This manual establishes instructions and process flows to be followed to ensure the continued competence of Air Force Materiel Command (AFMC) Command Standard Depot Maintenance Systems Training. It is designed to help maintain the quality and currency of systems training, job aids, and associated courseware. The intention of this manual is to provide a structure for Command standard system revisions that incorporates flexible training responses. This manual applies to all organizations within AFMC that perform Depot Maintenance Systems Training. This manual does not apply to the Air National Guard (ANG), Air Force Reserve Command (AFRC), and their units. Refer recommended changes and questions about the manual to the Office of Primary Responsibility (OPR) using AF Form 847, Recommendation for Change of Publication; route AF Forms 847 from the field through the appropriate functional’s chain of command. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with AFMAN33-363, Management of Records, and disposed of in accordance with the Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS) located at https://www.my.af.mil/gcss-af61a/afirms/afirms. See Attachment 1 for a glossary of references and supporting information.

**SUMMARY OF CHANGES**

This manual has been revised and should be completely reviewed. The following is a synopsis of the incorporated changes: Lead Center responsibilities have been further defined. The minor systems change process has been simplified. Flow charts have been updated.
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Chapter 1

INTRODUCTION

1.1. Purpose. This manual was developed to build upon the strategy developed by the Depot Maintenance (DM) Systems Training Working Group, which included Systems Functional Advocates, Logistics Systems Integrators, Information Technology (IT), Program Office and training personnel from Air Logistics Centers (ALCs), Aerospace Maintenance and Regeneration Group (AMARG), and HQ AFMC/A4D.


1.3. Scope. This manual covers the following processes:

1.3.1. Requirements Awareness Process
1.3.2. Major System Change Process
1.3.3. Minor System Change Process
1.3.4. Training Response to Major System Change
1.3.5. Training Response to Minor System Change

1.4. How to Use This Manual. The process flow charts and sections that follow provide a structure for the various phases, functions, and activities associated with the revision of a “typical” Command standard information system, and the associated “training response.” This is not always a rigid or linear process. Individual training projects should include only those activities needed to ensure effective and economical training responses to system changes. When referencing the manual, users may choose to go directly to the phase and activity that applies, but it is recommended that users also view the entire series of processes as illustrated in the flow charts (Attachments 2-4).

1.5. Major Assumptions. The DM Systems Strategy assumes the following:

1.5.1. The processes set forth in this manual apply to the existing Command Standard DM Systems (Attachment 5).
1.5.2. Systems and training personnel use the Information System Management Tool (ISMT) to track requirements for all Command Standard DM Systems.
1.5.3. The ISMT “Training Impact” block, indicating the training need for a particular change action, is correctly completed for all systems changes.
1.6. References to Terms and Additional Guidance. Information contained in other sources is applied, but not normally repeated in this manual. A listing of these sources, acronyms, and abbreviations can be found in Attachment 1, “Glossary of References and Supporting Information.”

1.7. Process Stakeholders. The following is a non-exhaustive list of process stakeholders relative to training:

1.7.1. Instructor or Trainer
1.7.2. Subject Matter Expert (SME)
1.7.3. Courseware Developer
1.7.4. Instructional System Development (ISD) Evaluation Board
1.7.5. System OPR
1.7.6. Training Manager

1.8. Lead Center for Assigned Systems Training (throughout the rest of this manual we will use Lead Center interchangeably.) HQ AFMC has assigned a “Lead Center for AFMC Training” for each Command Standard DM System. The Lead Center is responsible for the quality and currency of training and associated courseware for assigned systems. Command Standard DM Systems, including Lead Center designation, are listed in Attachment 6. Lead Center responsibilities relative to Command Standard DM Systems training are the same as those pertaining to other types of maintenance training. These include, but are not limited to:

1.8.1. Ensuring that other Centers are involved in decisions related to the assigned training to include development, review, and revalidation of Command systems courseware.
1.8.2. Review of assigned systems training and associated courseware at least triennially.
1.8.3. Providing necessary train-the-trainer assistance to other Centers.
1.8.4. Appointing SMEs to provide technical guidance to Centers, HQ AFMC, and other organizations on issues related to the subject area of assigned systems training.
1.8.5. Serving as liaison between centers, HQ AFMC and other organizations on issues related to assigned systems training.
1.8.6. Provide necessary funding for sustainment courseware development for DM systems.

1.9. Maintenance Training Flight. Has overall responsibility for the development, coordination, distribution, and maintenance of assigned Command systems courseware. Systems training courseware shall be developed using the ISD methodology.

1.10. Coordinating Training Center. Coordinating Training Centers are system users not designated as Lead Center for a given system. Coordinating Training Centers share responsibility with the Lead Center for ensuring the quality and currency of system training and associated courseware. Coordinating Training Centers:

1.10.1. Appoint SMEs to provide technical guidance to the Lead Center.
1.10.2. Provide timely coordination of courseware.
1.10.3. Submit written input to the Lead Center on exceptions taken to the technical accuracy or design of courseware assigned to be reviewed. This shall include a recommended action to be taken for each exception.

1.10.4. Assign qualified instructor representatives to attend train-the-trainer sessions.

1.10.5. It is expected that Lead Centers will manage and resolve any technical or design process disputes as they may arise. However, in the event this is unsuccessful, disputes between Coordinating Training Centers over courseware technical issues may be resolved by the appropriate HQ AFMC technical element (e.g., Systems Integrator/Functional Advocate). Courseware design disputes may be resolved by HQ AFMC/A4PT.

