

**BY ORDER OF THE COMMANDER
AIR EDUCATION AND TRAINING
COMMAND**

**AIR EDUCATION AND TRAINING
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(AFAC)**

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This directive publication defines and outlines the AFAC mission, command, relationships, and responsibilities. It identifies AFAC, as an Air Education and Training Command (AETC) primary subordinate unit (PSU). It identifies Air Force Recruiting Service (AFRS) and Jeanne M. Holm Center for Officer Accessions and Citizen Development (Holm Center), as AFAC assigned units. The mission, command, relationships, and responsibilities are derived from the publications and terms identified in Attachment 1, *Glossary of References and Supporting Information* and Attachment 2, *Background Information*. These higher headquarters publications and terms provide detailed information related to the content contained herein; identifies specific guidance related to higher-level roles and responsibilities; and other relevant information needed to increase understanding when seeking to execute and optimize (improve or innovate) the mission or when requesting a waiver to existing guidance. Compliance with this mission directive is mandatory and applies to the Regular Air Force, the Air Force Reserve, the Air National Guard, USAF civilians, and contracted forces who execute and/or support the AFAC mission. As the publication's approving official, the DCOM retains the authority to waive any responsibility established by this publication. Submit request for waiver using a DAF Form 679, *Department of the Air Force Publication Compliance Item Waiver Request/Approval*. Submit recommended changes using a DAF Form 847, *Recommendation for Change of Publication*. Refer any questions concerning this publication to the Office of Primary Responsibility (OPR) AETC/A3KP, *Force Development Policy Branch*. See DAFMAN90-161, *Publishing Processes and Procedures* for a detailed description of the authorities, responsibilities, processes and

procedures associated with the submission of changes, inquiries, and waivers. Submit requests for changes and waivers through the chain of command to appropriate waiver approval authority. Ensure that all records created resulting from the processes prescribed in this publication are maintained in accordance with (IAW) AFI 33-322, *Records Management and Information Governance Program*, and disposed of IAW *Air Force Records Information Management System: Records Disposition Schedule*. This publication may not be supplemented. However, this publication may be used as an antecedent and implementing directive, when creating mission directives for subordinate units.

SUMMARY OF CHANGES

This revision rescinds AETMD104_AETCGM2025-01, Air Force Accessions Center (AFAC). The content of this publication has been reviewed and revised to ensure compliance with Executive Order 14151, *Ending Radical and Wasteful DEI Programs*; Executive Order 14148, *Initial Rescissions of Harmful Executive Orders and Actions*; Executive Order 14168, *Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government*. This revision removes all language related to diversity equity and inclusion (DEI), diversity, equity, inclusion, and accessibility (DEIA), and gender ideology mandates, policies, programs, preferences, and activities in the Federal Government under whatever name they may have appeared. A typographical error has been corrected by renumbering paragraphs “3.3.1., 3.3.2., and 3.3.3.” to “3.4.1., 3.4.2., and 3.4.3.” respectively. Paragraphs 3.3., 3.4.1., 3.12.2., and the terms in Attachment 1 have been modified to ensure the responsibilities for recruitment and accessions practices, including performance reviews, reward individual initiative, skills, performance, and hard work and do not under any circumstances consider DEI, DEIA, and gender ideology factors, goals, policies, mandates, or requirements.

1. Mission.

1.1. AFAC, an AETC PSU is responsible for executing and optimizing the recruiting and accessions portion of the AETC mission. As such, AFAC:

1.1.1. Provides citizen development education and training at the secondary (i.e., high school) level for Junior Reserve Officers' Training Corps (JROTC) cadets.

1.1.2. Recruits (e.g., attracts, selects, and classifies) qualified individuals for military service in a DAF enlisted or officer specialty.

1.1.3. Provides common military training (CMT) and introductory and pre-commissioning-level professional military education (PME) for commissioned and warrant officer candidates, as well as Senior Reserve Officer Training Corps (SROTC) cadets at the post-secondary (i.e., college and university) level.

