The EDM/S can provide guidance and instructions on developing the Individual Development Plan (IDP), if required. Source documents (i.e., DD Forms 1556, course descriptions, approval rationale, evaluations, AFMAN 36-606, etc.) are maintained on file by the EDM/S.

2.2. Preparation and Use of The Annual Installation Training Plan (AITP). The EDM/S identifies the projected fiscal year training requirements for use by the CECMC or MTC to accomplish the final installation-wide validation of the AITP. Committee action ensures that:

2.2.1. Requirements represent training needs as indicated by past training activities and anticipated future needs.

2.2.2. Priority groupings are proper and any unmet needs resulting from funding restrictions are analyzed.

2.2.3. Impact statements are prepared and submitted to the EDM/S for any unmet training needs.

2.2.4. Projected training cost estimates are reasonable and sufficient to accommodate predicted expenses.

2.2.5. Additions, deletions, and adjustments to training requirements and estimated costs reflect optimum use of resources.

2.2.6. After the committee validation process is complete, the AITP is sent to the approving official at the appropriate level.

2.3. Budget and Financial Resource Management. The EDM/S manages and administers funds required to meet training needs (see **Attachment 5**). These responsibilities also include the management of the Government Purchase Card (GPC) used as a method of payment for training and education (see **Chapter 10**). To accomplish this, the EDM/S will:

2.3.1. Ensure no appropriated funds are used to support the training of Non-Appropriated Fund (NAF) personnel when the training is required for the performance of the employees' NAF duties (i.e., education and training to advance job knowledge, develop skills, and improve abilities of NAF employees). The exception to this requirement is the education and training of child care providers, which is authorized from appropriated funds by the Military Child Care Act of 1989. Additionally, appropriated funds are authorized for training all employees for command or base required training (EEO, fire safety, HIV awareness, etc.). Appropriated funds may be authorized for training of NAF employees performing the duties of an authorized appropriated fund position as long as this training is not also required for the performance of the employees' NAF duties. For further guidance on the use of appropriated funds to support the training of NAF personnel see AFI 65-106.

2.3.2. Ensure funds will not be used to support the direct attainment of licenses or certifications. An employee is not prohibited from attending a training course and receiving a license or certification as an incidental by-product of the training.

2.3.3. Determine and assign proper budget categories [appropriations, program element code (PEC), RC/CC, element of expense and investment codes (EEIC), etc.] for obligating, expending, and tracking training expenses, to include coding of such in an automated data system.

2.3.4. Coordinate with the Defense Finance and Accounting Service (DFAS), organizational units, and other applicable finance offices on financial matters involving distribution, adjustments, and expenditures of funds; and contracting offices on contract training, i.e., AF Form 9, Request for Purchase. When using an AF Form 9, the DFAS officer designee certifies the availability of funds. When the GPC is the method of payment, use appropriate form(s) i.e., AF Form 4009, Government Purchase Card Fund Cite Authorization, to commit funds against the correct PEC and EEIC. For further guidance on training and education program manager responsibilities for the GPC, see **Chapter 10**.

2.3.5. Implement internal procedures to monitor training fund expenditures, regardless of funding source, to include purchases through the GPC, contracting offices on AF Form 9, and with temporary duty orders.

2.3.6. Control obligations to remain within the projected quarterly/annual level of authority.

2.3.7. Coordinate on availability of funds.

2.3.8. Validate fund citations.

2.3.9. Monitor the quarterly/annual financial portion of the AITP by reconciling accounting reports, corresponding data products, DD Forms 1556, Request, Authorization, Agreement, Certification of Training and Reimbursement, monthly reconciliation of the credit card report, and the accounting and finance system, etc.

Chapter 3

EVALUATING TRAINING AND DEVELOPMENT

3.1. Training Purpose. The evaluation process completes the training and development cycle. It provides supervisors, employees, and the EDM/S with information to determine how well a specific training course or program has met its objectives. This determination is essential in justifying the expenditure of training funds to improve work quality, quantity, timeliness, productivity or management operations.

3.2. Evaluating Completed Training and Development:

3.2.1. Employees, supervisors, managers, and EDM/Ss evaluate training continually. As a minimum, a formal evaluation is completed annually. The ITG includes an outline of how to complete the formal evaluation. The annual evaluation may be completed and documented as part of the AITP review and must include a variety of evaluation techniques (see **Attachment 4**).

3.2.2. The EDM/S provides assistance to supervisors and employees in the evaluation process.

3.2.3. The EDM/S makes use of individual course evaluations as a technique in the evaluation process and takes positive action in response to all course evaluations which are rated less than satisfactory. Written documentation of the action taken is maintained for future reference and planning purposes with the annual evaluation of training.

3.2.4. Overall program evaluation and required EDM/S follow-up actions are review items for Air Force headquarters and MAJCOM evaluation teams.

3.3. Evaluating Training Program Administration. As a minimum, the EDM/S is responsible for evaluating program requirements.

Chapter 4

PROGRAM AND SPECIAL TRAINING REQUIREMENTS

4.1. Continued Service Agreements (CSA).

4.1.1. A CSA includes an agreement by the employee to continue in service upon training completion. As a minimum, all training over 80 hours requires a CSA. The period of service obligation begins the first workday after the training ends, and is equal to at least three times the length of the training. Longer periods of required service are set if justified by the costs of training or other factors, such as situations when employee enters into a period of non-pay status. The EDM/S evaluates each instance of training to justify an agency's substantial investment of resources. When some or all of the additional training expenses are paid, but the employee receives no pay, (i.e. training occurs after duty hours) the period of service is equal to the length of the training, with a minimum one-month obligation.

4.1.2. Computed costs of training for reimbursement purposes should include tuition, travel, per diem, books and materials, fees, other related costs, and administrative overhead costs (such as the costs for planning, conducting, and administering the training; advertising the training; conducting employee screening and selection processes; monitoring completion; evaluating effectiveness of the training; etc.) as appropriate. The trainee's salary will not be included.

4.1.3. Employees sign a CSA before commencement of training. (**See Attachment 11**.) Once an employee has signed a CSA, the EDM/S ensures a system is in place to monitor the date the obligation service commitment expires, preventing any separation personnel action from being processed without consideration of this obligation.

4.1.4. An employees who fails to complete training covered by a CSA is still obligated for costs incurred. The CSA stays in effect to protect government interests even though the employee withdraws from, or otherwise fails to complete, training. It should be adjusted to reflect actual costs incurred.

4.1.5. For CCDP (see **Chapter 8**), service commitments are as follows, unless otherwise specified for a particular course: Short-term Executive Development: 1 year; Long-term programs less than $40,000: 3 years; Long-term programs $40,000 to $59,999: 4 years; and Long-term programs $60,000 or more: 5 years.

4.1.6. Recovery of expenses for failure to complete CSA is prorated against the remaining portion of the employee's obligated service commitment. For example, if the cost of training is $3,000 and the employee has completed two-thirds of the obligated service, the employee will reimburse the Air Force $1,000 instead of the original $3,000.

4.2. Waiver of CSA.

4.2.1. Employees are required to provide at least a 10 work-day advance notice to their servicing CPF of their intent to transfer to another agency or resign while under the obligation period.

4.2.2. Authority to waive CSA obligations is established at MAJCOM, AFPC/DPK, AFATO, or by the EDM/S depending on the training involved. A waiver is granted in whole or in part based on employee justification. Approval of any waiver is fully documented and based on full consideration of

equity, good conscience, and the public interest in the decision process. Requests for waiver are processed through the servicing civilian training office and command training functions for review and recommendation prior to forwarding to the approval authority.

4.2.3. A waiver may be granted if the employee has completed most, but not all, of the required period of service; resigned because of personal illness or serious illness of a member of his or her immediate family; or is unable to make the required payment because of severe financial hardship.

4.2.4. Employees are not required to repay funds when moving to another government agency position within the Department of Defense. The remaining period of obligated service, however, is transferred to the gaining DoD Component.

4.2.5. Air Force employees may process grievances on decisions not to grant waivers through the Air Force grievance system described in AFI 36-1203. Bargaining unit employees who are covered by a collective bargaining agreement resolve disagreements through negotiated procedures.

4.3. Attendance at Meetings. Employees can take part in activities and meetings of non-government associations, to include technical, scientific, and professional societies. Funding and approval authorities differ depending on the purpose of the meeting. When the purpose for attendance clearly meets a training objective, as determined by the EDM/S, the use of training funds is appropriate. When the purpose for attendance is not primarily for training, base support funds will be used.

Chapter 5

TRAINING SOURCES

5.1. Use of Interagency Training Programs and Facilities. Interagency training refers to training programs and facilities that are set up for the use of more than one agency. When courses require a single-agency point of contact, such as the Federal Executive Institute, Management Development Center, etc., AFSLMO/DP and HQ AFPC/DPK, respectively, centrally fund attendance. For acquisition training provided by DAU under DAWIA, AFATO centrally manages the funds. Other interagency courses are normally developed, administered, and funded at the installation level.

5.2. Use of Non-Government Training Facilities. When Federal government facilities cannot meet a training need, the EDM/S may arrange training through the local contracting office or non-government facilities. There are constraints and prohibitions on use of non-government training facilities. These include training:

5.2.1. Which teaches or advocates the overthrow of the United States government by force or violence. This prohibition also applies to training provided by a person about whom a proper determination has been made that there is reasonable doubt concerning his or her loyalty to the United States.

5.2.2. Which carries on subversive propaganda, attempting to influence legislation, or participating or interfering in political campaigns on behalf of any candidate for public office.

5.2.3. Which illegally discriminates in the admission or in subsequent treatment of students.

5.3. Establishing Local Training Courses and Programs. Local training programs, including on-the-job-training, should be used to fill identified training needs whenever this approach has been validated as the most efficient and economical method of training. The Instructional Systems Development (ISD) process is used when developing a local training course or program to ensure that they are job-related and cost effective. See AFI 36-2201 for additional information.

5.3. (374AW) See **Attachment 18 (Added)** in this supplement for the Master Labor Contract (MLC) and Indirect Hire Agreement (IHA) Employee Trainee Program.

5.4. On-The-Job-Training (OJT). Methods used to satisfy a training requirement should be efficient and economical. OJT should not only be considered for the employees within a particular work unit, but should also be considered for any displaced employees affected by downsizing, reassignment, or base closure. OJT is planned, organized, and conducted at the work site. For further guidance concerning on the job training, see **Attachment 9**.

5.5. Air Force Mentoring. The goal of mentoring is to help each person reach his/her full potential, thereby enhancing the overall professionalism of the Air Force. A mentor is defined as "a trusted counselor or guide". Various levels of Leadership--officers, enlisted and civilians-- play a vital role in the mentoring program through an ongoing processing of fostering principles, traditions, shared values and the lessons of our profession. Supervisors are key to the professional development of their personnel by providing training and guidance through mentoring. (For further guidance on the Air Force Mentoring Program refer to *AFI 36-3401, Air Force Mentoring*).

5.6. Suggested Reading List : A list of suggested reading material has been devised by the Air Force Historian for the Chief of Staff to promote professional and self-development of Air Force people by enhancing the knowledge of the civilian work force on the history of air and space power. Designed for civilians and divided into grade range categories, the reading list was created to mirror the reading list of officers and enlisted. A complete reading list for all grades is available on the Air Force web site, "Air Force Link", under "library". The books are also available for commercial purchase or through the base library. The suggested reading list is a part of the Air Force Chief of Staff Reading Program.

5.7. Continuous Learning (CL) for Acquisition Professionals. Civilian and military acquisition professionals are expected to participate in continuous learning activities throughout their acquisition careers. Continuous learning activities augment the education, training, and experience standards established for APDP certification purposes. Opportunities for professional development, education and training shall be made available as appropriate. The OSD CL policy, Air Force CL Implementation Policy, suggested sources for CL training, and additional information can be found at the Acquisition Career Management homepage: **http://www.safaq.hq.af.mil/acq_workf/career_training/cl.html**.

Chapter 6

FORMS, REPORTS, AND RECORDS DISPOSITION

6.1. Forms Used in Training and Development. The Air Force civilian training program uses a wide variety of forms in processing, validating, planning, financing, and accomplishing employee development. See **Table A3.1.** in **Attachment 3** for the use of each form prescribed in this instruction.

6.2. Formal Training Plans (FTP). Supervisors prepare the FTP within the first 30 days of the assignment for employees participating in formal training programs, i.e. Developmental Opportunity Program (DOP), intern programs, etc. The EDM/S maintains the approved training plan. Copies are provided to the supervisor and employee. Supervisors will use the FTP for periodic employee counseling in conjunction with the annual performance appraisal. Each FTP will include:

6.2.1. Knowledge, Skill, and Ability (KSAs) required

6.2.2. Expected level of proficiency for each KSA and how that proficiency is to be measured

6.2.3. Specific methods and sources of training and development for each KSA to be acquired including the hours required for each developmental activity

6.2.4. Anticipated completion date for each training and development activity

6.2.5. Signature by supervisor and employee

6.3. Individual Development Plan (IDP). An IDP is a written plan outlining the training and progress of an employee new to an organization work-site or for which the documentation of an employee's training and progress is desired. They also serve as an important mentoring tool used for outlining desired career path progression. IDPs are for employees not covered by a formal training program for which a formal training plan would be required. The IDP is tailored to individual employee needs and is based on the employee's job description. The EDM/S can provide guidance and instruction on developing the IDP. IDPs are required for the acquisition workforce throughout their careers.

6.4. Records Disposition. The EDM/S will maintain and dispose of all training documentation created by this instruction according to AFMAN 37-139 and AFI 36-114. Training documents and materials should be retained in the training files. Continued Service Agreements (CSA) should be retained in accordance with OM 293-31 as temporary documents in the Official Personnel Folder (OPF) until the agreement has been satisfied.

Chapter 7

DEFENSE LEADERSHIP AND MANAGEMENT PROGRAM (DLAMP)

7.1. Purpose and Coverage: Implements recommendations of the Commission on Roles and Missions (CORM). The Defense Leadership and Management Program (DLAMP) is a systematic program of "joint" civilian leader training, education, and development within and across the Department of Defense. It provides the framework for developing civilians who demonstrate potential for leadership. In addition, DLAMP fosters an environment that nurtures a shared understanding and sense of mission among civilian and military personnel. DLAMP required elements: a formal mentoring program, career-broadening rotational assignment, senior-level course in professional military education, and minimum of 10 advanced graduate-level college courses.

7.2. Definitions:

7.2.1. Mentoring Program: An element of the development framework designed to link each participant with a senior-level individual to enhance participant's leadership skills and competencies and successfully achieve DLAMP objectives. DLAMP mentors play an important role in assessing and establishing personal, professional, and career development goals.

7.2.2. Rotational Assignments (RA): Opportunity for a twelve-month rotational assignment that will increase breadth and/or depth of experience that a participant may not otherwise achieve through normal career progression.

7.2.3. Professional Military Education (PME): Senior-level course lasting at least three months with an emphasis on national security decision-making. The PME requirement may be fulfilled through a three-month course designed specifically for DLAMP offered by the National Defense University, or a ten-month program offered at the military services' schools or National Defense University.

7.2.4. Graduate Courses: Advanced graduate-level college courses specially designed with a Defense focus to develop familiarity with the broad range of subjects facing Defense leaders. The graduate curriculum consists of required courses in eight academic areas (accounting, finance, economics, human resources, information systems, quantitative tools, law and public policy, international policy) and electives in related areas (logistics, intelligence, acquisition and contract management, as well as senior seminar (capstone) course).

7.2.5. Good Standing Assessment (GSA): Annual evaluation and certification for continuation in the program based on participation. Minimum levels of activity are required for continued enrollment in the program.

7.2.6. Individual Development Plan (IDP): Blueprint for the DLAMP participant. The plan is the basis for the identification and tracking of the participant's developmental needs, accomplishments, and progress towards achieving the DLAMP objectives.

7.2.7. AF-wide nomination and selection criteria: Performance, professional qualities, leadership, depth/breadth of experience, job responsibility, professional military and academic education, DoD joint-service criteria, specific achievements and possession of Office of Personnel Management (OPM) Executive Core Qualifications (ECQ).

7.2.8. Endorsing Official: First Senior Executive Service (SES) member or General/Flag Officer (GO) in the chain-of-command who is not the immediate supervisor. If for example, the wing com-

mander is a colonel, then the endorser should be the numbered AF commander. Organizations that do not meet the above criteria will designate an SES member or GO in the chain of command.

7.2.9. Nominating organization: MAJCOM/CVs and Secretariat (SAF)/ Air Staff (HAF) two-letter offices.

7.2.10. Selection Board: SES members appointed by SAF/OS to select candidates based on AF-wide nomination and selection criteria. The selection board is chaired by a DV-4 level SES and consist of four panels representing the following quadrants: Acquisition and Logistics, Scientific and Engineering, General Management, and Specialized Support.

7.3. Authorities and Responsibilities.

7.3.1. The Executive Resources Board Development Panel (ERBDP) and DLAMP Board approve policy and program revisions.

7.3.2. The Senior Leader Management Office (AFSLMO) provides policy for AF DLAMP.

7.3.3. AFPC/DPK provides operating guidance, position classification, consultation, nomination instructions, and management and administration of DLAMP.