1.11. **HQ AFMC Logistics Training Specialist.** HQ AFMC/A4PT is the focal point for all DM Command Standard System training requirements. Additional responsibilities include the following:

1.11.1. Continuous monitoring and follow-up of courses in development.

1.11.2. Tracking software changes in ISMT.

1.11.3. Tracking courseware development in the Course Management Database (CMD).

1.11.4. Maintaining a traceability matrix between courseware to applicable Civilian Training Plans (CTPs).

1.11.5. Assist in determining course priority for development and funding.

1.11.6. Final determination and prioritization of training requirements for each Command Standard DM System shall be accomplished by HQ AFMC/A4PT in collaboration with the Lead Centers, Center Maintenance Training Organizations, and HQ AFMC Functional Advocates (FAs).

1.12. **HQ AFMC Functional Advocate.** HQ AFMC functional point of contact for assigned DM Command Standard Systems. FAs work with site functional OPRs to provide a single functional voice to program offices for training requirements. FAs chair System Functional Review Boards (FRBs), which approves functional requirements for their assigned systems.

1.13. **Logistics Systems Integrator (LSI).** The LSI manages the acquisition, development, integration, and automation of assigned logistics systems. They also serve as integrator/liaison between maintenance functional owners and software development activities to ensure funding, scheduling, and workload prioritization. Functions include:

1.13.1. Working with FAs and providers to identify logistics systems requirements and associated resource commitments, resolving workload and funding impacts, and ensuring applicable statutory and regulatory requirements are satisfied.

1.13.2. Presenting prioritized requirements to provider; ensure correct Deficiency Report (DR) severity codes.

1.13.3. Monitoring provider cost, schedule, and performance in order to resolve issues, mitigate risk, and ensure systems are fielded and sustained effectively and efficiently.

1.13.4. Maintaining the integrated master schedule.
1.14. **System Program Office.** Staffed by program managers, software developers, engineers, and database technicians, this office is responsible for the overall management and sustainment of hardware architecture, system application software, interfaces, and databases. Some development activities are organic and some contractor.

1.15. **Instructional Systems Development (ISD).** Use of ISD is mandatory for the development of formal, functional training provided to AFMC audiences.

1.16. **Localizing Command Standard Courseware.** Courseware developers may tailor a Command standard system course to make the instruction more relevant to the local target audience providing:

1.16.1. Course learning objective behaviors, conditions of performance, and standards of performance are not lessened in any way. They may, however, be increased.

1.16.2. Instructional and evaluation materials, including presentations, class exercises and student handouts, may be altered as long as all learning objectives and proficiency levels of the standard course are attained by the student at the completion of training.

1.16.3. The Center assumes responsibility to sustain localized material.

1.17. **Command Standard DM Systems Training Categories.** Three training categories were defined by the DM Systems Training Working Group in regards to the DM Systems Community; Navigational (Familiarization) training, Functional-Navigational training, and Advanced Functional training. Complete definitions and examples of the three categories are as follows:

1.17.1. **Navigational (Familiarization) Training.** Navigational training is system-specific training that instructs students how to use and perform applicable functions within a given system. This type of training supports Train-the-Trainer during refresh and initial deployment. Navigational training can be instructor-led and/or stand-alone Computer Based Training (CBT) courses that may also be utilized as desktop reference guides. This training will be available to all authorized users. Examples include:

   1.17.1.1. How to log into the system.
   1.17.1.2. How to move from screen to screen.
   1.17.1.3. How to input data.
   1.17.1.4. How the system is structured.
   1.17.1.5. Basic business rule overview.

1.17.2. **Functional-Navigational Training.** Functional training is a basic course for a specific system as it applies to performing a particular job or task, and is intended to be linked with each individual job level. This could be delivered as an instructor-led and/or stand-alone CBT course. Examples include:

   1.17.2.1. Appropriate creation of temporary or permanent job orders.
   1.17.2.2. When and why a Bill of Material is built.
   1.17.2.3. Defining responsibilities of a specific occupational skill.
   1.17.2.4. What information to put into fields.
   1.17.2.5. Interactions between different career fields.
1.17.2.6. Interactions between systems.

1.17.3. **Advanced Functional Training.** Advanced functional training is a detailed explanation of how to perform a particular job or task. The performance of this job or task must be standardized across the Command. A functional-navigational background is a prerequisite. This type of training includes day-to-day operations, and can be delivered as an instructor-led and/or stand-alone CBT course. Examples include:

1.17.3.1. Business case analysis.

1.17.3.2. Practical application of business rules.

1.17.3.3. Multiple systems (integration) taught concurrently in the same course.

1.18. **System Course Types.** In addition to the category of the course (Navigational, Functional-Navigational, or Advanced Functional), system courses may be of two types depending on the target audience. *Basic* courses assume the target audience has never attained proficiency in the skills or knowledge to be trained. This training will normally be some type of new or initial training for the given system. *Transition* (or “Differences”) courses assume the target audience is already fully qualified in the system being trained, but needs additional skills to prepare them for an upcoming system revision (upgrade, refresh, or re-host).

1.19. **Information Systems Management Tool (ISMT).** Regardless of the type or source of any change suggested, the information is logged in the Requirements Document Tracking Module (RDTM) of the ISMT. The ISMT is a sophisticated on-line database used for the control and management of system change requests, and their subsequent approval and implementation processes. The ISMT contains real-time information regarding the status of any given change, including information critical to both the systems and training communities. Therefore, it is the responsibility of both communities to monitor the ISMT. In particular, Lead Centers, working with HQ AFMC/A4PT, HQ AFMC/A4DE and HQ AFMC/A4N, should monitor the ISMT to keep apprised of potential systems training impacts.