1.2. In collaboration and cooperation with Air Force Reserve Command (AFRC), Air National Guard (ANG), United States Air Force Academy (USAFA), and United States Space Force (USSF) personnel and units, AFAC leverages and strengthens common operational capabilities and structures through deliberate total force integration (TFI) efforts.

2. Command.

2.1. The COMAFAC:

2.1.1. Is responsible to the COMAETC to execute and optimize the recruiting and accessions mission.

2.1.1.1. Executing the recruiting and accessions mission includes but is not limited to the activities, opportunities, products, and services required to (1) recruit individuals for entry into military service and (2) develop (i.e., coach, mentor, educate, and train) JROTC and SROTC cadets, commissioned and warrant officer candidates with a continuous emphasis on the competencies and outcomes (e.g., attitudes, hard work, initiative, knowledge, performance, and skills) required to be successful in service to our country.

2.1.1.2. Optimizing the recruiting and accessions mission includes but is not limited to improving the collaboration, coordination, implementation, integration, and evaluation of AFAC strategies, operations, and tactics with a continuous emphasis on adaptability, efficiency, and speed in execution.

2.1.2. Is delegated direct liaison authority (DIRLAUTH) with the individuals, offices, and/or governance structures within the United States federal, state, and local government agencies, international partners or allies, civilian educational organizations, and commercial industries, as required to execute and optimize the AFAC mission. This authority includes but is not limited to:

2.1.2.1. Adjudicating, integrating, and prioritizing qualitative and quantitative mission requirements.

2.1.2.2. Planning, programming and optimizing AFAC related programs, processes, and governance structures.

2.1.2.3. Analyzing, implementing, managing, supporting, and/or evaluating AFAC related doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF-P) considerations, decisions, incentives, innovations, issues, problems, and other such matters.

2.1.2.4. **Note:** In accordance with 10 USC 10501, the National Guard Bureau (NGB) is the official channel and line of communication between the DAF personnel, the several states, and the unincorporated territories of the United States on all matters pertaining to the Air National Guard of the United States.

2.2. AFAC Assigned Units.

2.2.1. Air Force Recruiting Service (AFRS), whose primary mission is to execute the recruiting portion of the AFAC mission.

2.2.2. Jeanne M. Holm Center for Officer Accessions and Citizen Development, whose primary mission is to execute CMT, introductory and pre-commissioning PME and the citizen development portions of the AFAC mission.

2.3. AFAC Supporting Relationships.

2.3.1. AFAC is the supported organization for DAF recruiting and officer accessions. As such, other non-AFAC personnel or units not within COMAFAC administrative control (ADCON) may be required by an appropriate authority or agreement to execute or support a specified portion of an AFAC mission.

2.3.2. When non-AFAC personnel or units are required to execute or support a specified portion of an AFAC mission, those individuals and units are subject to the COMAFAC authorities, operational control (OPCON), mission-type orders, and directive issuances required to execute or support those specific missions. Exception: United States Air Force Academy (USAFA) is not subject to COMAFAC OPCON. However, AFAC and USAFA personnel will collaborate and cooperate to integrate and/or deconflict responsibilities, processes, and outcomes in overlapping mission areas.

3. Responsibilities.

3.1. Ensure DAF applicants, candidates, and/or cadets meet the entry-level qualitative specifications essential to the strategic, operational, and/or tactical mission requirements of the United States Air Force (USAF) and/or United States Space Force (USSF) functional communities.

3.1.1. Afford all eligible persons without regard to race, color, religion, national origin, sex, and sexual orientation an equal opportunity to enter military service.

3.1.2. Conduct pre-entry interviews, evaluations, and assessments to determine a person's tentative qualification for military service based upon the Department of Defense (DoD) minimum standards of age, citizenship, education, aptitude, physical fitness, dependency status, moral character, and requirements for the DAF specific program for which they are applying. Process waiver and exception to policy requests, as required.