7.3.4. MAJCOM/CVs, SAF/AF two-letters, Commanders and managers nominate employees for AF-wide competition based on the AF-wide nomination and selection criteria. Installation-level nominations are sent to owning MAJCOM/DPs, SAF, and HAF. Direct Reporting Unit (DRU), and Field Operating Agency (FOA) nominations are sent to respective SAF/HAF two-letter offices.

7.3.5. Nominated employees verify the accuracy of their personnel records and identify erroneous and/or incomplete information to their respective servicing Civilian Personnel Flight (CPF) or training office for correction before submission of the nomination package.

7.3.6. Servicing CPFs and training offices verify information provided by employees and correct respective personnel records, if needed.

7.4. Nomination Procedures:

7.4.1. HQ USAF/DP announces the call for nominations and provides instructions to nominating organizations with information copies to MAJCOM/DPs and AFSLMO.

7.4.2. Nominating organizations select candidates for AF-wide competition based on AF-wide nomination and selection criteria and send nomination packages to AFPC/DPK.

7.4.3. AFPC/DPK conducts selection boards and provides results to ERB DP and DLAMP Board for review and approval to forward to OSD DLAMP.

7.5. Post-Selection Procedures:

7.5.1. AFPC/DPK notifies nominating organizations of selectees and non-selectees and sends information copies to MAJCOM/DPs and installation/CCs. Selections will also be available for review on the AFPC web-site.

7.5.2. AFPC/DPK notifies OSD DLAMP of selections and requests additional quotas for alternate selections, if necessary.

7.5.3. AFPC/DPK provides servicing training offices fund cites to cover applicable participants' temporary duty travel and per diem expenses.

7.5.4. AFPC/DPK provides guidance for the processing of DD Forms 1556 (cut sheets) and Continued Service Agreements (CSA) for in-residence PME. Servicing training offices ensure the participant's personnel record is noted to reflect the CSA ending date. The CSA includes a repayment provision should the participant fail to satisfactorily complete the course. See **Attachment 11** for further information about CSA.

Chapter 8

AIR FORCE (AF) CIVILIAN COMPETITIVE DEVELOPMENT PROGRAM (CCDP)

8.1. Purpose and Coverage: Leadership development is an essential component of long-term mission readiness. The AF CCDP incorporates the Civilian Leadership and Management Development Framework (contained in AFPD 36-13, *Civilian Supervisory, Management and Leadership Development*) which is the corporate prototype for sustaining the capability of senior level civilians while preparing high-potential employees for increasingly responsible management and leadership positions. The AF CCDP includes in-residence Professional Military Education (PME), other long-term academic and experiential programs, and executive development programs. (See framework for Civilian Career Development Path at **Attachment 17**.) Additional information about CCDP can be found on the Air Force Personnel Center homepage at **http://www.afpc.randolph.af.mil/cp**.

8.2. Definitions:

8.2.1. AF-wide, nomination and selection criteria: Performance, post-utilization plan, and appropriateness of training at this stage of candidate's career as depicted on the framework for the AF Civilian Career Development Path.

8.2.2. Developmental Assignments: Opportunities for high potential GS-14/GS-15 employees to broaden their work experience by working at different organizational levels, functional areas, or agencies for one to two years.

8.2.3. Endorsing Official: First Senior Executive Service (SES) member or general/flag officer (GO) in the chain-of-command who is not the immediate supervisor. If the wing commander is a colonel (0-6), then the endorser should be the numbered AF commander. Organizations that do not meet the above criteria will designate an SES member or GO in the chain of command.

8.2.4. Executive Development Courses: Short-term academic programs at the Federal Executive Institute or the Department of Defense National Security Management Program, and Civilian Advanced Management Programs (AMP) for GM/GS-15 employees and equivalent.

8.2.5. Long-term Training (LTT): Continuous, on-duty, full-time development activities of more than 120 working days duration.

8.2.6. Nominating organization: MAJCOM/CVs and Secretariat (SAF)/HQ USAF two-letter offices.

8.2.7. Performance: Overall performance ratings for current and prior years as documented in employee records.

8.2.8. Post-utilization plan: A realistic vision of how the respective learning will be put to work. Normally, a reassignment to a position as described in the framework for the AF Civilian Career Development Path or Career Program career paths and master development plans which provides progressive breadth, depth, or broadening experience appropriate to the development activity.

8.2.9. Selection Board: SES members appointed by SAF/OS to select candidates based on AF-wide nomination and selection criteria. The selection board will have a chair and will comprise of four panels.

8.3. Authorities and Responsibilities :

8.3.1. The Education and Training Division (USAF/DPDE) will provide policy for the AF CCDP and provide the Air Force Personnel Center, Directorate of Civilian Career Management (AFPC/DPK) data for managing the central salary account, as necessary.

8.3.2. The Directorate of Personnel Force Management (USAF/DPF) will provide policy for civilian personnel actions.

8.3.3. AFPC/DPK will provide operating guidance, nomination instructions and will manage and administer the CCDP.

8.3.4. The Executive Resources Board Development Panel (ERBDP) will recommend program revisions based on a formal post-training assessment program.

8.3.5. Career Programs will provide career counseling to registrants, identify high potential registrants to managers in nominating organizations, and assist nominating organizations in identifying and placing participants in follow-on assignments to covered positions upon completion of the development activity.

8.3.6. MAJCOM/CVs and SAF/AF two-letters will nominate respective employees for AF-wide competition based on the AF-wide nomination and selection criteria and identify post-utilization plans and follow-on assignments appropriate to the development activity for selected participants.

8.3.7. Commanders and managers at all levels will encourage employee participation in the CCDP, recommend eligible candidates, and identify post-utilization plans and/or proposed follow-on assignments for respective candidates at the time of nomination.

8.3.8. Employees will verify the accuracy of their personnel records and identify erroneous and/or incomplete information to their respective servicing Civilian Personnel Flight (CPF) or civilian training office for correction. This includes a review of their geographic availability for maximum flexibility in identifying a follow-on assignment. Employees who have previously participated in CCDP activities must ensure their training records reflect credit for that development activity. Employees will meet eligibility and admission criteria for respective program(s) at time of nomination and must be willing to attend programs other than those for which nominated in the best interests of the AF.

8.3.9. Servicing CPFs and training offices will review respective information provided by employees and correct respective personnel records. These offices will process nomination and post-selection actions as described in paragraphs **8.4.** and **8.5.**

8.4. Nomination Procedures:

8.4.1. USAF/DP will announce the call for nominations and provide instructions to nominating organizations with information copies to MAJCOM/DPs, AFSLMO, and AFPC/CD.

8.4.2. Managers will use the AF Civilian Career Development Path to recommend eligible candidates for the most appropriate development activity in partnership with MAJCOMs and Career Programs for respective registrants. Employee eligibility for particular programs is normally based upon permanent grade. On an exception basis, individuals who were competitively selected for temporary promotion may compete for programs where Air Force has discretion based upon the temporary grade. In such cases, endorsing officials must ensure follow-on assignments are identified at the permanent grade. Although candidates may request preference for a specific course or program, they must be

willing to attend programs other than those for which nominated in the best interests of the AF. Attendance at non-PME long-term academic training, whether the employee attends through CCDP or some other means, is limited to once in a career. Candidates and endorsing officials will complete the prescribed nomination form (AF Form 4059) and submit it to the servicing training office. Before nominating an employee for a developmental activity, management and the employee must determine how the employee will utilize the acquired knowledge and skills upon completion of the training activity. This post-utilization plan may involve increased or expanded responsibilities in the current position, a new assignment within or outside the organization, or a permanent change of station (PCS) to another duty location. Servicing training offices will review nomination packages for eligibility, suitability, legal, and regulatory criteria, obtain chain of command approval as required by MAJCOM and/or local procedures, and send completed packages to respective nominating organization.

8.4.3. Nominating organizations will select candidates for AF-wide competition based on AF-wide nomination and selection criteria and send nomination packages to AFPC/DPK.

8.4.4. AFPC/DPK will provide selection board results to USAF/DP and the ERBDP.

8.5. Post-Selection Procedures:

8.5.1. AFPC/DPK will notify nominating organizations of employees selected for respective development activities in conjunction with the announcement of military PME selections. AFPC/DPK will send information copies to MAJCOM/DPs and installation/CCs. Selections will also be available for review on the USAF/DP web-site.

8.5.2. Endorsement level approval for management withdrawal of employees selected for the AF CCDP is required. There is no deferral option. **Employees who, after selection, arbitrarily decline will be restricted from consideration for the AF CCDP for a two-year period.** For additional information on declinations see **Attachment 13**.

8.5.3. AFSLMO will work with nominating organizations and selected GS-15 employees to identify placement and developmental assignments appropriate to their needs.

8.5.4. AFPC/DPK will provide servicing CPFs the applicable documents (SF 52 and AF 3821) to place participants on a Central Salary Account manpower authorization for the duration of their development activity. This will allow the backfill of the position vacated by the participant.

8.5.5. With the exception of developmental assignment participants, Central Salary Account participants in a temporary duty (TDY) status will remain against the same position description/core document, continue to report to the same supervisor, and be serviced by the same CPF for the duration of the development activity. The performance rating of record will be extended unless the employee has performed work under supervision for at least 90 days during the rating cycle. Any monetary performance award granted to Central Salary Account participants will be paid from the installation's awards budget.

8.5.6. Potential follow-on assignments should be considered for positions that provide progressive breadth, depth, or broadening experience. Senior functional points of contacts, in partnership with Career Programs (if applicable), will begin working with nominating organizations and selected LTT participants to identify follow-on assignments appropriate to the development activity prior to class start date.

8.5.7. Management will notify respective CPF(s) of the LTT participant's follow-on assignment, proposed effective date, and will initiate applicable paperwork to be submitted to the servicing CPF. Unless advised otherwise, a participant may not be carried against the Central Salary Account manpower authorization beyond completion of the development activity. The servicing CPF will process follow-on placement actions. Unless otherwise authorized, the effective date of the follow-on assignment will be the beginning of the pay period immediately following the completion of the development activity.

8.5.8. Reassignments and changes-to-lower grade of an employee who has completed a centrally funded and managed formal development and training, as provided by 5 CFR Part 410, are exempt from the DoD Priority Placement Program (PPP) provided a follow-on position is "pre-identified" (DODM 1400.20-1-M, Chapter 4, C.2.b). This identification will include the potential occupational series and grade level(s) of the follow-on position and the functional community within the Air Force where placement will be made. The specific title, series, grade, and location of the follow-on position will normally be identified within the last six months of the career broadening assignment. To be exempt from PPP, the follow-on placement can only be made at the employee's permanent grade level through reassignment, or through a change to lower grade at the employee's request.

8.5.9. AFPC/DPK will provide servicing training offices a fund cite to cover applicable participants' temporary duty travel and per diem expenses. Normally tuition for the executive development courses covers most or all lodging and meal expenses and the participant's organization funds travel and travel-related per diem.

8.5.10. AFPC/DPK will ensure DD Forms 1556 (cut sheets) and Continued Service Agreements (CSA) are completed and signed. Servicing training functions will ensure the participant's personnel record is flagged to reflect the CSA ending date.

8.5.11. The CSA includes a repayment provision should the participant fail to satisfactorily complete the development activity or the required service commitment. (For information on CSAs see **Chapter 4**).

8.5.12. AFPC/DPK will obtain a post-training assessment of respective developmental programs from participants and coordinate any recommendations for program revisions with USAF/DPDE prior to submitting to Executive Resources Board Development Panel (ERBDP) to consider.

8.6. Fifty-five percent (55%) Waiver. Employees assigned to the CCDP are subject to the fifty-five (55%) per diem rate maximum. AFPC/DPK will review and make determinations on submissions to waive the fifty-five (55%) per diem maximums for employees.

Chapter 9

CIVILIAN TUITION ASSISTANCE PROGRAM (CTAP)

9.1. The Civilian Tuition Assistance Policy. This policy applies to all educational assistance using Air Force funds to pay tuition, laboratory and other instructional fees. Unlike training that is identified by management, this policy applies to courses that employees desire to attend for their self development at accredited institutions of their choice on a voluntary basis, regardless of funding source.

9.2. Eligibility. Tuition assistance (TA) is available to all appropriated fund employees. This policy does not apply to employees covered by AFI 36-602, *Civilian Intern Programs*. This policy does not apply to training and education mandated by law, regulation or agency requirements.

9.2.1. **Tuition Assistance for the Acquisition Workforce.** Funding assistance for education under DAWIA is provided up to 100 percent based on PEC 84753 funds availability. Refer to the availability of funds to support the acquisition community pertaining to education and training described in paragraph **1.4.** Funding does not cover examination fees, optional fees, parking, charges for personal services or the costs of vicinity travel.

9.3. Requirements.

9.3.1. TA is designed to benefit the Air Force mission by providing tuition assistance for mission-related courses.

9.3.2. TA is not provided, in whole or in part, for courses for which the employee is receiving other federal or state tuition subsidies such as Veterans Administration educational benefits, scholarships or grants, etc.

9.3.3. Courses are taken on a voluntary, off-duty basis. Courses taken during duty hours are subject to applicable regulations, local governing provisions, and approval by the employee's supervisor.

9.3.4. TA may not exceed the rate of 75% of tuition costs not to exceed $187.50 per semester hour or $124.50 per quarter hour and will be limited to $3,500 per fiscal year. TA will not be provided for non-instructional costs to include, but not limited to, books, materials, examination fees, optional fees, parking, charges for personal services or the costs of vicinity travel.

9.3.5. TA will not be provided for courses at the post-master's level or at a level lower or equal to a degree already attained, unless directly job-related.

9.3.6. Employees who fail to successfully complete each course will reimburse the Air Force for all TA costs (excluding salary) associated with each course. Successful completion requires a grade of "C" or better for undergraduate courses, a grade of "B" or better for graduate and above courses, and "satisfactory" for courses which have no letter grade. The final training approval authority may waive this requirement in whole, or in part, based on acceptable justification.

9.3.7. TA requests must be documented on a DD Form 1556 or DOD Civilian Employee Air Force Tuition Assistance Form or other approved authorization form and approved by the respective funds approval authority and the EDM/S prior to course start date. Employee TA agreements should be documented. The attached sample agreement may be reproduced by the EDM/S for this purpose. Records will be maintained in accordance with administrative filing guidance. Data will be maintained by

AFPC/DPK and servicing Training Offices for respective employees for program assessment and reporting purposes.

9.3.8. Servicing Training Offices will ensure documentation of course completions in employee records.

9.3.9. If sufficient funds are not allocated to cover TA requirements identified in respective PEC 88751 financial plans or available from other supplemental sources, AFPC/DPK and servicing Training Offices may limit the number of courses per employee or establish a lower standard annual rate based on the total number of employees who have identified TA requirements and funds available.

9.4. Definitions.

9.4.1. **Tuition assistance (TA).** Financial assistance for tuition, laboratory and other instructional fees for academic mission-related courses at accredited post-secondary academic institutions.

9.4.2. **Tuition.** The stated cost per academic unit of instruction as specified in the course catalog at an accredited institution.

9.4.3. **Academic mission-related courses.** Courses in academic institutions which meet current and projected performance requirements essential to the achievement of the Air Force mission to include accredited correspondence and distance education programs.

9.4.4. **Training Office.** The office in which the civilian education and training function is located (i.e., civilian personnel flight, education and training flight, Most Efficient Organization (MEO), or contracted training function).

9.5. CTAP Administration. AFPC/DPK will administer the CTAP for respective qualified career program registrants. CTAP for all other employees will be administered by servicing Training Offices. AFPC/DPK and servicing Training Offices will identify CTAP requirements by priority in their 88751 financial plan submissions.

9.6. Payment of TA. Approved TA may be paid directly to the academic institution if a billing procedure is established or to the employee on a reimbursable basis.

9.7. Taxation of TA. Employees should be advised that employer-provided TA for courses not related to an employee's current job or occupation may be considered taxable income. The following tax provisions may be subject to change. Check with servicing Defense Finance and Accounting Offices for current tax provisions.

9.7.1. TA for undergraduate courses not related to the employee's current job is excluded from taxable income up to $5,250 per calendar year.

9.7.2. TA for graduate courses not related to the employee's current job is treated as taxable income.

9.8. Waiver of TA Cap. Requests for waivers of the fiscal year cap on individual TA will be reviewed on a case-by-case basis. There must be a compelling need to justify the waiver (i.e., a pending assignment to a remote location not serviced by the current academic institution will cause undue hardship/delay in degree completion). High cost or acceleration of a program of study are not "stand alone" reasons to request a waiver. Requests from MAJCOMs and AFPC/DPK seeking waivers on behalf of academic institutions for accelerated programs of study will not be considered.

9.8.1. All requests for waivers will be submitted to the servicing Training Office or the applicable AFPC/DPK PALACE Team (for career program administered TA) for initial review. There must be a compelling need to justify the waiver. It is incumbent upon the employee to provide full justification in support of the waiver request.

9.8.2. The chief of the servicing training office will review the waiver request, render an opinion, and forward to the respective MAJCOM for review and action. For career program TA, the applicable AFPC/DPK PALACE Team Chief will review and render an opinion, and forward to AFPC/DPKD.