1.20. **Course Development Prioritization and Funding.** Effective and timely training response to system changes requires construction and maintenance of a complete curriculum of Command standard systems courses. The systems curriculum ensures effective training of new learners, and enables rapid response to change. The CMD is the primary tool used to track courseware development. This tool allows the user to see what is being developed, who the OPR is, ensuring a sustainable, complete curriculum is enhanced by a coordinated, corporate approach between Centers and HQ AFMC:

1.20.1. Lead Centers review the currency of Command standard courseware for which they are responsible when there is an update to courseware and funding is available.

1.20.2. HQ FAs define the need for future development efforts by analyzing future system requirements needs; including known, and impending modifications (on-going).

1.20.3. HQ AFMC/A4PT convenes a conference with all ALC systems training representatives to define and prioritize needs for updating courseware and executing training based on anticipated system changes. This will include command standard transition training, development of new basic courses, and update of existing command standard basic courseware.

1.20.4. Define recommended courseware development sources.
1.20.5. Lead Center will develop or update courseware according to priorities determined.

1.21. Permanent Training Environment (PTE). The PTEs are interactive, computer-based, training aids that simulate the systems applications and data contained in the actual production environment. PTEs provide students the most realistic systems training classroom experience possible.

1.21.1. Depot Maintenance System Integration (DMSI) Permanent Training Environment (DPTE). The DPTE simulates the production environments for the various DMSI systems. DPTE sustainment is provided by the DMSI Program Management Office (PMO) at Wright-Patterson, AFB (754th ELSG-Electronic Support Group). A DPTE “refresh” updates the DMSI software applications to reflect the current production environment, and updates the data stored in the database server to the current point in time. The DPTE is “refreshed” by the DMSI PMO copying the production environment data and the production database to the DPTE database server (Wilbur), and copying the applications to the web servers or client workstations. Refreshes are scheduled to occur annually in October, but out-of-cycle refreshes may be directed by HQ AFMC/A4PT.

1.21.2. Depot Maintenance Accounting and Production System (DMAPS) Permanent Training Environments. The DMAPS PTEs simulate the actual production environments for Automated Bill of Materials (ABOM), NAVAIR Industrial Financial Management System (NIMMS), Defense Industrial Financial Management System (DIFMS), and Time and Attendance System (TAA). The ABOM, NIMMS and DIFMS training environments are kept up-to-date by Technical Support Services Office-Indianapolis (TSOIN), Indianapolis, IN, and Defense Finance and Accounting Service (DFAS) Operations Support Team (OST) at Ogden AFB, UT. The training database for TAA is the responsibility of each site. Software revision release updates for all DMAPS systems are coordinated through the DMAPS PMO training point of contact (POC).

1.22. Training Impact Report. The Training Impact Report combines system change status information from the ISMT and recent Configuration Control Directives (CCD). Included are changes to ISMT status information as a result of block release planning meetings held with the suppliers. The report is used primarily by Lead Centers to keep abreast of changes impacting the system courseware for which they are responsible. It also aids instructors in tracking PTE and production environment configuration differences between refreshes. Lead Centers are responsible for evaluating the training impact of system changes, and then developing and disseminating any necessary courseware updates. To evaluate the changes more fully, courseware developers can find the actual BCR/DR in the ISMT. If the information in the Baseline Change Request (BCR) or Deficiency Report (DR) is not adequate for courseware developers to determine what to do, aid should be requested from the applicable local system SME. System changes may also be broadcast by the PMO in the form of system design minutes, software migration descriptions, or other documents to assist the Lead Centers with identification of software modifications that may impact the training materials.

1.23. Communication and Process Flow. Systems training needs should be included in each applicable CTP. The CTP is the official document used to identify systems training required for each maintenance system, by series and user of the systems. The following System Training/Sustainment Process is not dependent on either the CTP or on the category of training.
The System Training/Sustainment Process is comprised of four phases: Awareness, Assessment, Development/Validation, and Delivery/Sustainment. Several stakeholders must act together to produce the desired training solutions. See figure 1.1

Figure 1.1. System Training/Sustainment Process Swim Lanes.

During these four phases, the Systems Change and Training Response processes run concurrently. Through the System Change Process, modification to system software is proposed, evaluated, approved, planned, funded, and implemented. Through the Training Response Process, the system change is first evaluated as to its impact on system functionality or appearance (user impact). Then, based on this evaluation, training (or non-training) solutions are proposed, developed, tested, and implemented. A detailed description of these processes follows. The descriptions are designed to be read while referencing the appropriate Attachments 2-4 flow charts.
Chapter 2

REQUIREMENTS AWARENESS PHASE

2.1. Awareness Phase Overview: Opportunities for systems enhancements always exist. In addition to normal annual updates or new system requests, users may ask for additional functionality, or identify system defects. Regardless of the source of change, the systems training process begins when a new system requirement is generated. After a system user or authorized systems employee submits a recommended system change, the “Awareness Phase” (See process flow chart in Attachment 2) is employed to:

2.1.1. Determine the extent of the change, including systems impacted.
2.1.2. Determine if the change should be approved or disapproved.
2.1.3. Establish the relative priority of the change.
2.1.4. Schedule the change.
2.1.5. Direct the appropriate systems program offices to plan and execute the change. A critical part of determining the extent of the change is to determine how user competency will be maintained. This consists of planning for any formal training or non-formal training interventions, including the possible need to update existing courseware or develop new courseware. This phase concludes once the Communications and Information Systems Requirements Document (CSRD) and associated BCR or DR are approved.