3.1.3. Utilize special bonus, incentive pay authorities, and special recruiting programs [e.g., Technical Degree Sponsorship Program (TDSP) and Special Warfare Airman Program (SWAP)] to attain the level of accessions required to fill DAF critical needs and anticipated shortages.

3.1.4. Develop (e.g., coach, mentor, educate, and train) and monitor individuals who enter the Delayed Entry Program (DEP), ensuring applicants are being developed and remain qualified before they are accessed into the service.

3.1.5. Access individuals to meet the quantitative requirements and priorities identified by DAF governance structures, functional authorities, or senior leaders.

3.2. Provide citizen development, marketing, recruitment, and entry-level force development activities, opportunities, products, and services. Thereby, informing the citizenry, acquiring new talent, building foundational competency, and developing the intellectual capacity essential to the profession of arms.

3.2.1. Ensure citizen development, CMT, and introductory/pre-commissioning PME efforts use an outcomes-based military education (OBME) approach and produce graduates based on the priorities, qualitative (e.g., ability, capability, competency, and proficiency), and quantitative (e.g., number and type) requirements identified by DoD and DAF governance structures, functional authorities, joint processes, senior leaders, and COMAETC guidance.

3.2.2. Prepare commissioned and warrant officer candidates to practice their profession at a level that is commensurate with their impending responsibilities and mission requirements.

3.2.3. Provide CMT and introductory/pre-commissioning PME activities, opportunities,

products, and/or services to non-DAF personnel (e.g., Army, Navy, Marines, Coast Guard, Foreign Military, etc.), if required in support of United States government contracts, treaties, and other such binding agreements and/or when directed by the COMAETC.

3.3. Establish and publish guidance and standards required to execute and evaluate the AFAC mission, which includes but is not limited to the academic and professional selection standards for recruiters, faculty, and staff to ensure a capable and talented force.

3.4. Create and lead DAF accessions networks and/or governance structures (e.g., Total Force Recruiting Council (TFRC), Commissioning Training and Education Committee (CTEC)) that facilitate the alignment, integration, and prioritization of qualitative or quantitative requirements associated with AFAC activities, opportunities, products, and services. Ensure these networks are:

3.4.1. Agile, collaborative, and integrated.

3.4.2. Focused on mission success and sustaining an all-volunteer force.

3.4.3. Collaborating with the Air National Guard (ANG), Air Force Reserve Command (AFRC), Air Force Reserve Officer Training Corps (AFROTC), USAF Academy (USAFA), United States Space Force (USSF), and DAF Civilian Recruiting services to maximize recruiting effectiveness and efficiency across the DAF.

3.5. Identify, catalog, evaluate, and/or validate the products (e.g., assessments, competencies, curriculum, learning outcomes, syllabi, etc.) used to meet citizen development and entry-level force development requirements, as well as the AFAC specific leadership and professional development courses and programs, ensuring learning outcomes correlate and support a foundational and/or occupational competency.

3.6. Link AFAC activities, opportunities, products, and services to AETC's institutional mission requirements.

3.7. Align AFAC organizational capabilities with AETC's institutional mission strategies, operational concepts, and modernization plans.

3.8. Conduct AFAC succession planning to ensure personnel development pathways and processes produce a supply of talent to fill key AFAC leadership positions.

3.9. Develop planning and analysis tools, which guide and inform AFAC mission strategy, planning, programming, budgeting, and execution decisions and processes.

3.10. Identify and validate AFAC mission resource (e.g., manpower, equipment, facilities, funding, etc.) requirements.

3.11. Advocate and/or secure the funding, manpower, and technological resources (e.g., data analytics, virtual and augmented realities, artificial intelligence, emerging technologies, etc.) required to enable, enhance, integrate, and support AFAC activities, opportunities, products, and services.