9.8.3. MAJCOMs (or AFPC/DPKD) are the final approval authority unless a clarification of policy is required of HQ USAF/DPDE.

9.9. Civilian Tuition Assistance Program Agreement.

This agreement is administered by the EDM/S and applies to all educational assistance for which the Air Force approves payment of tuition, laboratory and other instructional fees prior to the course start date. Nothing contained in this agreement shall be construed as limiting the authority of the training approval authority to waive, in whole or in part, an obligation of an employee to pay expenses incurred by the Air Force.

1. I am not receiving any other federal or state tuition subsidies such as Veterans Administration education benefits, scholarships or grants, etc., in whole or in part, where the payment would constitute a duplication of benefits for the course(s) described in the attached request.

2. I agree that no changes will be made in the course(s) or dollar amount(s) described in the attached request without the approval of AFPC/DPK (for career program registrants) or servicing Training Office; otherwise, I will pay the difference to the Air Force and/or the academic institution.

3. I understand that, funds permitting, the Air Force will provide up to 75% tuition, laboratory and/or other instructional fees required as a condition of enrollment not to exceed $187.50 per semester hour or $124.50 per quarter hour and will be limited to $3,500 per fiscal year. I agree to pay the remaining amount and any other costs and fees.

4. I understand that I must successfully complete the course(s) for which tuition assistance is approved. Successful completion requires a grade of "C" or better for undergraduate courses, a grade of "B" or better for graduate courses, and "satisfactory" for courses which have no letter grade. I hereby authorize the release of academic information (course grades, completion status) by the academic institution to the Air Force. I agree to provide a copy of the grade report to AFPC/DPK or servicing Training Office within 30 days of completing each course.

5. I understand that there are two ways approved tuition assistance may be paid.

a. The Air Force may provide payment directly to the academic institution if a billing procedure is established. I agree to reimburse the Air Force for all costs (excluding salary) associated with each course, and hereby voluntarily authorize the amount to be withdrawn from my pay, if I fail to successfully complete the course. The training approval authority may waive this requirement in whole or in part based on acceptable justification.

b. I will pay the academic institution and upon successful completion of the course(s), submit a completed SF 1164, Claim for Reimbursement for Expenditures on Official Business, to the respective Career Program or servicing Training Office for reimbursement of the approved tuition.

6. I understand that employer-provided tuition assistance for courses not related to my current job or occupation may be considered taxable income.

_____ _____

Employee Signature Date

Chapter 10

GUIDANCE ON THE USE OF THE GOVERNMENT PURCHASE CARD TO PAY FOR EDUCATION AND TRAINING

10.1. Purpose: To provide Air Force guidance on the use of the government purchase card to pay for education and training regardless of funding source. For additional guidance see AFI 64-117.

10.2. Program Description:

10.2.1. The government purchase card will be used as the payment method for non-government and/or government off-the-shelf training and education up to $25,000 for an individual event or planned series of the same training event, activity, service, or course material regardless of funding source.

10.2.2. Off-the-shelf training is defined as training products and services regularly available to the general public and/or government personnel. The term includes training offered in catalogs or other printed material by a college, university, professional association, consultant firm or organization. It does not include training specifically developed, designed, or produced to meet a requirement unique to an organization and/or program. AF Form 9, Request for Purchase, not the government purchase card, is the proper document to purchase training designed specifically to meet a requirement unique to an organization. The government purchase card does not take the place of formal acquisition procedures.

10.3. Responsibilities:

10.3.1. Issues related to the use of the card that cannot be resolved at the local level should be elevated through the appropriate chain of command to HQ USAF/DPDE. Training and education program managers are responsible for:

10.3.1.1. Complying with appropriate purchase card directives.

10.3.1.2. Monitoring the execution of applicable program element codes (PECs).

10.3.1.3. Implementing internal procedures to track the execution of training funds using the government purchase card.

10.3.1.4. Reviewing and approving requests for training according to statutory and administrative requirements, regardless of funding source. Training and education purchased through other funding sources, using a DD Form 1556, Request, Authorization, Agreement, Certification of Training and Reimbursement, will comply with these procedures.

10.3.1.5. Documenting all purchases and complying with the requirements in United States Air Force Internal Procedures for Using the GPC (formerly IMPAC), 26 Apr 97.

10.3.1.6. Reconciling the monthly billing statement and obligations against the credit card report and the accounting and finance system.

10.3.1.7. Ensuring that funds are obligated to cover outstanding charges, particularly those from prior year.

10.3.1.8. Using appropriate form(s), i.e., AF Form 4009, to commit funds against the correct PEC and element of expense investment code (EEIC). If entered correctly, DFAS reports should iden-

tify the obligation of funds against PECs (i.e., PEC 88751, PEC 84753, etc., and EEIC 553). Each purchase card has only one line of accounting associated with it. Card holders using acquisition (PEC 84753) and non-acquisition (PEC 88751) funds must have a separate card for each PEC. To accurately account for funds at locations with multiple command IDs, training and education program managers will be given the option of doing journal vouchers or having a separate card for each RC/CC within the Operating Budget Account Number (OBAN). Training and education program managers will work with their local Financial Services Office (FSO) to establish the most appropriate procedure.

10.3.1.9. Advising vendors who are reluctant to accept the card due to the interchange rate (card fee) that they are eligible for the VISA "big ticket" interchange rate. These vendors should request their bank or financial institution provide them with the "big ticket" interchange rate. By having this rate, the "fee" they have to pay on credit card transactions can be as low as 1%. Questions should be directed to the Agency/Organization Program Coordinator (A/OPC).

10.3.1.10. Prepaying training expenses according to common commercial practice. Training and education program managers can only dispute charges within a 30-day period from date of payment. After 30 days, program managers must resolve disputes with the vendor. The window of opportunity for prepayment of training is 60 days prior to the course start date.

10.3.1.11. Working with servicing contracting office to ensure appropriate procedures are used when training is specifically designed, developed, or produced to meet a requirement unique to an organization.

10.3.2. The A/OPC will issue cards, provide information and guidance on the use of the card, and train card holders. A/OPC will establish cardholder accounts as requested by training and education program managers with a single purchase limit of $25,000. All merchant category codes (MCCs) will be blocked except the following sources of training:

1. 8220 - Colleges, universities, junior colleges, and professional schools
2. 8241 - Correspondence schools
3. 8244 - All business/secondary schools
4. 8249 - Vocational/trade schools
5. 8299 - Default
6. 7392 - Management, Consulting, and Public Relations Services
7. 7399 - Business Services (Not classified elsewhere)
8. 8211 - Elementary and Secondary Schools
9. 8699 - Membership Organization (Not classified elsewhere)
10. 9399 - Government Services (Not classified elsewhere)

10.4. Unauthorized Usage. The government purchase card **WILL NOT** be used for the following purposes:

10.4.1. Cash advances: Cash advances are prohibited under the commercial credit card program.

10.4.2. Travel related purchases, including: Rental/lease of motor vehicles associated with travel or temporary duty supported by travel orders (purchase of airline, bus, or train tickets); purchase of meals, drinks, lodging, or other travel or subsistence costs associated with Government official travel.

10.5. Authorization Document :

10.5.1. The government gurchase card does not replace DD Form 1556 or other appropriate training forms as either a procurement and/or authorization document.

10.5.2. Prior to attending a training or education course or program, approval must be obtained via the use of the appropriate training form (i.e., DD Form 1556).

10.6. (Added-374AW) Adopted Form.

AF Form 847, *Recommendation for Change of Publication*

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

(374AW)

JOHN F. NEWELL III, Colonel, USAF
Commander, 374th Airlift Wing

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

AFI 36-114, Guide to Personnel Record Keeping

AFI 36-601, Air Force Civilian Career Program Management

AFI 36-602, Civilian Intern Programs

AFI 36-810, Substance Abuse Prevention and Control

AFI 36-1203, Administrative Grievance System

AFI 36-2201, Developing, Managing and ConductingTraining

AFI 36-2301, Professional Military Education

AFI 36-2302, Professional Development (Advance Academic Degrees and Professional Continuing Education

AFI 36-3401, Air Force Mentoring

AFI 64-117, Air Force Government-wide Purchase Card Program

AFI 65-106, Appropriated Fund Support of Morale, Welfare, and Recreation and Nonappropriated Fund Instrumentalities

AFI 90-403, Air Force Legislative Fellows Program

AFITI 36-103, Education With Industry (EWI) Programs

AFMAN 34-310, Nonappropriated Fund Personnel Program Management and Administrative Procedures

AFMAN 36-606, Air Force Civilian Career Program Management

AF 37-139, Records Disposition Schedule

AFPD 36-4, Air Force Civilian Training and Development

AFPD 36-13, Civilian Supervisory, Management, and Leadership Development

Department of Defense (DoD) 1400.20-1-M, DoD Program for Stability of Civilian Employment Policies, Procedures, and Programs Manual

DoD 1400.25-M, Department of Defense Civilian Personnel Manual (CPM)

DoD 5000.52-M, Acquisition Career Development Program

DoD Directive (DoDD) 1430.4, Civilian Employee Training

Abbreviations and Acronyms

ACSC—Air Command and Staff College

AETC—Air Education and Training Command

AFATO —Air Force Acquisition Training Office

AFIADL—Air Force Institute for Advanced Distributed Learning -- formerly Extension Course Institute (ECI)

AFIT—Air Force Institute of Technology

AFPC—Air Force Personnel Center

AFSLMO—Air Force Senior Leader Management Office

AITP—Annual Installation Training Plan

AMP—Advanced Management Programs

A/OPC—Agency/Organization Program Coordinator (Government Purchase Card)

AWC—Air War College

CATNIP—Civilian Automated Training Input Program

CCDP—Civilian Competitive Development Program

CDC—Correspondence Course

CECMC—Civilian Employment Cost Management Committee

CEDM—Command Employee Development Manager

CEP—Career Enhancement Plan

CES—Certificate of Expected Separation

CEU—Continuing Education Unit

CPD—Center for Professional Development

CPF—Civilian Personnel Flight

CSA—Continued Service Agreement

DACM —Director of Acquisition Career Management

DAO/AFO—Defense Accounting Office/Agency Finance Office

DAWIA—Defense Acquisition Workforce Improvement Act

DFAS—Defense Finance Accounting Service

DLAMP—Defense Leadership and Management Program

DoD—Department of Defense

DoL—Department of Labor

DMET—Defense Management Education and Training

DOP—Developmental Opportunity Program

DPD—Directorate of Personnel Force Development

DPF—Directorate of Personnel Force Management

ECQ—Executive Core Qualification

EDM/S—Employee Development Manager/Specialist

EEIC—Element of Expense Investment Code

ESO—Education Services Officer

FCA—Fund Cite Authorization

FTP—Formal Training Plans

GPC—Government Purchase Card

GSA—Good Standing Assessment

IDP—Individual Development Plan

ITG—Installation Training Guide

KSA—Knowledge, Skills, and Abilities

LTT—Long-Term Training

MDC—Management Development Centers

MTC—Management Training Committee

OBAN—Operating Budget Account Number

OJT—On-The-Job-Training

O&M—Operations and Maintenance

OPF—Official Personnel Folder

OPM—Office of Personnel Management

PCE—Professional Continuing Education

PEC—Program Element Code

PME—Professional Military Education

RA—Rotational Assignment

RC—Responsibility Center

RC/CC—Responsibility Center and Cost Center

RIF—Reduction-In-Force

RTC—Regional Training Center

SEEP—Student Educational Employment Program

WTP—Worker-Trainee Program

Terms

Acquisition Career Field—Position category descriptions are defined in terms of acquisition-related duties. The acquisition career fields are: Acquisition Logistics, Auditing, Business, Cost Estimating, and Financial Management, Contracting, Industrial and/or Contract Property Management, Information Technology (formerly Communications-Computer Systems), Manufacturing and Production, Program Management, Purchasing, Systems Planning, Research, Development and Engineering, and Test and Engineering.. (For more information see DoD 5000.52M.)

Acquisition Professional Development Program (APDP)—APDP is the Air Force's career development program for acquisition personnel that applies to officers, enlisted, and civilian personnel occupying acquisition positions. APDP fulfills the requirements of DAWIA (For more information see website: **http://www.safaq.hq.af.mil/acq_workf/career_training/apdp/dawia.html**

Annual Installation Training Plan (AITP)—Management planning document identifying an installation's annual civilian training requirements.

Bogey—An annual financial plan and budget estimate planning target issued by HQ USAF/DPDE.

Civilian Automated Training Input Program (CATNIP)—A software program used by Base/ MAJCOM/Career Program to input civilian training requirements for Air Force wide consolidation.

Civilian Competitive Development Program (CCDP)—Leadership development program for sustaining the capability of senior level civilians while preparing high-potential employees for increasingly responsible management and leadership positions. The AF CCDP includes in-residence Professional Military Education (PME), other long-term academic and experiential programs, and GS-15 executive development programs.

Command Employee Development Manager (CEDM)—Primary training resource manager for a major command.

Continued Service Agreement (CSA)—Written document signed by the employee agreeing to remain with the Department of Defense for a specific length of time following completion of training.

Element of Expense Investment Code (EEIC)—Codes in the fund citation which indicate direct and indirect training costs.

Employee Development Manager/Specialist (EDM/S)—Primary training and development resource manager. Larger bases may have managers and smaller bases may have specialists.

Executive Resources Board Development Panel (ERBDP)—Executive committee chartered to develop corporate strategy to improve the quality and diversity of future civilian leaders. The ERBDP is co-chaired by the Deputy Chief of Staff for Personnel and the Assistant Secretary of the Air Force (Manpower, Reserve Affairs, Installations, and Environment).

Formal Training Plans (FTP)—Written documents outlining planned training and development activities which may be individually tailored, if necessary, for each employee participating in a formal training program. Formal training programs are outlined in an official document, regulation, or agreement and designed to cover more than one employee, i.e., accelerated training agreements approved by the Office of Personnel Management (OPM) or the Air Force, Air Force and major command (MAJCOM) intern programs, Student Educational Employment Programs, and others listed below:

Career Intern Program—An entrance level program to prepare employees in various occupations for subsequent advancement in professional, administrative, and technological careers.

Student Educational Employment Programs (SEEP)—have replaced the old Federal Student Employment Program which included the Cooperative Education Program. The streamlined program is comprised of two components: The Student Career Experience Program (SCEP) is a formally structured program that links a student's academic study and career goals with work that is directly related to the student's area of study, and requires a formal training plan. The Student Temporary Employment Program (STEP) does not have to relate to students' area of study, and no formal training plan is required by OPM but is recommended for purposes of evaluation. These programs are established at the professional, graduate, baccalaureate, associate, and high school levels.

Defense Leadership and Management Program (DLAMP)—An integrated six-year developmental program designed to get selected employees prepared for and assigned to designated leadership positions. The DLAMP includes graduate course work, rotational assignment (s), in-residence senior-level professional military education, and formal mentoring.

Developmental Opportunity Program (DOP)—Formal restructure of identified positions to provide employees with opportunities to compete for bridge or career positions at an entry or intermediate grade with an identified target grade. A combination of on-the-job and formal training is provided to develop employees along education and training requirements.

Worker Trainee Program (WTA)—Similar to DOP, this program is primarily used to fill positions restructured at a very low entry level in an effort to hire and develop low-skilled and disadvantaged persons.

Government Purchase Card (GPC)—A variable use government purchase card which provides a method of payment for goods and services to include authorized training and education.

Installation Training Guide (ITG)—Specific guidance on local training program operations prepared by the EDM/S for serviced organizations.

Impact Statement—Written statement identifying those Air Force programs and missions which will be affected if training requirements are not funded. These statements are coordinated with the appropriate functional managers and identify specific programs and mission impact.

Long-Term Training (LTT)—Off-the-job training of more than 120 consecutive duty days. See AFPD 36-13 for additional information.

Management Training Committee (MTC)—Committee of top functional managers responsible for the management of training and development resources.

Operating Budget Account Number (OBAN)—An individual account number assigned to each installation managing Program Element 88751 training funds.

Operating Budget Authority—An annual funding level approved by HQ USAF/DPDE.

Program Element 88751—Operations and Maintenance (O&M) Program which funds for training and development of O&M funded employees.

Program Element 84753—Operations and Maintenance (O&M) Program which funds for training and development of acquisition personnel under 10 USC Chapter 87 (DAWIA).

Responsibility Center and Cost Center (RC&CC)—A 6-digit code within an appropriation which identifies managerial control and represents a level of reporting for financial accountability.

Attachment 2

SUPERVISORY TRAINING PROGRAM

A2.1. Training Needs of Supervisors. Initial training for all newly assigned supervisors helps to bridge the gap between the skills required at the working level and those required at the supervisory level. Various training technologies are available to accomplish supervisory training (i.e., Computer Based Instruction (CBI), web-based training, etc…). Before they assume their new duties or within 6 months after assignment to a supervisory position, first-level supervisors will be provided initial training consisting of:

A2.2. USAF Supervisor 's Course. This course is primarily designed to provide first-level supervisors, regardless of organizational component, with leadership and management skills required in supervisory positions. In addition to contacting your Employee Development Manager/Specialist, further information is available about CBI on the web at **http://www.au.af.mil/au/cpd/**, then clicking on the Human Resources Division (HRD).