2.2. System Change Process:

2.2.1. Initiate Request for System Change.

2.2.1.1. Purpose/Action: In this activity, a user or any system specialist identifies a perceived system defect or potential improvement opportunity and takes action to start the change process. In addition, the submitter may indicate the potential training impact of the recommended change.

2.2.2. Major Outcomes:

2.2.2.1. Completed CSRD submitted and logged in the “Requirements Management (New)” ISMT.

2.2.2.2. For a suspected training impact of the recommended change, the initiator will check Tab C” of the CSRD. The submitter of a DR is not required to estimate an impact to training.

2.2.3. CSRD/DR Validation?

2.2.3.1. Purpose/Action: This activity allows system experts to determine if the suggested change is significant enough to be acted upon prior to the developer(s) designing a solution and estimating cost.

2.2.3.2. Major Outcomes: Approval or disapproval by the Integrated Requirements Review Board (IRRB) is annotated in the ISMT. Approval leads to the generation of BCR for the impacted systems identified in the CSRD.
2.2.4. **Technical Interchange Meeting (TIM)/Joint Application Design (JAD) Sessions Conducted.**

2.2.4.1. **Purpose/Action:** When more than one system might be affected in regards to a requirement, and the requirement and potential solution options cannot be detailed enough to complete the technical interchange between suppliers and requestors, a TIM/JAD will be conducted to bring together the various systems players to develop a single, agreed upon solution.

2.2.4.2. **Major Outcome:** A coordinated solution agreed upon by all affected systems.

2.2.5. **System Program Management Office (PMO) Directs Software Developer to Propose Technical Solution/Rough Order of Magnitude (ROM).**

2.2.5.1. **Purpose/Action:** Each PMO formally tasks their appropriate contractor or organic activity to officially propose their effort of the technical solution and ROM in response to each BCR. For a DR, this is the next step after DR Valida

2.2.5.2. **Major Outcome:** Formal direction to each software contractor or organic activity to assess the system change(s) identified by a BCR/DR, and to propose software Technical solutions.

2.2.6. **Software Developer Proposes Technical Solution/ROM**

2.2.6.1. **Purpose/Action:** Software developer proposes a system change, including functionality and appearance impact, for each impacted system. Proposals must include how extensive the change will be (does the supplier solution drive a block change, minor code modification or something in between the two?). The extent of any training effort will be dependent on the extent of the software change. A minor change may only require pen and ink changes to the training material. A block change could generate the need for a major ISD driven courseware revision.

2.2.6.2. **Major Outcomes:**

2.2.6.2.1. Technical Solution/ROM, including anticipated impact on system functionality and/or appearance (“Training Impact”), in response to each BCR or DR to respective PMOs.

2.2.6.2.2. Updated ISMT record alerts HQ AFMC/A4PT to begin assessing the potential training impact (see paragraph 1.11.2).

2.2.7. **CSRD or DR Approved and Prioritized.**

2.2.7.1. **Purpose/Action:** Once all BCRs are completed, for a CSRD, the IRRB provides formal approval or disapproval and prioritization of the system change requirement. For a DR, the system FRB provides formal approval or disapproval and prioritization of the system change requirement.

2.2.7.2. **Major Outcome:** Formal government approval or disapproval of the change requirement CSRD together with any justification and prioritization information. Approval from the IRRB and/or FRB is authorization for the PMO to direct the software developer to enter full-scale development of the software solution.

2.2.8. **BCR Drives Major or Minor Change of Appearance or Function?**
2.2.8.1. Purpose/Action: During this activity, HQ AFMC systems and training personnel, together with the Lead Center, determine if the approved software solution will result in a “Major” or “Minor” change to the impacted system in terms of training.

2.2.8.2. Major Outcomes:

2.2.8.2.1. If the approved software solution will result in a “Major” change of appearance or function, refer to the Assessment Phase of the Major Change Process (see paragraph 3.1):

2.2.8.2.1.1. Formal software validation and a Customer Acceptance Test (CAT) will be employed if systems change so requires prior to the production implementation.

2.2.8.2.1.2. An ISD developed basic courseware update is required.

2.2.8.2.1.2.1. An informal (non-ISD) transitional training or change management intervention is required.

2.2.8.2.1.3. If applicable, the PTE will be refreshed either immediately, annually, or agreed upon refresh date to incorporate the changes.

2.2.8.2.2. If the approved software solution will result in a “Minor” system change, refer to the Assessment Phase of the Minor Change Process (see paragraph 6.1):

2.2.8.2.2.1. Formal software validation and a CAT are employed prior to the production implementation.

2.2.8.2.2.2. An informal (non-ISD) transition training or change management intervention as required.

2.2.8.2.2.3. A basic courseware update is required.

2.2.8.2.2.4. If applicable, the PTE will be refreshed to incorporate the changes during the next annual or agreed upon refresh.

2.3. Training Response Process:

2.3.1. Training Impact Confirmed by Software Developer.

2.3.1.1. Purpose/Action: If the software developer confirms that the proposed change will result in altered system appearance or functionality that affects training, the “Training Impact” window in the Analysis Tab of the BCR or DR in ISMT will be updated to indicate “Yes.” (“No” indicates no training impact. “Possibly” indicates that not enough information is known at this time to determine the impact.)

2.3.1.2. Major Outcome: Confirmation to HQ AFMC and Center training personnel of the impending change in the appearance or functionality of a system.

2.3.2. HQ AFMC/A4PT Assessment of Training Impact.

2.3.2.1. Purpose/Action: Allows HQ AFMC/A4PT to begin monitoring the process, including ensuring the impending change is investigated and understood, Lead Centers are notified, and potential funding sources are considered.