3.12. Ensure DAF brand(s) is/are recognized and accepted by the primary audience – eligible applicants and influencers.

3.12.1. Market the benefits associated with serving within the DAF.

3.12.2. Attract and engage individuals to create a military force that can successfully execute DAF missions.

3.13. Support the Air Force - Force Generation (AFFORGEN) cycle by providing mission ready personnel and/or equipment for contingency taskings.

CLARK J. QUINN, Major General, USAF
Deputy Commander

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

10 USC 10501, *National Guard Bureau*

AFMD 3, *Air Education and Training Command*, 15 July 21

AFI 33-322, *Records Management and Information Governance Program*, 23 March 2020

DAFI 90-160, *Publications and Forms Management*, 14 April 2022

DAFMAN 90-161, *Publishing Processes and Procedures*, 18 October 2023

Prescribed Forms

None

Adopted Forms

DAF Form 679, *Department of the Air Force Publication Compliance Item Waiver Request/Approval*

DAF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

ADCON—Administrative Control

AETC—Air Education and Training Command

AFAC—Air Force Accessions Center

AFFORGEN—Air Force Force Generation

AFRC—Air Force Reserve Command

AFROTC—Air Force Reserve Officers' Training Corps

AFRS—Air Force Recruiting Service

ANG—Air National Guard

CJCS—Chairman of the Joint Chiefs of Staff

COMAETC—Commander, AETC

COMAFAC—Commander, AFAC

CTEC—Commissioning Training and Education Committee

DAF—Department of the Air Force

DCOM—Deputy Commander

DoD—Department of Defense

JROTC—Junior Reserve Officers' Training Corps

NGB—National Guard Bureau

OPCON—Operational Control

PSU—Primary Subordinate Unit

ROTC—Reserve Officer Training Corps

SROTC—Senior Reserve Officer Training Corps

SWAP—Special Warfare Airman Program

TDSP—Technical Degree Sponsorship Program

TFRC—Total Force Recruiting Council

USAF—United States Air Force

USAFA—USAF Academy

USC—United States Code

USSF—United States Space Force

Office Symbols

AETC/A3/6—Directorate of Operations and Communications

AETC/A3K—Force Development Policy and Integration Division

AETC/A3KP—Force Development Policy Branch

Terms

Accession—an enlistment, appointment, or induction that increases the incremental strength of the regular or reserve components of the military services. Personnel enlisted under the delayed entry program are not involved in this category.

Accessions—a process for ensuring new personnel possess the capabilities, potential, and suitability for service. Prepares individuals for entry into military work environments by providing learning activities that introduce the organization's culture, foundational competencies, history, mission, structures, and values.

Abilities—the fundamental skills, inherent aptitudes, or natural talents needed to perform an activity or task effectively. Abilities are leveraged to acquire new knowledge and skills, solve problems, communicate effectively, collaborate with others, and achieve desired outcomes. The development and utilization of abilities contribute significantly to personal growth and improvement (potential), career advancement, and overall success in various professional environments. Ability categories may include the following: Cognitive, Emotional Intelligence (EI), Physical, Social, and Technical.

Administrative Control (ADCON)—the direction or exercise of authority over subordinate or other organizations with respect to administration and support, including organization of Service forces, control of resources and equipment, personnel management, logistics, individual and unit training, readiness, mobilization, demobilization, discipline, and other matters not included in the operational missions of the subordinate or other organizations. ADCON is synonymous with administration and support responsibilities identified in Title 10, USC.

Agreement—includes but is not limited to an A-Plan, Memorandum of Agreement (MOA), Memorandum of Understanding (MOU), Training Affiliation Agreement (TAA), or other such legally binding document.

Branding—promoting the DAF by means of advertising, marketing, and other promotional activities, events, products, and services.

Cognitive Abilities—include mental processes such as reasoning, problem-solving, memory, and perception. Cognitive abilities are crucial for tasks that involve understanding, processing, and applying information.