A2.2.1. **Equivalent Courses.** The following courses may be accepted as equivalent training for the Air Force Supervisor's Course:

A2.2.1.1. Management Course I, Part I

A2.2.1.2. Air Command and Staff College

A2.2.1.3. NCO Academy or NCO Leadership Course

A2.3. USAF Civilian Personnel Management Course (CPMC). This course is primarily designed to provide military and civilian first-level supervisors with background information and an understanding of applicable personnel laws and regulations needed to effectively carry out their civilian personnel management responsibilities. NOTE: This training is not required for those supervisors who gained substantial experience through an assignment in a professional civilian personnel specialist position or have completed Management Course I, Part II, or the Civilian Personnel Policies, Practices, and Procedures (4-Ps) course. In addition to contacting your Employee Development Manager/Specialist, further information is available about CBI on the web at **http://www.au.af.mil/au/cpd/**, then clicking on the Civilian Personnel Division (CPD).

A2.4. USAF Military Personnel Management Course (MPMC). This 16-hour course is designed to provide first-level civilian supervisors the basic skills, knowledge, and abilities required to supervise military personnel. First-level civilian supervisors who supervise military members must attend this course. This training is not required for those supervisors who have gained substantial experience through assignment in a professional position at a base or staff-level military personnel office or function. In addition to contacting your Employee Development Manager/Specialist, further information is available about CBI on the web at **http://www.au.af.mil/au/cpd/**, then clicking on the Human Resources Division (HRD).

A2.5. Nonappropriated Fund (NAF) Civilian Personnel Management Course (NPMC). First-level military and civilian supervisors of NAF employees must receive training in NAF policies, practices, and procedures as required by AFMAN 34-310. The NAF Human Resource Office offers the NPMC course.

A2.6. Overseas. MAJCOMs and servicing civilian personnel flights (CPF) in overseas areas develop and present training courses for military and civilian supervisors of local national (LN) employees to meet local needs. No standard Air Force course will be developed due to the wide diversity in LN personnel programs.

Attachment 3

APPLYING FORMS USED IN CIVILIAN TRAINING

Table A3.1. Applying Forms Used in Civilian Training.

RULE	A If the training action	**B** use	**C** which is prepared by	**D** and sent to the	**E** and completed form is
1	sets up a new or revises an existing apprentice program	AF Form 2 and AF Form 6	EDM/S	US Dept of Labor (DOL) through MAJCOM and HQ USAF/DPDE	given (approved copy) to each apprentice and filed in CPF.
2	requires a local Air Force contracting office to issue a contract for non-government training	AF Form 9	EDM/S	Finance office for fund certification then forward to the contracting office.	filed in CPF with DD Form 1556
3	request for special training (as defined by AFI 36-2201)	AF Form 403	EDM/S	MAJCOM	
4	involves obtaining funding authority from the finance office to fund training citing PEC 88751 funds (see note 1)	AF Form 616/ AF Form 4009 (GPC)	EDM/S	Finance office for fund certification then return AF Form 616/AF Form 4009 to the EDM/S. EDM/S funds each training document and records obligation.	returned to the finance office according with instructions on AF Form 616/AF 4009.
5	is to record student attendance at Air Force sponsored training courses. Note: Any other format to record student attendance may be substituted.	AF Form 1151	Instructor or course leader	EDM/S	filed in course folder
6	is to chart trainee requirements, progress, and completions	AF Form 1320a	Immediate supervisor		maintained at work site

RULE	A If the training action	**B** use	**C** which is prepared by	**D** and sent to the	**E** and completed form is
7	to nominate an employee for CCDP	AF Form 4059	Candidates and endors-ing officials	Training office	Sent to nominat-ing organization and finally to AFPC/ DPK.
8	(1) requires obtaining training available from other DOD components(2) involves the acceptance, by another DOD component, of a request to provide training	DD Forms 448 and 448-2	EDM/S, DoD component	EDM/S sends form to the appropriate DoD activity	filed with DD Form 1556
9	involves providing training to personnel from another DOD component from which a DD Form 448 is received	DD Form 448-2	Servicing EDM/S	Finance office.	copy filed in DoD activity.
10	requests, authorizes, or certifies training and reimbursement (see Note 3)	DD Form 1556	Supervisor	See **Attachment 8**	See **Attachment 8**.
11	requires travel by students or instructors (see Note 3)	DD Form 1610	Servicing administrati ve office	Finance office for accounting transactions and traveler for obtaining transportation billeting, supporting travel claims, etc.	
12	involves payment for non-government or non-contracted training authorized by a certified DD Form 1556 and vender invoice	SF 1034	finance office	Funds disbursement function within the finance office	filed in the finance office and the training office

RULE	A If the training action	**B** use	**C** which is prepared by	**D** and sent to the	**E** and completed form is
13	invoices payment of nongovernment or contracted training initiated by AF Form 9 and certified invoice	SF 1034	finance office	Same as above	same as above.
14	involves payment for government training	SF 1080	finance office	Same as above	same as above.
15	Involves payment for civilian tuition assistance (see note 2)	AF 4306	Employee	Training office and certified by EDM/S	filed in the finance office and the training office
16	Involves DAU training or is required by DAWIA	Electronic form ACQ Now	Employee with supervisor approval	AFATO	ACQ Now
17	involves reimbursement of attendee for vicinity travel, tuition, books, materials, and fees	SF 1164	Attendee and certified by EDM/S	Finance office for reimbursement to the attendee.	filed in the finance office and the training office

NOTES:

1. Based on quarterly expense authority, the EDM/S determines quarterly requirements for training, prepares form(s) as appropriate (i.e., AF Form 4009, Education/Training Record) and sends to the servicing finance office for fund certification.
2. Optional; can also use DD 1556 or other local form.
3. DAU training is requested, authorized, and certified through the DAU registration system (ACQ Now). Acquisition training that qualifies under DAWIA may be centrally funded by AFATO, and is also documented through ACQ Now.

Legends for Form Titles:

1. AF Form 2, **Apprenticeship Standards**
2. AF Form 6, **Apprenticeship Agreement**
3. AF Form 9, **Request for Purchase**
4. AF Form 403, **Request for Special Technical Training**
5. AF Form 616, **Fund Cite Authorization**
6. AF Form 1151, **Training Attendance and Rating**
7. AF Form 1320a, **Training Chart (13" X 8")**

8. AF Form 4009, **Government Purchase Card Fund Cite Authorization**
9. AF Form 4059, **Air Force Civilian Competitive Development Program Nomination Form**
10. AF Form XXXX, **DoD Civilian Employee Air Force Tuition Assistance**
11. DD Form 448, **Military Interdepartmental Purchase Request (MIPR)**
12. DD Form 448-2, **Acceptance of MIPR**
13. DD Form 1556, **Request, Authorization, Agreement, Certification of Training and Reimbursement**
14. DD Form 1610, **Request and Authorization for TDY Travel of DOD Personnel**
15. SF 1034, **Public Voucher for Purchases and Services Other Than Personal**
16. SF 1080, **Voucher for Transfers Between Appropriations and or Funds**
17. SF 1164, **Claim for Reimbursement for Expenditures on Official Business**

Attachment 4

GUIDE FOR IDENTIFYING NEEDS, PRIORITIZING NEEDS, AND EVALUATING COMMAND PROGRAM OPERATIONS USED IN PREPARING THE AITP

A4.1. Part 1--Identification of Training Needs.

A4.1.1. Training Needs. A wide range of influences may mask a valid training need unless handled as a performance objective. The objective is based on job specifications, future changes to work methods, or to meet individual employee job-related development or manner of performance either in the current or future tense.

A4.1.2. Training Need Indicators. Positive responses to the following series of indicators may reveal a training need.

A4.1.3. **(Added-374AW)** New military and civilian supervisors will notify the Training Section, by completing a supervisory update form or by memorandum.

A4.2. General Indicators.

A4.2.1. Are you installing or planning to install new equipment, systems, or procedures for application in the near future?

A4.2.2. Are you significantly changing programs or projected staffing level (e.g. major reorganizations)?

A4.2.3. Are you considering any military-to-civilian conversions?

A4.2.4. Have your inspection, evaluation, or audit reports highlighted conditions indicating the need for training?

A4.2.5. Are you contemplating contracting-out initiatives?

A4.2.6. Have you experienced Reductions-in-Force (RIF) within your work site, or do you anticipate such actions in the future?

A4.2.7. Are you considering affirmative action goals when identifying training?

A4.2.8. Is training required for APDP certification at the appropriate level for the position?

A4.2.9. Have you considered how automation will change the occupation or skill mix of your worksite?

A4.2.10. Are you experiencing significant changes in the state-of-the-art for certain scientific and engineering disciplines?

A4.2.11. Are you experiencing critical recruitment and retention problems?

A4.2.12. Have you reviewed regulations and are data system inquiries completed to ensure directed training is planned and coordinated (e.g. labor contract negotiations and drug and alcohol abuse)?

A4.3. Specific Indicators.

A4.3.1. Have you reviewed what types and how many previously identified valid training needs were not met? Does the need still exist? (Use last fiscal year's AITP.)

A4.3.2. Have you identified individual employee performance problems that were not caused by attitudinal or motivational factors?

A4.3.3. Do you recognize and understand formal training and development activities required by career management programs?

A4.3.4. Have you reviewed staffing plans, program documents, unit manning documents, and mission requirements to identify training needs?

A4.3.5. Have you screened career enhancement plans to identify formal training requirements?

A4.3.6. Does the training fall under DAWIA, and are specific DAU courses required?

A4.3.7. Have you identified specific training needs in IDPs, as appropriate?

A4.3.8. Have you identified positions for Developmental Opportunity Program (DOP) participants?

A4.3.9. Have you considered establishing intern positions for intake of new personnel?

A4.3.10. Have you gained new personnel through Reduction In Force (RIF)?

A4.3.11. Do you anticipate implementing the Student Educational Employment Program (SEEP)?

A4.3.12. Have you considered using Worker-Trainee Program (WTP) when setting up your positions?

A4.3.13. Are you aware of, or contemplating using Veterans' Readjustment Act placements?

A4.4. Selecting the Method of Training. The decision to select a formal training course or developmental experience requires careful consideration. Positive responses to any one or all of the following questions may indicate that formal training is not needed:

A4.4.1. Will a change in the method of doing the work result in the desired objective?

A4.4.2. Can a review of the work tasks for performance compliance eliminate the need for training?

A4.4.3. Would improved communications solve the performance problem?

A4.4.4. Can OJT satisfy the need?

A4.4.5. Could self-development provide the KSAs needed to improve performance, and has the employee been encouraged to participate?

A4.4.6. Would a detail or informal developmental experience, rather than formal training, satisfy the training need?

A4.4.7. Will formal training be directly transferable to the work situation?

A4.5. Part 2--Prioritizing Training Needs. Once training needs have been properly determined they need to be assigned a priority or rank. Determination of training priorities is a critical judgment process accomplished by managers and supervisors.

A4.5.1. Variables and Needs. The process should involve comparison of the predominant variables listed below to the training need that has been identified:

A4.5.1.1. Timing. When must the training be accomplished? Is the timing critical to successful accomplishment of work functions, tasks, responsibilities, and ultimately, mission activities? Would delays be adverse to effective work completion?

A4.5.1.2. Cost and Benefit Ratio. In terms of money and time expenditures, are the results of training expected to outweigh those costs? Can the benefits be readily quantified and tied to valid methods for measuring results?

A4.5.2. Situation and Environment. What are the driving forces behind the training need? Are these forces readily apparent, translatable to individual employee needs, and recognized by reviewing officials? Some of the more critical and recognizable forces are:

A4.5.2.1. Acquisition of new systems or machines (weapons, computers, programs, etc.) that need highly specialized skills to maintain and operate.

A4.5.2.2. Radical technology shifts or new directions in the state-of-the-art.

A4.5.2.3. Civilian work force dynamics involving work force expansion, losses, resignations, retirements, promotions, and reassignments. (Analysis done by the staffing function in preparing the staffing plan provides the data necessary to assess this influence.)

A4.5.2.4. Programs slated for implementation at a specified future date where additional skills will be needed.

A4.5.2.5. Military-to-civilian manpower space conversions where labor market conditions are known to be limited in supplying the associated skills.

A4.5.2.6. Employee performance can be used to determine whether training is necessary to enhance already high levels of performance or to improve substandard performance. If employee performance is deficient, determine whether the poor performance is based on definite formal training need rather than unwillingness to perform the duties of the job.

NOTE: Assigning priorities for Continuous Learning (CL) with the Acquisition Workforce. CL augments APDP training as indicated in paragarph **1.4.1.** The CL requirement only begins to be a factor once an individual has met the APDP certification requirements of his or her current position. Further information can be found at web site **http://www.safaq.hq.af.mil/acq_workf/career_training/cl.html**.

A4.5.3. Impact Estimation. Can a "bad case" situation be depicted and rationalized to show tangible effects of an unmet training need? Can lack of training be tied directly to a production, program, or mission problem? Can impact estimates be demonstrated by cost saving or avoidance analysis? Such estimates must be documented to higher headquarters.

A4.5.4. Assigning Priorities. Each variable must be carefully assessed. Based on this analysis, a priority must be assisgned according to the following definitions:

A4.5.4.1. **Priority 1** --Training that must be accomplished in the immediate training cycle to avoid an adverse mission effect. At the most urgent level, these requirements take priority over all other
command and/or career program requirements. In using this rating, command and career programs are saying the training is critical for the day-to-day mission.

A4.5.4.2. **Priority 2** --Training required for systematic replacement of skilled employees through career management or other work force development programs in order to maintain the Air

Force's
readiness posture. The training is needed to maximize the skill erosion factor. Deferment would have an adverse mission effect over an intermediate term.

A4.5.4.3. **Priority 3** --Training designed to increase the efficiency and productivity of adequately performing employees. Training fosters the effective use of resources to improve the Air Force's mission capability. Deferment beyond the immediate training cycle would have little immediate adverse mission effect, but would preclude or delay improving present mission accomplishment.

A4.5.5. MTC Review. MTC review actions should follow similar analyses in validating installation and command level
training and financial management plans. When appropriate, committees may alter priority codes.

A4.5.6. Advisory Role. EDMs and CEDMs should provide individual supervisors, managers, and respective committee technical advice and assistance in the overall priority determination process.

A4.6. Part 3-Evaluating Courses and Developmental Experiences.

A4.6.1. Measurement Techniques. Follow-on job performance is the most reliable method for evaluating effectiveness of any training course. Before accomplishing training, supervisors should select an evaluation method that can best measure the performance or productivity objective that the training is expected to enhance. Objective may be to improve work quality, quantity, timeliness, or any combination of these elements. **Table A4.1.** provides examples of evaluating methods that may be used to measure attainment of specific training objectives.

A4.6.2. Critiques. Another important evaluation tool is the course critique. Employees attending formal training or participating in a developmental experience must periodically be solicited for their assessment of the training.

A4.6.3. Uses of Evaluation. The major purpose in evaluating training is to determine if training objectives have been achieved. The real value of course evaluation data, however, is its use in the following:

A4.6.3.1. Determining performance and productivity improvements.

A4.6.3.2. Making program changes or modifications, e.g., eliminating training of little value, changing content or method of training, reassessing or revising course objectives, and redirecting emphasis into more important or critical areas.

A4.6.3.3. Keeping management informed of training results and activities.

A4.6.3.4. Formulating future plans for training and development.

A4.6.3.5. Providing information to higher headquarters for the purpose of improving management decisions and budget and program support.

A4.6.3.6. Compiling quality reports that include narrative statements as to the value of training to the installation.

A4.7. Part 4--Evaluating the Overall Training Program.

A4.7.1. Program Evaluation. Program Evaluation of education and training functions include a systematic review of operations in each function or organizational unit, on a continuing basis. The pri-

mary uses of reviewing education and training evaluation data is to keep management informed of the effectiveness of ongoing programs, the return-on-investment realized from these activities, and the need to improve services. The EDM/S must be able to look beyond the evaluation of individual training courses and integrate them into an evaluation of the total training program. Evaluation should attempt to estimate the extent to which economies and improved operations have resulted from training.

A4.7.2. Evaluation Data. Sources of program evaluation data include assessment of the organization and administration of training, the training itself, and the results of training. EDM should ensure a system is in place to manage and monitor an effective training program so that a quality assessment can be made of adequacy of planning and the value of employee training and development.

Table A4.1. Evaluating Completed Training.

Objective and Element Items	Evaluation Measurements
Decrease break-in time for new employees:	
Timeliness	If some employees participate in a planned training program and others do not, have supervisor record date when each reaches an acceptable level of production. Determine average time required to bring trained workers and those who receive no training to an acceptable level of production.
Increase employee's production rate:	
Quantity	Using production records, compare production rates before and after training. Compare production rates of trained employees with that of employees not receiving training.
Eliminate bottlenecks:	
Quantity	Compare production records before and after training.
Quality	Use records of supervisors and inspectors on rejected work and salvage. Compare before and after training.
Quantity	Determine average number of rejects, errors, or amount of salvage per worker before and after training.