2.3.2.2. Major Outcomes:
2.3.2.2.1. Coordination of effort and responsibilities between HQ AFMC and Centers training personnel.

2.3.2.2.2. Confirmation of ownership by Centers.

2.3.2.2.3. Potential change and training impact incorporated into the monthly “Training Impact Report.”

2.3.3. Begin ISD Planning Phase.

2.3.4. **Provide Training Rough Order of Magnitude (TROM) to the PMO.**

2.3.4.1. Purpose/Action: The Lead Center provides a training impact estimate to the System Program Office, HQ AFMC/A4PT, FA, and LSI, to be included in the Technical Solution Rough Order of Magnitude (TS/ROM). This ensures the IRRB has all cost and impact information necessary to make an educated decision on the requirement and solutions.

2.3.4.2. Major Outcome: TROM.
Chapter 3

MAJOR SYSTEM CHANGE: ASSESSMENT PHASE

3.1. Major System Change Assessment Overview:

3.1.1. Depending on the magnitude of the change as determined during the Awareness Phase, the process continues as either a Major System Change or a Minor System Change (see paragraph 6.1). Both types of change contain three sequential phases: Assessment, Development/Validation, and Delivery/Sustainment (See process flow chart in Attachment 3).

3.1.2. The Major System Change process is characterized by:

3.1.2.1. A major change in system functions and/or appearance.
3.1.2.2. An informal (non-ISD) transitional training or change management intervention.
3.1.2.3. An ISD developed basic course update.
3.1.2.4. A possible CAT.
3.1.2.5. Incorporation of the changes in an immediate or annual update of the appropriate Training Environment (TE).

3.1.3. During the Assessment Phase, the software developer begins developing the software solution. The Lead Center ensures completion of the already begun ISD Planning Phase and then completes the ISD Analysis Phase. This will include continuation of the gap analysis between the existing courseware and the impact the new requirement may cause. A true determination as to the final impact on training may have to wait until the software developer’s proposed fix is in hand.

3.2. System Change Process:

3.2.1. Develop Software Solution.

3.2.1.1. Purpose/Action: Software developer is directed by the PMO to develop a software solution to fulfill the requirements of the approved BCRs or DRs.
3.2.1.2. Major Outcome: Completed software solution as annotated in the ISMT.

3.3. Training Response Process:

3.3.1. Complete the ISD Planning Phase.
3.3.2. Conduct the ISD Analysis Phase.
Chapter 4

MAJOR SYSTEM CHANGE: DEVELOPMENT/VALIDATION PHASE

4.1. Major System Change Development/Validation Overview: During the Development/Validation Phase, the PMO software developer provides the technical solution; including training requirements information to the PMO, Systems Integrator, and FA for approval. HQ AFMC/A4PT performs an initial assessment of the changes along with the Lead Center. The Lead Center provides the information to the Centers in an ISMT derived “Training Impact Report” (see paragraph 1.19) for further analysis. Lead Centers will then conduct the ISD Design and Development Phases, and begin the Implementation phase. If a CAT is to be performed, the Lead Center may conduct a training tryout if the test environment can be made available.

4.2. System Change Process:

4.2.1. Provide Training Requirements Information.

4.2.1.1. Purpose/Action: The PMO or software developer provides functionality and appearance change information.

4.2.1.2. Major Outcome: Training requirements information (functionality/appearance) annotated/updated in the ISMT.

4.2.2. Approve System Changes.

4.2.2.1. Purpose/Action: Final Configuration Control Board (CCB) approval and scheduling of software changes.

4.2.2.2. Major Outcomes:

4.2.2.2.1. Annotated CCD Minutes.

4.2.2.2.2. ISMT updated to reflect changes.

4.2.3. Load Test Validation Environment.

4.2.3.1. Purpose/Action: Prepare for CAT, if one is planned.

4.2.3.2. Major Outcome: Test environment updated with changes.

4.2.4. Conduct CAT.

4.2.4.1. Purpose/Action: Field test software solutions.

4.2.4.2. Major Outcome: Software updated with changes in preparation for production implementation.

4.3. Training Response Process:

4.3.1. Assess Changes and Confirm Training Impact to Centers.

4.3.1.1. Purpose/Action: HQ AFMC/A4PT ensures the Training Center is aware of the initial and final estimation of the change’s impact on function and/or appearance.

4.3.1.2. Major Outcomes:
4.3.1.2.1. ISMT updated to reflect training impact.
4.3.1.2.2. Lead Center generate Training Impact Report.
4.3.1.2.3. CCB/CCD minutes are published.

4.3.2. **Conduct ISD Design Phase.**

4.3.3. **Begin ISD Development Phase.**

4.3.4. **Conduct Training Tryout.**

4.3.4.1. Purpose/Action: Although the “Final Small Group Tryout” is normally performed during the ISD Implementation Phase, conducting an initial tryout at the time of the CAT allows for pooling of subject matter and training expertise and resources. In this activity, the draft courses are validated by instructors and SMEs.

4.3.4.2. Major Outcomes:

4.3.4.2.1. Input from SMEs and trainers.

4.3.4.2.2. Documentation on necessary changes to materials.

4.3.5. **Begin ISD Implementation Phase.**
Chapter 5

MAJOR SYSTEM CHANGE: DELIVERY/SUSTAINMENT PHASE

5.1. Major System Change Delivery/Sustainment Overview: During this phase, the PMO and Defense Information Systems Agency (DISA) schedule and implement the system software revision. The PMO/DISA will then refresh the PTE where applicable with the updated applications and data on the annual refresh date, or immediately, if requested by HQ AFMC/A4PT. The Lead Center completes the ISD Development and Implementation Phases including developing necessary transitional and basic courseware, and training instructors. Once the PTE is refreshed, the Lead Center updates assigned courseware with the new data elements. The entire change process ends with a lessons learned session conducted by HQ AFMC/A4PT.