Common Military Training (CMT)—Non-occupational training that is mandated for all Service members to sustain readiness, provide common knowledge, enhance awareness, reinforce expected behavioral standards, or establish a functional baseline that improves the effectiveness of DoD and its constituent organizations. CMT may include initial, periodic, awareness, or refresher training.

Competency—a combination of knowledge, skills, abilities, and other characteristics that manifest in observable and measurable pattern of behaviors required for mission success.

Department of the Air Force (DAF)—operates under the authority, direction, and control of the Secretary of Defense; organized under the Secretary of the Air Force; and comprised of a Headquarters Air Force (HAF) and two distinct services, which are the United States Air Force (USAF) and the United States Space Force (USSF).

Direct Liaison Authority (DIRLAUTH)—an authority granted by a commander (any level) to a subordinate to directly confer, consult, or coordinate an action with a command or agency within or outside of the granting command. This authority carries with it the requirement of keeping the commander granting the authority informed. Note: This authority is not an authority through which command may be exercised.

Education—formal and informal learning focused on general bodies of knowledge, principles within a given discipline, and habits of the mind.

Emotional Intelligence (EI) and Emotional Abilities—encompasses the ability to perceive, understand, manage, and utilize emotions effectively. EI is vital for interpersonal interactions, managing stress, and making decisions that involve emotions.

Experiential Learning—formal and informal experiences (e.g., field exercises, internships, or simulations), which enhance and expand an individual's competencies. This type of learning activity provides challenging environments, broadens perspectives, encourages reflective thinking, introduces new or enhances existing competencies, and allows for the observation of a learner's real-time actions.

Force Development—the deliberate effort to maximize force readiness through a variety of recruiting, educational, training, and experiential learning activities, opportunities, products, and services ensuring all Airmen and Guardians possess the competencies they need to meet DAF mission requirements.

Foundational Competencies—a set of accepted and valued competencies (e.g., Airman's Foundational Competencies and Space Force Competencies), which enable success across a wide-array of DAF missions, roles, functions, and duties.

Functional Authority—granted by the Secretary of the Air Force to a general officer or member of the Senior Executive Service who serves as a Deputy Chief of Staff or Assistant Secretary to provide oversight and functional advisory services related to a functional (e.g., intelligence, logistics, and operations) community.

Introductory/Precommissioning Professional Military Education (PME)—Entry-level military education (ME) programs, which provide individuals with a basic awareness and understanding of the DoD and DAF organizational structures, missions, and their role and responsibility as a military professional upon graduation.

Knowledge— Specific information required of an individual to develop the skills and attitudes for effective accomplishment of the jobs, duties, and tasks.

Military Education (ME)—Encompasses all PME, including JPME and the entire set of education-based professional development opportunities offered by DoD and foreign MEIs. ME can be offered in schoolhouses, online, or through other distance and blended-learning environments across the entire span of Service members' careers. It also includes specialized educational programs, research and doctrinal studies, and DoD-sponsored fellowships and graduate-level educational opportunities at civilian institutions and foreign military institutions. For officers, ME begins in pre-commissioning (Service academies, Reserve Officer Training Corps, Officer Candidate or Training School, etc.) and for enlisted personnel, it begins in basic training. ME ends at an individual's separation from the military (or in the case of civilian employees, from the DoD). Its purpose is to equip Service members, civilian employees, and international-partner participants with competencies that may result in professional certifications necessary for their professional performance or advancement. ME is distinct from training.

Operational Control (OPCON)—the command authority that may be exercised by commanders at any echelon at or below the level of combatant command and may be delegated within the command.

Other Characteristics—things, such as, attitudes, values, and traits, which often have an emotional or personality component. These “enabling behaviors” include work habits, ways of interacting with others, or manners of conducting oneself that contribute to effective work performance.