Objective and Element Items	Evaluation Measurements
Decrease amount of time equipment is withdrawn from production for repairs:	
Quantity	Use maintenance records indicating number of hours per month equipment is in for repairs and the cost of repairs or maintenance.
Timeliness	Compute amount of time equipment is out of service for each worker or unit.
Quantity	Compare average repair time or cost per trained worker or unit before and after training.
Quality	Show difference in production.
Quantity	Compute hours saved.
Decrease number of accidents:	
Quantity	Use compensation, safety, and health unit records showing frequency and severity of accidents.
Timeliness	Show amount of time lost.
Quality	Compare safety records of groups trained with those not trained to determine whether improvement can be traced to training.
Timeliness	Show amount of time saved by training.
Quantity	Determine cost of accidents for the two periods.
Quantity	Show cost of time lost.
Quantity	Compare rating of work habits before and after training, based on work habits considered most important to performance of the job.
Quantity	Compare effectiveness of the new procedures by two groups.
Timeliness	Compare, if possible, time needed by trained and untrained employees to adapt themselves to new procedures.

Objective and Element Items	Evaluation Measurements
Improve Work Habits:	
Quality	Compare work produced before and after training. Rate skills 30 to 90 days after training is completed to determine retention.
Quality	Compare, before and after training, the overt evidences of attitudes and morale, which indicated the need for training; for example, the high rate of absenteeism or disciplinary actions required.
Quantity	Compute hours saved.
Decrease number of accidents:	
Quantity	Use compensation, safety, and health unit records showing frequency and severity of accidents.
Timeliness	Show amount of time lost.
Timeliness	Show amount of time saved by training.
Quantity	Determine cost of accidents for the two periods compared.
Quantity	Show cost of time lost.
Quality	Compare before and after training, the overt evidence of attitude and morale that indicated the need for training; for example, the high rate of absenteeism or disciplinary actions required. Compare with similar groups not trained.
Quality	Compare safety records of groups trained with those not trained to determine whether improvement can be traced to training.

Attachment 5

GUIDE FOR FINANCIAL RESOURCE PLANNING AND BUDGET EXECUTION

A5.1. Part 1--Financial Resource Planning.

A5.1.1. **Forecasting.** Reliable forecasting of training is critical in meeting mission essential training needs. Supervisors, managers, EDM/Ss, and appropriate committees should ensure that forecasting takes into account all known requirements and that program and operations officials provide the best estimates. Proper management of the needs identification and prioritization process increases accuracy in predicting requirements and assures adequate funding levels in future years.

A5.1.2. **Budget Formulation.** This action involves fine-tuning the next year's projected budget based on bogies issued by HQ USAF/DPDE during the third quarter of each fiscal year and the AITP. The following steps should be taken to execute this phase of financial planning:

A5.1.2.1. Obtain total funding requirement and determine the percentage of actual funding, e.g. a $10,000 bogey and a $20,000 requirement equals a 50-percent funding level.

A5.1.2.2. Cover as much of the highest priority training requirements as the funding level permits. This should establish a training priority funding level cutoff.

A5.1.2.3. Designate training requirements below the line as deferred requirements for possible programming into the second out year.

A5.1.2.4. Prepare preliminary budget for presentation to and review by the MTC or the CECMC.

A5.1.2.5. Adjust, as necessary, within bogey limit and committee determinations.

A5.1.2.6. Request impact statements from functional managers for those priority one training requirements that remain unfunded.

A5.1.2.7. Advise key managers of the funding level for their training requirements. (Use data products).

A5.2. Part 2--Budget Execution.

A5.2.1. **Executing.** An executing the current fiscal year budget, training resource managers should closely monitor funding levels to ensure each quarter’s commitments and obligations are in line with their authorized funding authority. Should difficulties in meeting funding limitations arise, the appropriate committees and key managers should be advised.

A5.2.2. **Justifying.** Before moving funding between quarters, the following justification should be documented:

A5.2.2.1. Explanation of the dollar amounts and time frames needed for the movement.

A5.2.2.2. Identification of the OBAN to be affected.

A5.2.2.3. Identification of MAJCOM or comparable organization requiring additional funding.

A5.2.2.4. Reconciliation of quarterly obligations based on the proposed movement.

A5.2.3. **Additional Funding.** When a need for additional funding has been identified, the EDM/S should assist functional management in preparing a written request to the parent MAJCOM which includes the following information:

A5.2.3.1. Why funds are needed .

A5.2.3.2. Why requirement was not included in the AITP.

A5.2.3.3. Impact statement describing mission impact if funding is not made available.

A5.2.4. **Reporting Excess Funds.** When excess funds have been identified, the condition must be reported to the parent MAJCOM. The parent MAJCOM will then readjust base funding levels and report any excess to HQ USAF/DPDE.

A5.2.5. **Processing and Documenting.** Throughout the fiscal year, specific financial obligations and expenditures occur. Several processing and documentation variations are encountered, depending on the training source selected.

A5.2.5.1. Identification of the OBAN to be affected.

A5.2.5.2. A revised quarterly obligation rate based on approval of the additional funding.

A5.2.5.3. **Table A5.1.** reflects the processes and documentation involved with respective training source selections.

A5.2.5.4. Training expense accounting is done by fund citation. Therefore, construction of the fund citation must be accurate. Components of a fund citation are in **Table A5.2.** Additionally, **Table A5.3.** is provided for when overseas travel is performed. For additional information regarding fund citations see the following web site: **http://www.saffm.hq.af.mil/saffmra/dataeles/components.htm**.

A5.2.6. **Resource Management.** The linkage between training forms, training records, and the accounting system is designed to accomplish sound fiscal management and accountability. Training documentation needs to be timely and accurate for reconciliation with the accounting system. The relationship between the two is displayed in **Table A5.4.** Close attention to the regular review of financial status during the current fiscal year ensures sound budget execution. To accomplish this, several tools are available for use. **Table A5.5.** provides a listing of some of these tools that can assist in managing training resources.

A5.2.7. **Closing Out the Fiscal Year.** The final step in the budget execution process involves "balancing the books". It requires a more concentrated review of fund status and end-of-year obligations. Closeout deadlines must be met to ensure an acceptable obligation rate. The following steps should be taken to ensure a smooth transition between fiscal years:

A5.2.7.1. Post all commitments by 31 August.

A5.2.7.2. Assign appropriate fund citations to track training costs extending into the next fiscal year.

A5.2.7.3. Deliver final obligation documents to DAO/AFO by 15 September (or nearest working day) each year.

A5.2.7.4. Reconcile all obligations and accounts by 24 September (or the nearest working day) of each year.

A5.2.8. **Managing Training Costs For Delivery in Subsequent Fiscal Years**

A5.2.8.1. Flexibility in the management of civilian training funds is established by comptroller decision (CG B238940, 25 Feb 91) with regards to situations when costs for training are paid in one fiscal year and require delivery of training in a subsequent fiscal year. Training offices may wish to use this decision with the following guidance:

A5.2.8.1.1. Document the training need during the financial planning process, or earlier, then ensure the fund requirement is documented with approval in the budget process that supports the requirement.

A5.2.8.1.2. Complete appropriate training forms, i.e., DD For 1556 or AF Form 9, reserve a training space with the provider, and obligate current year funds as required by DFAS-DE 7000.4-R (**https://dfas4dod.dfas.mil/library/publication/dfasdepubs.htm**) which addresses year-end obligations of funds for training.

A5.2.8.1.3. Ensure that the time between contracting and delivery is not excessive. An example is when the training is not available until early in the next fiscal year and the obligation of current year funds is necessary to acquire the training. The time between contracting and delivery would be excessive if there is sufficient time to contract and deliver training during a fiscal year.

A5.2.8.1.4. The training has to be unique and not a standard course available from another source.

Table A5.1. Training Source and Financial Table.

When the most effective source is to	then the transaction involves
use a non-government training course designed specifically for Air Force needs and direct trainee costs are involved	EDM/S certification of AF Form 9 (or AF 4009 if using GPC card) authorized and an approved DD Form 1556. AF Form 9 must contain specifications of the type training needed to satisfy the need. Payment is made with SF 1034/invoice then processed by contracting officer (or by sending AF 4009 to Accounting and Finance).
use non-government training that is "off-the-shelf" or open to the general public on a regularly scheduled basis	EDM/S certification of DD Form 1556. DoD requirement to use contracting procedures for training of this type up to $25,000 is waived. Payment is made either with SFs 1034/1080 (or by sending AF 4009 to Accounting and Finance if using GPC card), if training is being used by other federal agencies and transfer of appropriation is needed.
Arrange for continuing education services with recognized educational institution	EDM/S certification of a DD Form 1556, which authorizes establishment of an educational services agreement or extension of one already in existence (see Defense Acquisition Regulation; Part 900). As above, the EDM/S and contracting officer should confer on the documentation to be used.
use a government training facility other than DoD	EDM/S certification of a DD Form 1556 prepared and submitted by requesting official. Payment of direct cost is made with SF 1080 (or by sending AF 4009 to Accounting and Finance if using GPC card).
use DoD training facility other than Air Force	EDM/S certification of DD Form 1556 prepared and submitted by requesting official. Form 448 is issued to the providing DoD component. Payment is made using SF Form 1080. NOTE: If Air Force is the training provider, then DD Form 448-2 is used to accept funding support from other components.
use an Air Force facility	EDM/S certification of DD Form 1556 prepared and submitted by reporting official that obligates funds and justifies payment of indirect costs.

When the most effective source is to	then the transaction involves
use a contractor or vendor source to satisfy a special training requirement	EDM/S preparation of an AF Form 403 for submission to AETC for contract or in-house determination source.

Table A5.2. PEC 88751--Sample Training Fund Citation.

1	2	3	4	5	6	7	8
57X3400	30X	43XX	XX15XT	AS	40X02	XXXXX X	(XXX, XXX)
1--Department fiscal year appropriation							
2--Fiscal year fund code							
3--Operating Agency Code with Operating Budget Agency Number (OBAN)							
4--Responsibility Center/Cost Center Code (RC/CC)							
5-- Budget Activity (BA)							
6--Expense Element Investment Code (EEIC)							
7-- Accounting & Disbursing Station Number (ADSN)							
8--Emergency/Special program code							

Table A5.3. Customer Identification Code (CIC)--Sample Citation for Overseas Travel.

1	2	3	4	5
4 4	X43	XX	15	XXXXXX
1--Department appropriation for Air Force				
2--Fiscal year with Operating Agency Code				
3--Operating Budget Account Number (OBAN)				
4--Middle two digits of Responsibility Center/Cost Center Code (RC/CC)				
5--Accounting & Disbursing Station Number (ADSN)				

Table A5.4. Relationship Between Expense Element Investment Code (EEIC) and the Training Records.

RULE	A If the cost is for	B then the EEIC is	C and the Training Data is called	D and the Training Category is
1	Tuition	553	Individual Tuition Cost	DIRECT COSTS
2	Books and tuition-related costs	553	Individual Books, Fees, Miscellaneous Costs	DIRECT COSTS
3	Miscellaneous contract service registration fees	553	Individual Miscellaneous Registration Costs	DIRECT COSTS
4	Administrative costs (necessary to develop, revise, or update the training) aids, equipment, instruction materials and supplies (see note)	553	Individual Aids, Equipment, Miscellaneous Costs	DIRECT COSTS
5	Specially designed courses developed for Air Force	553	Total Contracting Costs	DIRECT COSTS
6	Contract training facility quarters	553	Total Rental Space Costs	DIRECT COSTS
7	per diem incidentals	409	Individual Per Diem Costs	INDIRECT COSTS
8	Travel, transportation, and related costs	409	Individual Travel Costs	INDIRECT COSTS
9	Alternate travel transportation costs(long-term, full-time training)	421/463/469	Individual Alternate LTFT Costs	INDIRECT COSTS

EEIC 592 is only used for registration fees and funds covering related expenses for participants attending meetings whose presence is necessary for adequate AF representation in private associations and activities not convened for the purpose of training.

Table A5.5. Operating Budget Agency Number (OBAN) Management Tools and Uses.

Tools, User, and Source	Description
"OPERATING BUDGET LEDGER," EDM, DAO/AFO	Product displays annual and quarterly dollar load, quarterly expenses paid, unpaid, on order, obligations, commitments, and unobligated balances. Used to project expense rates and identify the overall need to make adjustments.
"RESPONSIBILITY CENTER (RC) MANAGER MONTHLY REPORT," EDM, DAO/AFO	Product displays dollars by EEIC and is sorted by first two digits of responsibility center & cost center (RC/CC) to show totals for each MAJCOM, major units, and tenants. It also includes obligation percentage rates. Used for finer projection analysis.
"RC MANAGER COST CENTER REPORT," EDM, DAO/AFO	Product consolidates dollars by RC/CC and is a useful tool; for providing financial status feedback to managers and training committees.
"OBAN MANAGEMENT REPORT," EDM, DAO/AFO System	Summary report displaying total dollars by EEIC. Helpful in monitoring entire OBAN dollars.
REQUIREMENT DATA PRODUCT, EDM	Data product to satisfy management's needs.
"ANNUAL INSTALLATION TRAINING PLAN," EDM	Data product used to display annual training requirements for supervisors, MTC, and commander approval.
"FUND STATUS FOR PEC 88751 MAJCOM AND SEPARATE OPERATING AGENCIES (SOA), AND COMPARABLE ORGANIZATIONS", CEDMS, DAO/AFO at 11th Wing (Bolling AFB)	Provided monthly by HQ USAF/DPDE. Displays consolidated dollar data from all bases under MAJCOMs or comparable organizations. Useful in considering requests for adjustment from bases and to track obligation rates.
"FUNDS STATUS FOR PEC 88751 BY EEIC," MAJCOMs, Comparable organizations, CEDMs, DAO/AFO at 11th Wing.	Provided monthly by HQ USAF/DPDE. Displays total OBAN dollars by EEIC. Used to track the performance status of each OBAN.
"ACTUAL EXPENSES PAID," MAJCOMs, comparable organizations, CEDMs, AFO system at 11th Wing.	Provided monthly by HQ USAF/DPDE. Displays actual expenses paid by each OBAN. Costs can be compared with data inquiry displaying costs that have been entered by the EDS.
"REQUIREMENTS DATA," CEDMs, managers, Data system	Data system inquiries to review training requirements established by subordinate bases.
"ALL AFO REPORTS", HQ USAF/DPDE, DAO/AFO	Used to monitor base OBANs.
"ALL USAF/DPDE, DATA PRODUCTS," HQ USAF/DPDE, DATA SYSTEM	Used to compare training data and accounting cost data to project budget justifications.

Attachment 6

GUIDE FOR ADMINISTERING NEW EMPLOYEE ORIENTATION PROGRAM

A6.1. Objective and Program Features.

A6.1.1. **Program.** New employee orientation programs are designed to assist new employees in adjusting readily to their jobs and work environments. Local procedures may require attendance by employees at a variety of orientation programs. Supervisors must release employees for attendance at appropriate orientations.

A6.1.2. **Objective.** The main objective is to provide information that will help employees understand the Air Force mission, Core Values, owning command mission, functions of their units, conditions and requirements for employment, and to acquire positive motivation at the outset.

A6.2. Basic Program Components.

A6.2.1. **Orientation Interview.** Initial interview conducted by a CPF representative during personnel processing of all new employees. Information furnished covers such subjects as housing, transportation, installation facilities, duty hours, pay and pay periods, and insurance benefits.

A6.2.2. **Job Induction.** Accomplished by the immediate supervisor on arrival of an employee newly assigned to a unit. When a new employee reports to a unit, job induction should include these activities:

A6.2.2.1. Welcoming and introducing the employee to coworkers and higher-level supervisors.

A6.2.2.2. Reviewing and discussing the employee's position description.

A6.2.2.3. Explaining the work of the unit and the relationship between the employee's work and that of her or his coworkers.

A6.2.2.4. Reviewing the employee's performance plan, including requirements and standards and FTP, if applicable.

A6.2.2.5. Reviewing all materials, manuals, etc., that may be needed on the job and an explanation of any relevant safety practices.

A6.2.2.6. Explaining the chain of command and points of contact for information and assistance. If union stewards are assigned, appropriate introductions should be made.

A6.2.2.7. Explaining any unit customs or practices that may not be standard throughout the installation, such as hours of duty, lunch and authorized break periods, approving officers for leave, and similar matters.

A6.2.2.8. Touring the work area and available facilities.

A6.2.2.9. Identifying and discussing any areas of work with which the employee may not be familiar and for which she or he may require special attention or training.

A6.2.2.10. Establishing a definite schedule of assistance for the first few weeks or months of the employee's service.

A6.2.2.11. Assigning initial duties and encouraging the employee to ask questions.