5.2. System Change Process:

5.2.1. PMO Schedules, Confirms, and Coordinates Implementation.

5.2.1.1. Purpose/Action: Through a series of PMO-hosted checklist meetings, HQ AFMC FAs and LSIs, Program Office, DISA, and Center systems personnel plan and coordinate the system revision implementation.

5.2.1.2. Major Outcomes: Completed implementation checklist.

5.2.2. DISA Implements System Revision per Schedule.

5.2.2.1. Purpose/Action: Upon completion of user Transitional Training and all preparatory actions by systems personnel, DISA is directed to implement the revised system.

5.2.2.2. Major Outcomes:

5.2.2.2.1. Users are prepared and adequately trained.

5.2.2.2.2. Revised operational system implemented.

5.2.3. PMO Conducts PTE Refresher Checklist Meetings.

5.2.3.1. Purpose/Action: Through a series of PMO-hosted checklist meetings, HQ AFMC FAs and LSIs, Program Office, DISA, and Center systems and training personnel plan and coordinate the upcoming refresh of the PTE. This periodic refresh is necessary to ensure the PTE maintains system applications that accurately reflect the production environment. Note: TAA training environment is not DISA controlled, but each site coordinates with IT system administrators to maintain the TAA database and applications. ABOM, NIMMS, and DIFMS training data is refreshed on an “as needed” basis. ABOM/NIMMS/DIFMS training environment is supported by both TSOIN and DISA.

5.2.3.2. Major Outcomes:

5.2.3.2.1. Instructors are prepared.

5.2.3.2.2. Stakeholders prepared to checkout refreshed PTE and modify courseware to accommodate updated applications and data.

5.2.4. DISA Refreshes the PTE.
5.2.4.1. Purpose/Action: Upon completion of user PMO, HQ AFMC, and user preparatory actions, DISA implements the refreshed PTE.

5.2.4.2. Major Outcome: Refreshed PTE with current production environment applications.

5.3. Training Response Process:

5.3.1. Lead Center Conducts Train-the-Trainer (as necessary).

5.3.1.1. Purpose/Action: Allow instructor staff from all Centers to use actual courseware to walk through the transition and basic courses.

5.3.1.2. Major Outcomes: Instructors from all Centers are competent to deliver transition and basic courses.

5.3.2. Transition Training to Occur Before or After Production Implementation and PTE Refresh?

5.3.2.1. Purpose/Action: Centers and HQ AFMC/A4PT determine the optimal way and timing to conduct the Transition Training: non-interactive (e.g. static slides or PTE navigational screens), or interactive (using the PTE).

5.3.2.2. Major Outcome: Recommended production implementation date provided to HQ AFMC/A4D and the PMO.

5.3.3. All Centers Conduct Transition Training (as required).

5.3.3.1. Purpose/Action: If the transition training will be non-interactive (e.g. static slides or DPTE navigational screens) or interactive (e.g. DPTE Functional-Navigational) the user target audience attends transition training at this point.

5.3.3.2. Major Outcomes:

5.3.3.2.1. Competent users.

5.3.3.2.2. Notification to HQ AFMC/A4PT that user transition training is sufficiently completed to allow production implementation.

5.3.4. All Centers Provide Updated Data Elements to Lead Center.

5.3.4.1. Purpose/Action: The data provided in this step is needed by courseware developers to update the basic courseware, and to construct any anticipated interactive (e.g. DPTE Functional-Navigational) transition training courseware.

5.3.4.2. Major Outcome: Requested data provided to the Lead Center.

5.3.5. Lead Center Updates Courseware with New Data Elements.

5.3.5.1. Purpose/Action: The Lead Center is responsible for sustaining the courseware for its assigned systems, including updating the data elements for all three Centers after a training environment refresh. Centers shall provide data to the Lead Center upon request.

5.3.5.2. Major Outcomes:

5.3.5.2.1. Updated basic courseware.

5.3.5.2.2. Updated transition courseware.
5.3.6. **All Centers Complete Instructional Systems Development Implementation Phase.**

5.3.6.1. **Purpose/Action:** This phase allows courseware developers to continue the implementation phase work started earlier. In addition, the new user target audience attends basic training.

5.3.6.2. **Major Outcomes:**
   5.3.6.2.1. Competent users.
   5.3.6.2.2. Updated basic course added to the Logistics Training Library.

5.3.7. **HQ AFMC/A4PT Conducts Post Training Evaluation and Lessons Learned.**

5.3.7.1. **Purpose/Action:** Capture knowledge gained during the entire length of the Systems Requirement Assessment and Major System Change Processes.

5.3.7.2. **Major Outcome:** Improved processes.
Chapter 6

MINOR SYSTEM CHANGE: ASSESSMENT PHASE

6.1. Minor System Change Assessment Overview:

6.1.1. Depending on the magnitude of the change as determined during the Awareness Phase, the process continues as either a Major System Change (see paragraph 3.1) or a Minor System Change. Both types of change contain three sequential phases: Assessment, Development/Validation, and Delivery/Sustainment (see process flow chart in Attachment 4).