Outcomes-based Military Education (OBME)—An ME program structure that focuses and organizes everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessment to make sure this learning ultimately happens. The keys to having an outcome-based system are: 1) Developing a clear set of learning outcomes around which all the system's components can be focused. 2) Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes. The term OBME is specific to military learning requirements.

Physical Abilities—involve physical strength, coordination, dexterity, and other physical attributes that are necessary for performing tasks that require manual labor, precision, or endurance.

Professional Military Education (PME)—A unique subset of ME and a required system of progressive levels of ME, essential to accomplishing the mission of the DoD that prepares

Service members for increasing levels of Service and joint leadership responsibilities. It conveys the broad body of knowledge and develops the habits of mind essential to the military professionals' expertise in the art and science of war. PME does not include educational and experiential, civilian based education outlined in this issuance but may include accredited education from other Federal Government entities.

Recruiting—the overall process of attracting, selecting, classifying, and enrolling qualified individuals for entry into military service.

Skills—A present, observable, and measurable capability to perform related tasks. For example, in the domain of work, example skills may include time management, typing, or physical lifting.

Social Abilities—refer to skills related to interpersonal interactions, communication, teamwork, leadership, and negotiation. Social abilities are essential for collaboration and effective functioning within teams or organizations.

Talent Management—The science of leveraging strategic human-resource planning to maximize individual and organizational success. It includes, but is not limited to, recruiting, retention, development, assignments, compensation, promotions, separations, succession planning, and strategic workforce planning.

Technical Abilities—include specific knowledge, skills, and expertise related to a particular field, industry, or job role. Technical abilities often require training, education, or hands-on experience to develop.

Total Force—includes all Airmen and Guardians (Regular Air Force, Regular Space Force, Air Force Reserve, Air National Guard of the United States, and DAF civilians).

Training—formal and informal learning focused on proficiency development, which is the attainment and retention of skills, knowledge, and attitudes required to meet specific function or job performance requirements.

Attachment 2

BACKGROUND INFORMATION

A2.1. The higher headquarters publications listed in Table A2.1., Background Publications provides background information specific to the content in AETCMD104, AFAC.

A2.2. This table identifies the specific issuances and associated guidance to higher-level authorities, policies, programs, processes, and other relevant information needed to increase understanding when seeking to execute and optimize (improve or innovate) the AFAC mission or when requesting a waiver to this publication or other directive guidance.

Table A2.1. Background Publications.

Number	Title	Date
AFMD 3	Air Education and Training Command	15 July 2021
CJCSI 1805.01C	Enlisted Professional Military Education Policy	1 November 2021
CJCSI 1800.01G	Officer Professional Military Education Policy	15 April 2024
CJCSM 1810.01	Outcomes Based Military Education for Professional Military Education	1 April 2022
DAFI 36-2614	Pre-Commissioning Education and Training	6 October 2022
DAFMAN 36-2032	Military Recruiting and Accessions	15 January 2025
DoDI 1205.13	Junior Reserve Officers' Training Corps Program	21 May 2021
DoDI 1215.08	Senior Reserve Officers' Training Corps (SROTC) Program	19 January 2017
DoDI 1304.12E	DoD Military Personnel Accession Testing Programs	20 September 2005
DoDI 1304.29	Administration of Enlistment Bonuses, Accession Bonuses for New Officers in Critical Skills, Selective Reenlistment Bonuses, and Critical Skills Retention Bonuses for Active Members	15 December 2024
DoDI 1304.33	Protecting Against Inappropriate Relations During Recruiting and Entry Level Training	28 January 2015
DoDI 1322.31	Common Military Training	20 February 2020
DoDI 1322.35V1	Military Education: Program Management and Administration	26 April 2022
DoDI 6130.03	Medical Standards for Military Service: Appointment, Enlistment, or Induction	6 May 2018
DoDM 1145.02	Military Entrance Processing Station (MEPS)	23 July 2018