A6.2.3. **Group or Desk Orientation.** These are orientations given by a representative of the CPF to all employees new to the Air Force. Portions of this orientation may also be locally required for employees newly assigned from other Air Force activities and former Air Force employees following a break in service. Group orientations should be conducted at regular intervals, but, if employment volume is low, desk orientations may be used for one to four employees at a time. In either case, the orientation should be furnished within 90 days of the employee's arrival on the installation. Topics to be covered should include:

A6.2.3.1. Mission of and orientation to the Air Force, the command, and the installation

A6.2.3.2. Air Force Core Values

A6.2.3.3. Availability of the Air Force Chief of Staff's civilian reading list (**http://www.af.mil/lib/csafbook/csaf_read_civilian.shtml**) and the on-line Aerospace Power Course (**http://www.apc.maxwell.af.mil/**)

A6.2.3.4. Employee's rights, opportunities, and privileges

A6.2.3.5. Responsibilities and obligations of Air Force employees, including restrictions with regard to gratuities and outside activities

A6.2.3.6. Leave, pay, health benefits, insurance, retirement, and compensation for injury, and, if applicable, special entitlements such as living quarters allowance

A6.2.3.7. Health, safety, and drug and alcohol abuse (see AFI 35-810)

A6.2.3.8. Merit promotion policy, equal employment opportunity policy, and incentive awards programs

A6.2.3.9. Employee training and development policy and opportunities

A6.2.3.10. Security of and safeguarding military information

A6.2.3.11. Employee and labor relations

A6.2.3.12. Performance management program.

A6.3. Continuing Orientation. Periodically, and as circumstances warrant, selected subjects should be presented in a group environment to provide current information. Commander's call and awards ceremonies provide an excellent opportunity for addressing matters of interest to the work force.

A6.4. Overseas. In overseas areas, CPFs should ensure that, in addition to the topics listed above, orientation is available on various subjects peculiar to the host country for all new employees. This may include, but need not be limited to, the following:

A6.4.1. History, culture, and political conditions of the host country

A6.4.2. Administrative and other agreements governing the status of US citizen employees

A6.4.3. Suggested standards of conduct for employees, including personal relationships with citizens of the host country

A6.4.4. Where applicable, the use of local currency, military payments certificates, and currency conversion

A6.4.5. Information concerning the availability of training in the language of the country of assignment

A6.4.6. Overseas unique benefits and requirements

Attachment 7

CAREER ENHANCEMENT PLAN (CEP)

A7.1. General. The CEP is primarily designed to document required training and development needs for registrants in Air Force career programs. The CEP replaces the individual development plan (IDP) and provides an in-system interface between individual training requirements and the career program training budget process. The CEP is generated from a data system. A CEP is required for all career program registrants and may be used at major command (MAJCOM) or local discretion for other employees.

A7.2. Parts to the CEP Document.

A7.2.1. **Required Training--Part 1.**

A7.2.1.1. Contains information on employee training requirements and needs as identified by the first-level supervisor and approving official.

A7.2.1.2. Training requirements are revalidated, annually, in conjunction with the annual training survey.

A7.2.1.3. Indicates course title or course number to help identify courses.

A7.2.1.4. Must contain required courses (identified by career programs) available through central funding. Information on courses and seminars approved for local funding by base-level training and development committees may be included at local discretion.

A7.2.1.5. Supervisors should review required training carefully during the annual training survey and, after consultation with the EDM/S, determine which courses will not be provided by the end of the fiscal year and determine whether to delete a course or request it for the following year. If a course is retained, place a new start date on the CEP. New requirements may be added to the form in pen or pencil. This information may be used when building the annual training plan.

A7.2.2. **Training History--Part II.**

A7.2.2.1. Contains information on training courses and seminars previously completed by the employee.

A7.2.2.2. Allows supervisors to quickly identify which employees have not completed required or mandatory training.

A7.2.2.3. Provides information on courses completed in residence, by correspondence, or through an equivalent course.

A7.3. Approvals.

A7.3.1. Signature of the supervisor reflects agreement with the required training and willingness to release the employee.

A7.3.2. The approving official has final authority to ensure the employee will be released to attend training as scheduled. The approving authority may be the next level supervisor or other official as designated by the career program.

A7.4. Linkage with the Annual Training Survey. Each career program registrant, in conjunction with the annual training survey must have a CEP that links training to maintaining or improving performance. In preparing the CEP, the supervisor and employee tailor enhancement activities to individual needs. The supervisor may also use the CEP to help evaluate achievement or enhancement objectives during the annual performance appraisal process.

A7.5. CEP Process.

A7.5.1. CEPs are generated by the CPF for all career program registrants during the annual training survey and may be used as a survey document. Copies are provided to each organizational supervisor to assist them in determining centrally funded training requirements for the forthcoming fiscal year.

A7.5.2. Supervisors review and discuss the CEP with employee and revise the plan based on individualized needs assessment, career goals, and centralized training and development activities offered by career programs. Information contained in Parts I-III of the CEP is sent to the CPF.

A7.6. Data Products. CPF may wish to develop data products to be used in analysis of, and advice to management on, the career program registrant population, i.e. provide data products to each organization that lists career program registrants who do not have required training identified.

Attachment 8

INSTRUCTIONS FOR USE AND COMPLETION OF DD FORM 1556, REQUEST, AUTHORIZATION AGREEMENT, CERTIFICATION OF TRAINING AND REIMBURSEMENT

A8.1. Part 1--Use of DD Form 1556. This form must be used to authorize training of civilian employees, including direct and indirect costs, for both government and non-government providers, and for attendance at meetings. It must be used for all formal training of 8 hours or more and all other training, regardless of length, if costs are involved. Approval of such training is required before enrolling in or making any commitments for training. Procedures for defense management education and training (DMET) courses are in the DMET Catalog, DoD Manual 5010.16-C, issued annually. DD Form 1556 is a multipurpose form designed to document a variety of training transactions such as a:

A8.1.1. Continued service agreement (CSA)

A8.1.2. Certification of authorized expenditures and availability of funds

A8.1.3. Document to authorize advance or reimbursement

A8.1.4. Certification and record of completion of training

A8.1.5. Record of equivalency credit

A8.1.6. Evaluation of training

A8.1.7. Employee certification regarding receipt of contributions, awards, or payments in connection with the training

NOTE: For DAWIA/DAU acquisition training, electronic form ACQ Now meets the intent of DD 1556 to ensure that training is properly authorized and documented.

A8.2. Part 2--Ten-Part and Single Cut-Sheet Form Applications.

A8.2.1. The DD Form 1556 is available as a 10-part set and as a single cut sheet in electronic versions at the following web address: **http://www.dior.whs.mil/icdhome/formsrpt/WWWDDAllbyNumber_1Page11.htm**. The 10-part set is appropriate when:

A8.2.1.1. Direct training costs will be incurred. (One ten-part set may cover more than one attendee. It is a local option to use a continuation sheet (paragraph **A8.2.2.**) or attach a cut-sheet for each trainee.)

A8.2.1.2. A continued service or reimbursement agreement is needed.

A8.2.1.3. It is required for vendor notification and confirmation.

A8.2.2. Single Cut-Sheet. Training that does not meet the above criteria is generally covered by the single cut-sheet version of the DD Form 1556, as long as sufficient copies are submitted to the CPF for evaluation and documentation purposes.

A8.2.3. Continuation Sheet. As a local option, the CPF may authorize use of a bond paper continuation sheet when two or more employees who fall under the authority of the approving authorizing offi-

cial (block 34) are nominated to attend the same course at the same time and place. For each employee scheduled to attend, a tabular format is used providing the name, organization to which assigned, approving supervisor, and, when appropriate, direct cost, indirect cost, and total cost. Aggregated costs of all employees scheduled to attend must be entered on DD Form 1556.

A8.2.3.1. If training requirements are identified by program, subject, training area, weapon system, subsystem, new facility, or equipment, rather than by name nomination, the continuation sheet must give as much basic information as known, including the number of employees to be trained.

A8.2.3.2. Purposes for which the continuation sheet (attached to appropriately signed DD Form 1556) may be used include:

A8.2.3.2.1. Requesting, approving, and authorizing training.

A8.2.3.2.2. Establishing monthly and quarterly funds obligation authority with the DAO/AFO. (Use with single cut sheet version of DD Form 1556).

A8.3. Part 3--Distribution of DD Form 1556 Copies. **Table A8.1.** depicts the normal distribution pattern.

Table A8.1. DD Form 1556 Distribution--10-Part Set.

Copy Number	Distribution
1--Agency	Filed in agency training files after completion of training (including abandonment or unsuccessful completion of training).
2--Automated Data Processing Copy	Optional--used as a data input document.
3--Vendor (Request Document)	Send to training source (or to HQ USAF/DPDE when centrally controlled or to AFPC/DPK when career program controlled) to nominate employee. This copy is not returned to the CPF.
4--Vendor (Finance)	Send to training facility or vendor (or to HQ USAF/DPDE when centrally controlled or to AFPC/DPK when career program controlled) as the obligation authority for approved costs.
5--Vendor (Agency)	Send to training facility or vendor (or to HQ USAF/DPDE when centrally controlled or to AFPC/DPK when career program controlled). When instructed to do so, the vendor completes section F and returns to the agency to show acceptance of the student.
6--Agency (Finance)	When direct or indirect costs are involved, this copy serves as a backup document and is kept with the AF Form 616. If the AF Form 616 is used, this copy is given to the DAO/AFO.
7--Agency (Finance)	(Same as copy 6.) This copy authorizes any separate payments for books, materials, or other costs.
8--Agency (Employee)	After certification of training completion, this copy is sent through the supervisor to the employee. The supervisor documents the automated supervisor's employee brief, and gives the DD Form 1556 to the employee for his or her personal records.
9--Agency (Evaluation)	This copy is used to justify the training need and to evaluate the achievement of the objectives. After all items are completed, this copy is kept in the training files.
10--Activity (Optional Use)	This copy is kept by the supervisor when he or she initiates the form.

A8.4. Part 4--How to Prepare DD Form 1556. In preparing this form, use instructions in **Table A8.2.**. Instructions are provided with the DD Form 1556, 10-part version. Local procedures may apply.

Table A8.2. Instructions For Completing DD Form 1556.

ITEM	ENTERED BY	INSTRUCTIONS
A	Training Office	First 2 characters are "AF." The second 2 characters are the MAJCOM identification code. The last 4 characters are the submitting office number.
B	Training Office	Contract number. Complete if training is procured by a contract or educational services agreement. Information is available from the contracting officer.

ITEM	ENTERED BY	INSTRUCTIONS
SECTION A--TRAINEE INFORMATION		
5	Training Office	For non-government training, enter years and months of continuous federal service.
6/7	Supervisor	(optional items) Enter when required by training facility, vendor, or local option.
7b	Supervisor	Enter the trainee's office telephone number (commercial and DSN).
13	Training Office	Not required.
15	Training Office	Enter only if nomination is for non-government training of more than 40 hours.
16	Supervisor	If the applicant for training is disabled and in need of special arrangements (Braille, taping, interpreters, facility accessibility, etc.), place an X in the block. Then, describe the special arrangements on a separate sheet (plain bond paper) and attach two copies to the DD Form 1556. NOTE: The applicant is not required to furnish this information. Her or his signature on the separate sheets, which are attached to the DD Form 1556, indicates agreement to release the information to training vendors.
	Training Office	Attach the signed description of the disabled applicant's special arrangements to agency copy and the vendor's copy .
SECTION B--TRAINING COURSE DATA		
17	Training Office	In addition to course title, enter any record control flag data.

ITEM	ENTERED BY	INSTRUCTIONS
20a	Supervisor	Enter one of the following codes that best describe the primary purpose of the training: 1--Mission or Program Change. To provide KSA needed as a result of change in activity mission, policies, programs, or procedures. 2--New Technology. To provide knowledge or skill required to keep abreast of developments in the employee's occupational field or a related field. 3--New Work Assignment. To provide skills or knowledge needed as a result of assignment to new duties and responsibilities when such training is not a part of a planned career development program. (Also, see code B.) B--Developmental Opportunity. If the situation is as described in code 3 above and the employee is receiving training under the DOP use code B. (Also, see code C.). 4--Improve Present Performance. To provide knowledge or skills needed to improve or maintain proficiency in present job. 5--Meet Future Staffing Needs. To provide knowledge and skills needed to meet future staffing needs through a planned career development program in an occupational specialty, executive, or managerial development program, a management internship or a training agreement, or program to upgrade skills and abilities. (Also, see code C.) C--Developmental Opportunity. If the employee has been selected as a part of the DOP to receive training in anticipation of future placement, use code C. 6--Develop Unavailable Skills. To provide knowledge or skills needed for fields of work that are unique to the Air Force, or to meet staffing needs in occupations for which the labor market cannot produce a sufficient number of trained employees. 7--Trade or Craft. To provide the classroom or group portion of the formal training that, together with guided work experience, permits the employee to acquire or upgrade the knowledge and skills needed to meet the full requirements for journeyman status. 8--Orientation. To provide orientation to policies, purposes, functions, and mission of the Air Force or the federal government for new employees. 9--Adult Basic Education. To provide the basic knowledge and skills needed to permit the employee to function in the world of work.
20c/d	Training Office	Use for data codes, if applicable.
20e		Leave blank.
20f	Supv/Sec	Complete when training facility or vendor requires security clearance. The supervisor must obtain information on clearances from the appropriate security office.
20h	Supervisor	Use priority definitions stated in this regulation (**Attachment 4**).
20j	Training Office	Use for data codes, if applicable.

ITEM	ENTERED BY	INSTRUCTIONS
20k	Supv/CPF	Leave blank.
22a	Training Office	Enter training type data code, if applicable. NOTE: This entry differs from "type" code in item 20, part B.
22b	Training Office	Enter the course number from the data system or use the catalog course number, as applicable.
SECTION C--COST AND BILLING INFORMATION		
25d	Training Office	Use appropriate data code, as applicable.
27	Training Office	Enter fund cite. NOTE: For direct costs only.
28		Local option.
29	Training Office / DAO/AFO	As the resource manager, the EDM/S signs and certifies availability of funds based on earlier commitments initiated by AF Form 616.
31	Training Office	Advice number on the AF Form 616 is entered here.
SECTION D--APPROVAL AND CONCURRENCE		
32	Supervisor	Supervisor's signature certifies that the training is job related, is essential, represents a valid need, and that the employee will be released to attend the training.
33	Training Office	Type or print name of certifying official (EDM/S). Enter telephone number (commercial, for OPM) of EDM/S, obtain signature, and enter date. NOTES: 1. Depending on the type, level or length of training, it may sometimes be necessary for the employee development specialist (EDS) to obtain higher level written approval or a waiver before signing in item 33.2. Signature of the EDS and resource manager in this block constitutes agency certification of compliance with prevailing laws and directives, including consideration of special arrangements at training facilities for handicapped or disabled employees.
34	Management	The 2d level manager who has supervisory approval authority for the operating organization signs this block. Signature indicates the need is valid and the priority shown in block 20h, is appropriate.
37	Training Office	Enter the mailing address for base-level Training Office. If funding is provided from the HQ USAF/DPDE OBAN; that is, not the CCPF, MAJCOM, or comparable organization OBAN, enter: HQ USAF/DPDE, 1040 Air Force Pentagon, Wash DC 20330-1040.
38	Authorized EDM	Self-explanatory.

ITEM	ENTERED BY	INSTRUCTIONS
COPY 1 OF THE 10--PART SET, (REVERSE SIDE)--PRIVACY ACT STATEMENT OR SINGLE CUT-SHEET VERSION (Back Side)The supervisor must obtain the employee's signature before submitting the form to the CPF. NOTE: When using the single-sheet version, employee's signature in item 63 satisfies Privacy Act requirements.		
SECTION E-- 10-PART SET, EMPLOYEE AGREEMENT TO CONTINUE IN SERVICE		
38	Training Office and Trainee	Use Continued Service Agreement at **Attachment 11**, this instruction.
39	Trainee	Sign and date for all but mandatory training. Copies 3, 4, and 5 (reverse side).
TRAINING VENDOR		
44	Training Office	Enter mailing address of servicing CPF or that of HQ USAF/DPDE if centrally funded. Copies 6 and 7 (reverse side).
SECTION G--FINANCE		
45	Training Office	EDM/S authorizes payment by signature in this block. Amount to be paid is direct costs only. Do not enter or include indirect costs in item 45 of DD Form 1556.
46	DAO/AFO	Enter amount paid, date, and signature (or follow Government Purchase Card guidance).
47	Training Office	EDM/S indicates when advanced or reimbursement method of payment is to be used.
COPY 8 (REVERSE SIDE) Same as copy 1 (reverse side)		
COPY 9 OF 10--PART SET--AGENCY EVALUATION (Front and Back) OR SINGLE CUT-SHEET VERSION (Back)		
SECTION H, EVALUATION (10-PART SET)		

Attachment 9

GUIDE FOR SELECTING TRAINING SOURCES

Part 1--Local Installation-Level Training

A9.1. Self Development. Self-development is that education, training, or other developmental activity which is self-initiated, funded by the employee (either totally or partially), and taken on the employee's own time to better qualify the employee for his or her work or profession, or to contribute to his or her career opportunities.

A9.2. Proficiency Training. Training designed to improve performance, maintain currency or develop new KSAs required for successful job performance.

A9.3. Developmental Training. Training designed to enhance or develop KSAs which may be necessary to progress and perform successfully in higher level positions.

A9.4. On-the-Job-Training (OJT) . Methods used to satisfy a training requirement should be efficient and economical. OJT should not only be considered for the employees within a particular work unit, but should also be considered for any displaced employees affected by downsizing, reassignment, or base closure.

A9.4.1. OJT is planned, organized, and conducted at the work site. OJT may be provided by the supervisor, or another qualified employee who may serve as an instructor.