6.1.2. The Minor System Change process is characterized by:

   6.1.2.1. A minor change in system functions and/or appearance.
   6.1.2.2. A basic courseware update.
   6.1.2.3. Incorporation of the changes in an annual PTE update.

6.2. System Change Process:

6.2.1. Develop Software Solution.

   6.2.1.1. Purpose/Action: Software developer is directed by the PMO to develop a software solution to fulfill the requirements of the approved BCRs or DRs.

   6.2.1.2. Major Outcome: Completed software solution annotated in the ISMT.

6.3. Training Response Process:

6.3.1. Requirement Analysis.

   6.3.1.1. Purpose/Action: In coordination with HQ AFMC/A4PT, the Lead Center conducts an analysis of the pending system changes to determine if any updates to the courseware are required.

   6.3.1.2. Major Outcomes: Written notification to HQ AFMC/A4PT and to other Centers of the determination.
Chapter 7

MINOR SYSTEM CHANGE: DEVELOPMENT/VALIDATION PHASE

7.1. Minor System Change Development/Validation Overview: During the Development/Validation Phase, the software developer provides the technical solution, including training requirements information, to the PMO, Systems Integrator, and FA for approval. HQ AFMC/A4PT performs an initial assessment of the changes and provides the information to the Centers in an ISMT derived “Training Impact Report” (see 1.19) for further analysis. The Lead Center will then update and deliver the applicable course materials to HQ AFMC/A4PT and the other Centers.

7.2. System Change Process:

7.2.1. Provide Training Requirements Information.

7.2.1.1. Purpose/Action: The PMO or software developer provides functionality and appearance change information.

7.2.1.2. Major Outcome: Training requirements information (functionality/appearance) annotated/updated in the ISMT.

7.2.2. Approve System Changes.

7.2.2.1. Purpose/Action: Final CCB approval and scheduling of software changes.

7.2.2.2. Major Outcomes:

7.2.2.2.1. Annotated CCD minutes.

7.2.2.2.2. Updated ISMT.

7.3. Training Response Process:

7.3.1. Assess Changes and Confirm Training Impact to Centers.

7.3.1.1. Purpose/Action: HQ AFMC/A4PT ensures the Lead Center is aware of the final estimation of the change’s impact on function and/or appearance.

7.3.1.2. Major Outcomes:

7.3.1.2.1. ISMT updated to reflect training impact.

7.3.1.2.2. Lead Center generates Training Impact Report.

7.3.1.2.3. CCB/CCD minutes published.

7.3.2. Track Changes in preparation for Annual PTE Update and to Support “Teach-Around.”

7.3.2.1. Purpose/Action: Tracking production environment system changes will facilitate the basic course update efforts that will occur after the next annual PTE refresh. Additionally, instructors can remain current on the production system configuration differences that are not reflected in the current PTE and design methods to “teach around” the differences.

7.3.2.2. Major Outcomes:
7.3.2.2.1. System configuration information to support the next basic course update.
7.3.2.2.2. Lesson plans annotated with production environment vs. PTE differences.
Chapter 8

MINOR SYSTEM CHANGE: DELIVERY/SUSTAINMENT PHASE

8.1. Minor System Change Delivery/Sustainment Overview: The PMO and DISA confirm, schedule, and implement the production system software revision and update the PTE on the annual refresh date, at which time the Lead Center completes any necessary basic courseware updates.

8.2. System Change Process:

8.2.1. PMO Schedules, Confirms, and Coordinates Implementation.

8.2.1.1. Purpose/Action: Through a series of PMO-hosted checklist meetings, HQ AFMC FAs and LSIs, Program Office, DISA, and Center systems personnel plan and coordinate the system revision implementation.

8.2.1.2. Major Outcomes: Completed implementation checklist.

8.2.2. DISA Implements System Revision per Schedule.

8.2.2.1. Purpose/Action: DISA implements the revised system.

8.2.2.2. Major Outcome: Revised operational system implemented.

8.2.3. PMO Conducts PTE Refresher Checklist Meetings.

8.2.3.1. Purpose/Action: Through a series of PMO-hosted checklist meetings, HQ AFMC FAs and LSIs, Program Office, DISA, and Center systems and training personnel plan and coordinate the upcoming refresh of the PTE. This periodic refresh is necessary to ensure the PTE maintains system applications that accurately reflect the production environment. Note: TAA training environment is not DISA controlled, but each site coordinates with IT system administrators to maintain the TAA database and applications. ABOM, NIMMS, and DIFMS training data is refreshed on an “as needed” basis. ABOM/NIMMS/DIFMS training environment is supported by both TSOIN and DISA.

8.2.3.2. Major Outcomes:

8.2.3.2.1. Instructors are aware of changes and can teach differences until course is updated.

8.2.3.2.2. Stakeholders prepared to checkout refreshed PTE modify courseware to accommodate updated applications and data.

8.2.4. DISA Refreshes the PTE.

8.2.4.1. Purpose/Action: Upon completion of user PMO, HQ AFMC, and user preparatory actions, DISA implements the refreshed PTE (annual refresh).

8.2.4.2. Major Outcomes: Refreshed PTE with current production environment applications.

8.3. Training Response Process:

8.3.1. Lead Center Completes Basic Course Update.
8.3.1.1. Purpose/Action: All Centers provide updated data elements to lead center (as required).

8.3.1.2. Major Outcome: Requested data provided to Lead Center.

8.3.1.3. Purpose/Action: The Lead Center updates provided data elements within the courseware (as required).

8.3.1.4. Major Outcome:

8.3.1.4.1. Current course data elements.

8.3.1.5. Purpose/Action: The Lead Center completes and distributes any necessary basic course updates.

8.3.1.6. Major Outcomes:

8.3.1.6.1. Current courseware that reflects the latest system changes.

8.3.1.6.2. Updated basic course coordinated and added to the Logistics Training Library.

8.3.2. HQ AFMC/A4PT Conducts Post-PTE Refresh Training Evaluation and Lessons Learned.

8.3.2.1. Purpose/Action: Capture knowledge gained during the entire length of the Systems Strategy Assessment, Minor Change, and PTE Refresh process.

8.3.2.2. Major Outcome: Improved process.

ROSS E. MARSHALL, SES
Deputy Director of Logistics
Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References
AFI 36-2201, Air Force Training Program
AFI 36-2232, Maintenance Training
AFPD 36-4, Air Force Civilian Training and Education
AFPD 36-23, Military Education
AFMAN 36-2234, Instructional Systems Development
AFH 36-2235, Information for Designers of Instructional Systems

Abbreviations and Acronyms
ABOM—Automated Bill of Materials
AFMC—Air Force Materiel Command
AFRC—Air Force Reserve Command
AFRIMS—Air Force Records Information Management System
ALC—Air Logistics Center
AMARG—Aerospace Maintenance and Regeneration Group
ANG—Air National Guard
BCR—Baseline Change Request
CAT—Customer Acceptance Test
CBT—Computer Based Training
CCB—Configuration Control Board
CCD—Configuration Control Directive
CMD—Courseware Management Database
CSRD—Communication and Information System Requirements Document
CTP—Civilian Training Plan
DFAS—Defense Finance and Accounting Service
DIFMS—Defense Industrial Financial Management System
DISA—Defense Information Systems Agency
DM—Depot Maintenance
DMSI—Depot Maintenance Systems Integration
DMAPS—Depot Maintenance Accounting & Production System
DPTE—Depot Permanent Training Environment
DR—Deficiency Report
DSD—Data System Designator
ELSG—Electronic Support Group
FA—Functional Advocate
FRB—Functional Review Board
HQ—Headquarters
IAW—In Accordance With
IRRB—Integrated Requirements Review Board
ISD—Instructional Systems Development
ISMT—Information Systems Management Tool
IT—Information Technology
JAD—Joint Application Design
LSI—Logistics Systems Integrator
LTL—Logistics Training Library
NIMMS—NAVAIR Industrial Financial Management System
OPR—Office of Primary Responsibility
OST—Operations Support Team
POC—Point of Contact
PMO—Program Management Office
PTE—Permanent Training Environment
RDTM—Requirements Document Tracking Module
SME—Subject Matter Expert
TAA—Time and Attendance System
TIM—Technical Interchange Meeting
TROM—Training Rough Order of Magnitude
TS/ROM—Technical Solution Rough Order of Magnitude
Attachment 2

PROCESS FLOW CHART: SYSTEM CHANGE AWARENESS PHASE

Figure A2.1. Process Flow Chart: System Change Awareness Phase.
Attachment 3

PROCESS FLOW CHART: MAJOR SYSTEM CHANGE

Figure A3.1. Process Flow Chart: Major System Change.
Attachment 4

PROCESS FLOW CHART: MINOR SYSTEM CHANGE

Enter Minor Change Assessment

Software Developer is directed by the PMO to develop a Software Solution

PMO or Developer provides functionality and appearance change information

Final CCB approval and scheduling of software changes

PMO Schedules, Confirms, and Coordinates implementation

DISA implements system revision per schedule

PMO conducts PTE refresher checklist meetings

DISA refreshes the PTE

Lead Center Conducts an Analysis of the pending system changes

A4PT ensures LC is aware of final estimation of changes impact on functionality and appearance

Track changes in preparation for annual PTE update and to support Teach Around

Lead Center completes basic course update

A4PT conduct post PTE Refresh Training Evaluation and Lessons Learned
### Table A5.1. Command Standard Depot Maintenance Systems.

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<th>ACRONYM</th>
<th>NAME</th>
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<td>DMAPS</td>
<td>DMAPS</td>
<td>DEPOT MAINTENANCE ACCOUNTING AND PRODUCTION SYSTEM</td>
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<td></td>
<td>ABOM</td>
<td>Automated Bill of Materials</td>
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<td></td>
<td>DIFMS</td>
<td>Defense Industrial Financial Management System</td>
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<td></td>
<td>NIMMS</td>
<td>NAVAIR Industrial Material Management System</td>
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<td>TAA</td>
<td>Time and Attendance System</td>
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<td>DMAPS-IE</td>
<td>Integration Engine</td>
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<td>DMLS</td>
<td>DEPOT MAINTENANCE LEGACY SYSTEMS</td>
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<td>A030D</td>
<td>AMREP Aircraft Maintenance Production Compression System</td>
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<td>CCDP-MX</td>
<td>CCDP-MX Civilian Career Development Program-Maintenance</td>
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<td>CONCERTO</td>
<td>CONCERTO</td>
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<td>D130</td>
<td>FEM Facilities and Equipment Maintenance</td>
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<td></td>
<td>D230</td>
<td>MPS Materiel Processing System</td>
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<td></td>
<td>G004C</td>
<td>DMWPCS Depot Maintenance Workload Planning and Control System</td>
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<td>G019C</td>
<td>MISTR MISTR Requirements Scheduling and Analysis System</td>
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<td>HMMS</td>
<td>HMMS Hazardous Materials Management System</td>
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<td>IMACS Interservice Materiel and Accounting System</td>
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**Table A6.1. Lead Centers by Systems**

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