A9.4.2. OJT may be classified informal or formal training. OJT may be part of a larger program involving classroom instruction or the training program may be solely OJT.

A9.4.2.1. Informal OJT is training of short duration on a few job elements.

A9.4.2.2. Formal OJT may require more time and involve more job elements. Formal OJT is preplanned and evaluated.

A9.4.2.2.1. Check sheets are developed which list tasks, knowledge, and proficiencies.

A9.4.2.2.2. Training should be designed to insure the trainee acquires the specific proficiency, rather than a specified number of hours.

A9.4.3. For guidance on conducting OJT, see AFI 36-2201. The basic information may be summarized:

A9.4.3.1. Prepare the training activity.

A9.4.3.2. Notify and prepare the trainee.

A9.4.3.3. Show the trainee.

A9.4.3.4. Let the trainee try.

A9.4.3.5. Redirect if necessary, and follow-up.

A9.5. Retraining Surplus, Displaced and Dislocated Workers. Restructuring and downsizing initiatives may result in surplus, displaced or dislocated workers and thereby prompt the need for retraining, to

enhance or sustain marketability, employability and quality of life. **Attachment 16** is an excerpt from the Office of Personnel Management Restructuring Information Handbook, Module 1--Unit B (Guidance), paragraph 10, Training and Retraining, and provides useful information to help with retraining efforts as needed.

Part 2--Air Force and Other DoD Facilities

A9.6. Air University Seminar Programs. AFI 36-2306 designates the base education services officer (ESO) as action officer for organizing, publicizing, and supporting these programs. The EDM/S works with the ESO to identify potential civilian students and to reserve civilian allocations in the programs.

A9.6.1. Air War College (AWC) Associate Program (Nonresident). Civilian employees, GS-13 and above, are eligible and should be encouraged to take part in this program. The servicing ESO is the primary source of information on entrance requirements.

A9.6.2. Air Command and Staff College (ACSC) (Nonresident Seminar Program). Civilian employees, GS-11 and above, are eligible and should be encouraged to take part in this program. Web information is available at web site, **http://www.acsc.maxwell.af.mil**. The correspondence versions of these seminars are described in the US Air Force Institute for Advanced Distributed Learning (AFIADL) catalog. Additional information regarding civilian spaces, installations where non-resident seminars are conducted, and for the correspondence option can be obtained from the education flight.

A9.7. US Air Force Institute for Advanced Distributed Learning (AFIADL). The AFIADL supplements formal training programs. These courses are described in the US Air Force AFIADL catalog. The basic directive is AFI 36-2201.

A9.8. Air Education and Training Command (AETC) Schools and Courses. With few exceptions, all AETC schools and courses are managed through an automated quota system. Requirements are identified according to AETC and MAJCOM guidance. Out of cycle requirements and procedures for processing special training are covered in AFI 36-2201.

A9.8.1. AETC arranges for and conducts technical training schools. Course descriptions, prerequisites for attendance, location, and other information on these courses is contained in the *Air Force Education and Training Course Announcements (ETCA)*. Web information is available at web site, **http://etca.keesler.af.mil**.

A9.9. Air University Professional Schools. This training is conducted by activities such as AWC, ACSC, Academic Instructor and Foreign Officer School, Center for Professional Development (CPD), and Air Force Institute of Technology (AFIT). Course prerequisites, location, and nomination requirements are in the ETCA.

A9.9.1. The AWC is the senior-level of Air Force professional military education (PME) school. This 10-month, graduate-level study program focuses on the strategy and tactics of theater warfare. Eligibility and selection criteria are in AFI 36-2301.

A9.9.2. The ACSC is the intermediate level Air Force PME school. This program is designed to prepare students for assuming increased responsibility, both on the staff and in command. Eligibility and selection criteria are in AFI 36-2301.

A9.9.3. The academic instructor and foreign officer school is designed to prepare students for assignments involving curriculum development and instruction. Prerequisites and course description is in the ETCA.

A9.9.4. The CPD offers a variety of specialized management training courses (personnel, comptroller, chaplain, and staff judge advocate). Course descriptions and prerequisites are in the ETCA.

A9.9.5. The AFIT, located at Wright-Patterson AFB, conducts short- and long-term credit and non-credit education programs in scientific, technological, managerial, medical, and other fields. The AFIT conducts continuing education programs. Courses, prerequisites, and procedures are described in the ETCA.

A9.10. DoD Education and Training Programs. Defense Management Education and Training (DMET) Program. The DMET program provides specialized education and training designed to enhance the performance of personnel engaged in management functions throughout DoD. The program promotes uniform implementation of DoD policies, directives, and instructions. AETC is the Air Force focal point for Air Force-sponsored DMET courses. Courses, prerequisites, and procedures are described in their web site, **http://hq2af.keesler.af.mil/etca.htm**. All DMET courses are managed through the data system when funded by AETC.

A9.11. DoD Joint College Programs. Civilian employees with recognized potential may attend the National War College, and the Industrial College of the Armed Forces. Eligibility and selection criteria are in AFI 36-2301. AFPC/DPK issues an annual call for nominations through the CCDP.

A9.12. Defense Acquisition Workforce Certification. DAWIA requires specific education, training, and experience for acquisition workforce members. The training that falls under DAWIA is managed by the AFATO through the DAU registration system (ACQ Now). The Air Force Operating Procedures, course descriptions, and class schedules for this DAU training are found at web site **http://www.safaq.hq.af.mil/acq_workf/training/**.

Part 3--Developmental Assignments

A9.13. Developmental Assignments. This source of training is designed to prepare employees for future assignments or to cross train to improve proficiency on the current job. Developmental assignments range from informal OJT assignments (such as task force and committee assignments, understudy, and temporary replacement of employees absent from work) to more formalized career broadening assignments. Developmental assignments may be within the Air Force, at DoD, at other government agencies, or outside the federal service with industry, educational institutions, or state or local governments. The competitive merit selection process is applied as required by staffing and career program regulations for developmental assignments. (**Attachment 14** and **Attachment 15** are examples of this type of training.)

A9.14. DoD-Wide Training Agreement for Rotational Assignments for Development of Key Personnel of the DoD. This agreement allows for the assignment of employees across functional, DoD component, and federal agency lines for 6 months to 3 years. Assignments are subject to post-audit and require the preparation of an FTP against which the employee is evaluated. Care must be taken to make sure that employees do not suffer loss of credit for cash awards, merit pay, or promotion consideration as a result of their participation in the program.

Part 4--Interagency Training Programs

A9.15. Standard Courses and Programs Offered by OPM. These include programs that are centrally developed and conducted by OPM, such as the Federal Executive Institute (FEI) and the Management Development Centers (MDC). The OPM also offers, through its MDC, managerial and supervisory development courses and a variety of technical courses. HQ AFSLMO administers Air Force participation in these courses, in coordination with HQ AFPC/DPK for career program registrants, and with MAJCOMs for non-career program registrants. MDC course announcements and schedules are sent directly to CPFs on request.

A9.16. Other Interagency Training Sources. Other interagency training sources include:

A9.16.1. Interagency Auditor Training Programs, Graduate School, Room 138, Department of Agriculture, Capital Gallery, 600 Maryland Ave., SW, Wash DC 20024.

A9.16.2. Legal Education Institute, Department of Justice, 1520 Pendelton St., Columbia SC 29201.

A9.16.3. Federal Law Enforcement Training Center, Bldg. 94, Glynco GA 31524.

A9.16.4. US Department of Labor, Occupational Safety and Health Administration Training Institute, 1555 Times Dr., Des Plains IL 50018.

A9.16.5. Department of State, M/FSI, Extension Studies Program, 4000 Arlington Blvd, SA-42, Arlington VA 22204.

A9.16.6. Federal Emergency Management Agency, National Emergency Training Center, 16825 South Seaton Ave., Emmitsburg MD 21727. Course announcements and schedules will be sent upon request.

Part 5--Non-Government Facilities

A9.17. Non-government Facilities. A wide variety of local nongovernment facilities may be available, depending on the installation's needs. An EDM should maintain a comprehensive library of sources for management's use of facilities providing training related to the serviced areas mission.

Attachment 10

GUIDE FOR APPRENTICE PROGRAM PLAN

A10.1. Regular Apprentice Program. Air Force regular apprentice programs are registered with the US Department of Labor's Bureau of Apprenticeship and Training (BAT) before activation. The CPF, in coordination with the Training Office, advises managers regarding preparation of supporting documentation required for BAT approval and certification. Requests to establish, change, or cancel programs are sent by the servicing CPF, in coordination with the Training Office, to the parent command for review and transmittal to HQ USAF/DPDE. To obtain approval, the training, work experience, and schedule, must be described in a written plan stating terms and conditions of employment, training, and supervision. This plan must:

A10.1.1. Ensure that each apprentice is under a written apprenticeship agreement, which is accomplished by completing AF Form 6, Apprenticeship Agreement.

A10.1.2. Contain an outline of major job elements in which the apprentice will receive supervised work experience, OJT and formal classroom training showing the approximate amount of time to be spent in each. Provide for at least 144 hours per year of related formal classroom-type instruction. Include at least 2,000 hours of work experience covering a two to four year period.

A10.1.3. Show a progressively increasing schedule of wages, based on successful performance of appropriate progress records. Provide for periodic review and evaluation of the apprentice's progress in job performance and related instruction and the maintenance of appropriate progress records.

A10.1.4. Ensure adequate safety training is provided which includes the necessary equipment and facilities are available to conduct the training.

A10.1.5. Document advanced standing or credit before program entry for previously acquired experience, training, or skills with commensurate wages for any advanced progression step so granted. Show the minimum qualifications required for persons entering the apprenticeship program. Include a probationary period as required for new employees, when appropriate.

A10.1.6. Ensure that qualified training personnel and adequate supervision are provided.

A10.1.7. Provide for recognition of successful completion by preparing a Certificate of Completion of Apprenticeship before graduation ceremonies for each apprentice completing all program requirements.

A10.1.8. Provide for the prompt submission of any modification or amendment to the plan.

A10.2. Special Apprentice Program Special apprentice programs are formal training programs normally less than 2 years. Formal classroom training, OJT, and performance requirements are established using instructional systems development (ISD) methodology. From this methodology, a formal written training plan which specifies in 6-month increments all experience, OJT, formal classroom training, and performance requirements. Wages to be paid are determined in advance for each 6-month period consistent with successful performance, program completion, and skill to be acquired. Each trainee is provided a copy of the written training plan. Trainees completing the program are provided appropriate recognition.

A10.3. Employee Applications for Veterans Administration (VA) Benefits. Following VA approval of either type of program, above, eligible employees should submit applications to the VA office that has their veteran's records, if known, otherwise they should write to the VA regional office in their current state of residence.

Attachment 11

AIR FORCE CONTINUED SERVICE AGREEMENT (CSA) FOR CIVILIAN EMPLOYEES

1. I agree that upon completion of the Air Force sponsored training described below, I will work for the US Air Force (see AFI 36-401, **Chapter 4**, for CSA requirements), in accordance with the US Air Force CSA policy. (The length of full-time training is 8 hours for each day of training, up to a maximum of 40 hours a week.) I understand that if I voluntarily enter a period of non-pay status during the period of service obligation (i.e., LWOP to accompany a spouse moving to a new duty location), the period of obligated service may be extended by length of time in a non-pay status.
2. If I voluntarily leave the Air Force before completing the period of service shown in item 7 below, I AGREE to reimburse the Air Force for the tuition, travel, per diem, books and materials, fees, administrative overhead costs, and other related expenses (EXCLUDING SALARY) paid in connection with my training as shown in item 8 below. However, the amount of the reimbursement will be reduced on a pro-rated basis for the percentage of completion of the obligated service. (For example, if the cost of training is $3,000 and I complete two-thirds of the obligated service, I will reimburse the Air Force $1,000 instead of the original $3,000.)
3. I FURTHER AGREE that if I voluntarily leave the Air Force to enter the service of another federal agency or other organization in any branch of the government before completing the period of service agreed to in item 7 below, I will give my servicing civilian personnel office written notice of at least 10 workdays, during which time a determination concerning reimbursement will be made. If I fail to give this advance notice, I AGREE to pay the amount of additional expenses (Title 5 U.S.C. 4109(a)(2)) incurred by the government in this training.
4. I understand that any amounts which may be due the Air Force as a result of any failure on my part to meet the terms of this agreement may be withheld from any monies owed me by the government, or may be recovered by such other methods as are approved by law.
5. I FURTHER AGREE to obtain approval from the employee development manager responsible for authorizing training requests of any proposed change in my approved training program involving course and schedule changes, withdrawals or incompletions, and increased costs. If I fail to complete Air Force sponsored training I AGREE to reimburse the Air Force training and related costs as in item 8 below.
6. I acknowledge that this agreement does not in any way commit the government to continue my employment. I understand that if there is a transfer of my service obligation to another federal agency or other organization in any branch of the government, the agreements in items 1, 2, and 3 of this section will remain in effect until I have completed my obligated service with that other agency or organization.
7. Period of obligation service is from _____ to _____ beginning on or about _____.
8. Projected costs are:
   a. Tuition:
   b. Books and materials:

c. Fees:

d. Other related costs and administrative overhead:

e. Travel:

f. Per Diem:

g. Total:

9. Course title:

10. Training facility:

11. Projected dates of attendance:

12. Employee's signature:

13. Date:

14. Training Office representative signature:

15. Date:

DISTRIBUTION:

Original--Employee's OPF

1--Training File

1--Employee

1--Employee's Supervisor

1--HQ AFSLMO/DPD (if appropriate)

1--HQ AFPC/DPK (if appropriate)

Attachment 12

DEVELOPING AN INSTALLATION TRAINING GUIDE (ITG)

A12.1. Purpose. Due to unique local requirements and the options in this instruction, an ITG is needed to provide specific guidance for local training program operations. It should cover the what, where, when, who, and how aspects of sound program administration. The sole purpose of an ITG is to provide clear guidance for users so that training will be done systematically and efficiently.

A12.2. Format and Specifications.

A12.2.1. Content. The ITG must be established in a format that best fulfills local needs; i.e., as an installation plan or an instructional letter. Regardless of the format, the guide should be reviewed annually and updated, as needed. As a minimum, the ITG must include information on the following subjects:

A12.2.2. Role and composition of the MTC or similar training review group.

A12.2.3. Responsibilities of managers, supervisors, employees, and the training manager in the identification and meeting of training needs.

A12.2.4. Annual training survey schedules.

A12.2.5. Information on special programs, financial planning, and priorities.

A12.2.6. Availability and use of Correspondence Courses (CDCs), particularly for displaced employees affected by downsizing, transfer, or reorganization.

A12.2.7. Out-of-cycle processing procedures.

A12.2.8. Approval requirements.

A12.2.9. Affirmative action objectives.

A12.2.10. Required documentation.

A12.2.11. Special instruction for any competitive programs or career programs.

A12.2.12. Information on the use and distribution of the ITG.

A12.2.13. Evaluation of training.

A12.2.14. DD Form 1556 completion guidance.

Attachment 13

GUIDE FOR DECLINING SELECTION UNDER CIVILIAN COMPETITIVE DEVELOPMENT PROGRAM (CCDP)

A13.1. Declination, withdrawal and removal are used synonymously in this attachment and are all deemed to mean "exit" from a specific program under CCDP, for which an employee was selected to attend.

A13.2. Declining selection for any program covered under CCDP must be **approved** by the nominating organization [MAJCOM/CVs and Secretariat (SAF)/AF two-letter offices]. Employees who decline school attendance after selection, without approval of the nominating agency, will be restricted from consideration for the CCDP for a two-year period.

A13.3. Management and/or individual declinations for mission essential or humanitarian removal from a program must be supported with reasonable justification.

A13.3.1. **Mission Essential** : The approval authority **will normally approve** a mission essential removal if the employee's program participation would have an adverse mission impact. Removal, if granted, will be without prejudice.

A13.3.2. **Humanitarian** : The approval authority **will normally approve** a humanitarian withdrawal under the conditions below. Withdrawal, if granted, will be without prejudice.

A13.3.2.1. The recent death (within 6 months of course start date) of your spouse or your child or stepchild under the age of 18 who is living in your home at the time of death.

A13.3.2.2. The terminal illness of a family member when death is imminent within the window after employee' selection and preceding school start date. A doctor must support his or her prognosis of a terminal illness by clinical data.

A13.3.2.3. A serious financial problem that is **not** the result of over extension of your personal income or bankruptcy (e.g. loss of home or possessions through fire, theft, or natural disaster) and you will suffer a substantial financial loss unless you are present. (This applies to employees who must go TDY or PCS to participate in a selected program.) You must show you could not solve the problem by leave, correspondence, power of attorney, or by any other person or means.

A13.4. Approval authorities **may not approve** applications for withdrawal if the reason is based on one of the following circumstances:

A13.4.1. Threatened separation, divorce action, or the desire to pursue child custody.

A13.4.2. A single parent's desire to make or facilitate either short or long-term child care arrangements.

A13.4.3. Climactic conditions or geographical areas adversely affecting a family member's health and the problem is of a recurring nature (for example, asthma, allergies). An exception to this is when continued presence in such an environment is clearly life threatening. (This pertains to employees (with families) who must PCS to participate in a selected program.)

A13.4.4. A desire to provide emotional or domiciliation support to a parent or parent-in-law due to age, non-terminal or chronic illness, or recent death in the family not described in **A13.3.** above.

A13.5. When to Apply for Mission Essential or Humanitarian Withdrawal from a selected program under CCDP . Submit a request for withdrawal as soon as you have exhausted other options to resolve your problem, and determine that withdrawal from a program is the only appropriate response to the matter of concern.

A13.6. How to Apply for Mission Essential or Humanitarian Withdrawal from a selected program under CCDP . The following format should be used to request withdrawal, and should flow through the chain of command for approval by the nominating organization.

Appropriate Letterhead

MEMORANDUM FOR NOMINATING ORGANIZATION/ (Date)

FUNCTIONAL MANAGER

FROM: (Individual/Functional Address Symbol)

SUBJECT: Request for Mission Essential/Humanitarian Withdrawal from (name of CCDP Program and course dates)

1. Request a mission essential/humanitarian withdrawal from the (selected program) for the following reasons: (Give all relevant information available to support your request.)

2. I became aware of the need to decline selection for the (give name of program) on (date) when (discuss details of the situation that prompted this request).

3. I have taken the following actions or steps to resolve the situation:

4. I submit the following supporting information:

a. Organization and location (current and projected), E-mail address, data fax phone number, and phone number where you can reach me.

b. Information on mission-related emergency that makes withdrawal crucial or information on family member concerned (e.g. home address, death certificate, doctor's statement).

c. Verification of serious financial problem due to loss (e.g. police report, statement from insurance company, photographs).

5. I have (not) previously requested withdrawal from a CCDP program for humanitarian reasons. If so, indicate date and reason.

6. I understand if my situation is resolved before school begins, I cannot resume my status in the selected program for the current school year.

7. I also understand that if my request is not approved and I decline attendance in the selected course, I will be prohibited from participating in the CCDP program for two years.

A13.7. Canceling a Request for Withdrawal . Requests to cancel a "Request for Withdrawal" will not be honored. Careful thought should be given before submitting a request.

Attachment 14

GUIDE FOR AIR FORCE LEGISLATIVE FELLOWS PROGRAM

A14.1. The Air Force Legislative Fellows (AFLF) program offers its participants an opportunity to serve full-time, one-year assignments on Capitol Hill in Washington, DC, followed by a one year follow-on assignment at the Secretariat or Air Staff.

A14.2. The program begins with a two-week Air University orientation at the Pentagon. Personnel selected to attend the AFLF program travel TDY to Washington for the orientation in August, and PCS to Washington, DC in time to begin the November session of the program.

A14.3. A position will be authorized in the Central Salary Account (CSA) at Headquarters, AF/DPDE, for each program participant. Fellows will be assigned to CSA positions concurrent with their permanent change of station (PCS) move. Participants will be removed from CSA positions when follow-on assignments terminate, and graduates transition into permanent positions.

A14.4. Nomination procedures for AFLF are the same as those prescribed for competitive selection under CCDP, which can be found on the Air Force Personnel Center homepage at **http://www.afpc.randolph.af.mil/cp**. For additional information on the AFLF program see AFI 90-403.

A14.5. AF/DPD will:

A14.5.1. Maintain oversight over the program.

A14.5.2. Develop and issue program policy.

A14.5.3. Ascertain and issue quotas for the program.

A14.6. AFPC/DPK will:

A14.6.1. Determine budget bogie to include TDY and PCS dollars.

A14.6.2. Assume responsibility for paying all costs associated with AFLF.

A14.6.3. Issue call letter for AFLF with AF/DPDE assistance, in conjunction with the annual Civilian Competitive Development Program (CCDP) call letter for long-term training.

A14.6.4. Receive and review nominations in conjunction with conducting the annual CCDP Selection Board.

A14.6.5. Provide SAF/LL, AETC/ED, and nominating MAJCOM/CVs the names of CCDP AFLF participants.

A14.6.6. Provide servicing training offices a fund cite to cover applicable participants' temporary duty travel and per diem expenses for attendance at the orientation in August.

A14.6.7. Request PCS Fund cites and ensure orders are processed through AF/DPRC.

A14.6.8. Ensure date of PCS move is set to allow ample time to secure residence in the Washington metropolitan area before the session begins in November.

A14.6.9. Classify position descriptions for CSA positions.

A14.6.10. Ensure paperwork is completed to move employee(s) into and out of CSA positions. This assignment will remain in effect throughout the fellowship year on Capitol Hill, and during the one year follow-on assignment in the Secretariat or Air Staff.

A14.6.11. Identify functional points of contact to work follow-on assignments for graduates of the program.

A14.7. Functional Points of Contact will:

A14.7.1. Write position descriptions for each fellows' CSA position (e.g. Logistics, Contracting, Communications), with assistance from AFPC/DPK. Position descriptions should be developed by June and submitted to AFPC/DPK in concert with PCS moves.

A14.7.2. Work with participants, in partnership with Functional Communities, to identify follow-on assignments in the Secretariat or Air Staff. It is the responsibility of respective Functional Community points of contact to identify permanent positions for fellowship participants to fill 6 months before follow-on assignments terminate.

A14.7.3. Notify respective CPF(s) of the participant's permanent assignment and proposed effective date. Unless advised otherwise, a participant may not be carried against the CSA manpower authorization beyond completion of the follow-on assignment. Respective CPF's will obtain SF52s , if necessary, to effect permanent assignments.

Attachment 15

PROGRAMS WITH INDUSTRY

The Education with Industry (EWI) program is a 10-12 month, non-degree management development program sponsored jointly by AFIT and leading industries and government agencies throughout the country. EWI programs are designed to develop qualities and abilities in selected officers and civilians necessary for effective acquisition management and professional or technical leadership. Since an individualized program is the intent of EWI, each company is encouraged to establish a program unique to itself and to the needs of the student. **Application for this program is made through AFPC/DPK**. (For further instructions for EWI see AFIT Instruction 36-103.)

The STREAMLINE program is a short-term program which is designed to improve acquisition relationships between the government and major contractors. The program places highly experienced contracting officers and civilians with various civilian contractors for five to six months. Upon completion of the program, all students are required to write a report summarizing their ideas for improving government and/or industry processes, based on their work with industry.

Attachment 16

GUIDE FOR RETRAINING WORKERS

A16.1. Differences Between Training and Retraining Retraining programs are designed to prepare individuals for different careers, or to perform differently. The term "training" as we know it, is generally designed to help us perform our current jobs better. OPM defines **retraining** as (1) training and other development administered to an individual to close skills gaps resulting from obsolescence; and (2) training and development designed to equip an individual with knowledge and skills leading to another occupation. Retraining focuses on the basic competencies needed in a new or redesigned job and rarely addresses advanced level technical skills.

A16.2. Purposes of Retraining. Retraining assists agencies in redirecting their human resources to address skill imbalances or projected skill shortages resulting from internal and external factors. Agencies can use retraining programs to expand the knowledge and skills of workers through multi-skilling and cross-training; and to help stabilize the work environment and build morale, particularly when used as an alternative to downsizing.

A16.3. Current Laws Affecting Retraining. Several valuable programs are available for retraining employees, as described below:

A16.3.1. Economic Dislocation and Worker Adjustment Assistance Act assists workers who have been laid off and are unlikely to return to their previous occupation.

A16.3.1.1. Administered by the Department of Labor, this program allows a wide range of services to help individuals such as skills assessments, job development, counseling, and job search assistance.

A16.3.2. Section 5 CFR 410.301(c), which is derived from Chapter 41 of title 5 U.S.C., permits agencies to retrain employees for other occupations based on organizational needs and when vacancies exist. If new jobs offer more promotion potential to employees, the employees must also compete to enter retraining programs. These competitive processes must be consistent with merit principles and EEO considerations.

A16.3.2.1. The Federal Workforce Restructuring Act of 1994 amended Chapter 41, section 4101(4) of title 5, U.S.C. to define "training" as the process of providing for and making available to an employee, and placing or enrolling the employee in, a planned, prepared, and coordinated program, course, curriculum, subject, system, or routine of instruction or education, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the agency's mission and performance goals.

A16.3.2.2. The Act also amended section 4103(b) by allowing the agencies to train any employee of the agency to prepare that employee for placement in another agency, if the head of the agency determines that such training would be in the best interests of the Government. The amendment relaxed the requirement that the employee be faced with separation before he or she could be trained for placement in another agency.

A16.3.3. In January 1995, the U. S. Office of Personnel Management issued final regulations that authorize an agency to issue a Certification of Expected Separation (CES) to an employee who the agency expects will be separated within 6 months by a reduction in force. The CES notice allows employees to register early for outplacement and retraining services provided by the agency, OPM, and through programs under the Job Training Partnership Act administered by the Department of Labor.

A16.4. Elements of A Successful Retraining Program. A good agency retraining program should have the following elements:

A16.4.1. Top management support;

A16.4.2. Program goals linked to the strategic goals of the organization;

A16.4.3. Good communication and information sharing;

A16.4.4. Retrainees are assured of placement;

A16.4.5. Management ensures that employees who enter retraining programs have the basic skills required for entry;

A16.4.6. Employee selection for the programs is designed so retrainees have the greatest opportunity for success;

A16.4.7. A retraining team should be formed for large organizations;

A16.4.8. Needs assessment is conducted to determine what competencies are needed for new occupations;

A16.4.9. A retraining curriculum is developed;

A16.4.10. Managers and Human Resource professionals of the new organization help develop and deliver components of the program;

A16.4.11. The program incorporates counseling to help employees cope with the psychological consequences of changing or losing jobs;

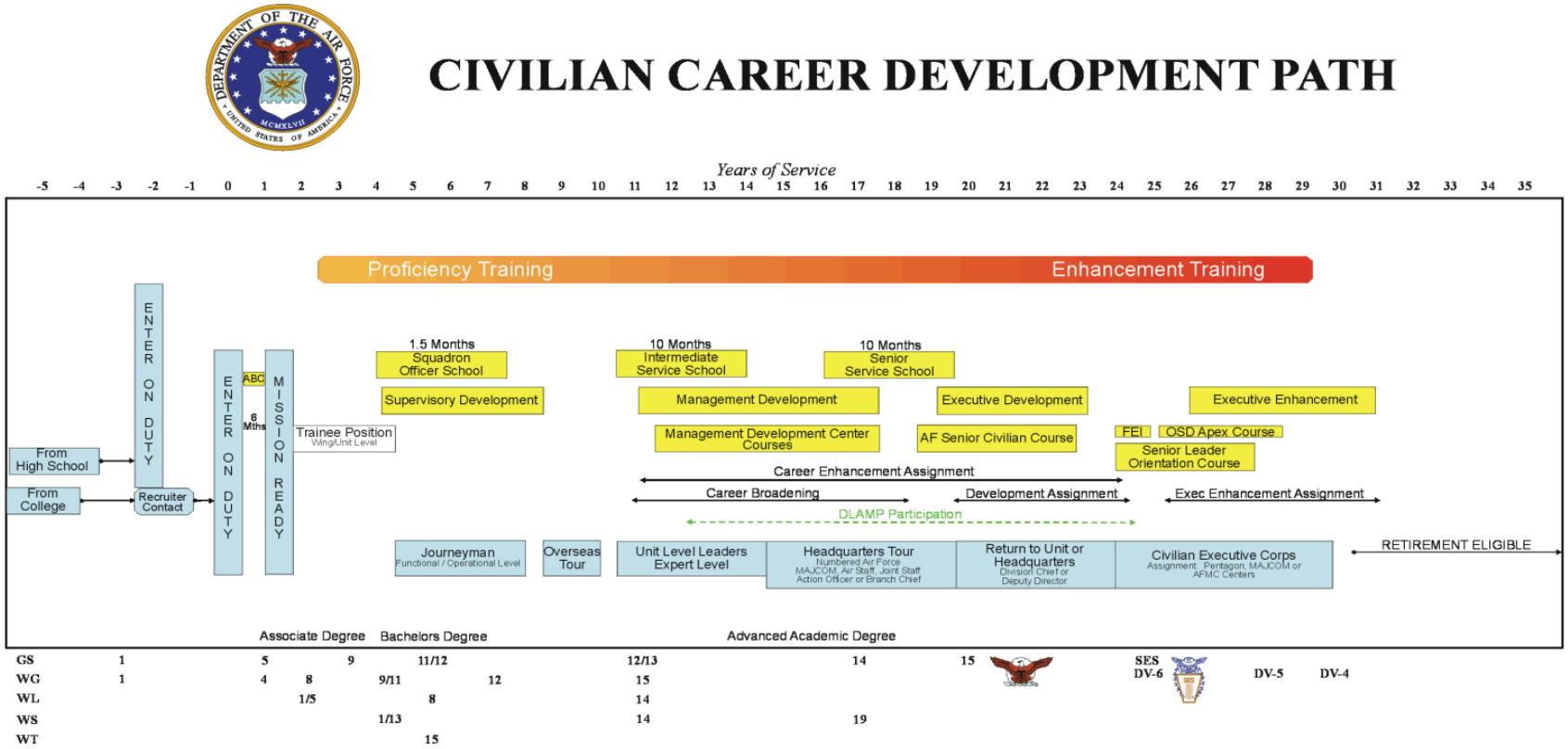
A16.4.12. The program includes technical, interpersonal, and analytical skills training as well as activities that help individuals adjust to other work cultures or environments; and,

A16.4.13. The program includes classroom and structured on-the-job training.

A16.5. Department Of Labor and State Employment Services Activities. The State Employment Offices offer many services for employees facing the **possibility of job loss**. For those facing **unemployment**, the local state employment office serves not only to make referrals but is usually the office where employees get unemployment compensation. If planned in advance, many such offices will provide personnel who will come on-site to register employees and explain their rights and benefits. Employment counselors may also be available to be on-site for lunchtime presentations to job clubs. Early contact with the state employment office is often beneficial to allow the local office to prepare for registration of displaced employees.

Attachment 17

CIVILIAN CAREER DEVELOPMENT PATH



Attachment 18 (Added-374AW)

MLC AND IHA EMPLOYEE TRAINEE PROGRAM

A18.1. (Added-374AW) Program Goals :

A18.1.1. **(Added-374AW)** To provide replacement workers and retain a skilled work force.

A18.1.2. **(Added-374AW)** To upgrade existing technical training.

A18.1.3. **(Added-374AW)** To provide a means for retaining a trade skill base for United States Forces, Japan (USFJ).

A18.2. (Added-374AW) General Information:

A18.2.1. **(Added-374AW)** Certain positions may require the incumbent be trained before he/she can perform at the level required by the position. A FTP is established as a tool for management to help prepare a trainee to reach the required level. This is a discretionary program, and management may elect to establish a FTP with the CPF. At the time management fills a position, management will determine whether a FTP is required for the incumbent. If a decision is made to establish a FTP, the Training Section will coordinate with management to establish a training plan. The incumbent is trained in accordance with the FTP; training can be offered or conducted in various methods including On-The-Job Training (OJT), Computer Based Training (CBT), residence courses, etc. Ideally, the training period at the entry grade level should not be less than one year and not more than two years. At the advanced grade level, if applicable, the training period should not be less than two years and not more than three years. The aforementioned training periods are provided for reference purposes, and training periods may vary in length depending on numerous factors involving skill level of the trainee, intensity of training, availability of training, etc. It is imperative that management keeps in mind that the training period should not only cover the actual training time, but also include necessary time to allow the trainee to build on his/her skills or knowledge acquired through the training. Once a trainee reaches the target grade level, he/she is no longer considered a trainee and must be able to perform the job at the expected standard that is required by the position. An employee found incompetent of performing at the required level is in danger of being removed from the position.

A18.2.2. **(Added-374AW)** A FTP is established by management with assistance from the CPF. The CPF will prepare an individual file and maintain training plans and any relevant documents pertaining to the employee and/or the position.

A18.3. (Added-374AW) Hiring of Trainees:

A18.3.1. **(Added-374AW)** At the time of selection, management will make a determination whether a FTP is required for the target-grade position. Please note that this does not include management intern employees, who are placed on a training plan as a mandatory requirement.

A18.3.2. **(Added-374AW)** Normally, an employee is promoted to the target-grade level after completing training identified in a FTP. Some positions, however, may require an employee to undergo multiple training terms before reaching a target grade level. In such cases, an employee will begin at the entry grade level; he/she will perform required training and be promoted to the next grade level. The first promotion (from entry grade level) will move the trainee into an advance grade level, and the trainee will be trained until he/she satisfies the requirements in the FTP. Upon completing training at the advanced grade level, the employee is promoted to the target grade level, which is the final destination.

A18.4. (Added-374AW) Formal Training Plan: The Training Section is responsible for assisting management in creating a FTP.

A18.5. (Added-374AW) Progress Evaluations:

A18.5.1. **(Added-374AW)** To ensure program success, the trainee's progress is evaluated periodically. The Training Section will determine the evaluation period. Management will submit progress reports to assess the progress of training by the designated suspense dates.

A18.5.2. **(Added-374AW)** Upon satisfactorily meeting all the requirements of the training plan, trainees are promoted according to the plan until the targeted grade is reached.