COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

This instruction implements Title 10 United States Code (USC), Sections (§) 2005, *Advanced Education Assistance: Active Duty Agreement; Reimbursement Requirements*; 10 USC § 2007, *Payment of Tuition for Off-Duty Training or Education*; Department of Defense Instruction (DoDI) 1322.29, *Job Training, Employment, Employment Skills Training, Apprenticeships and Internships (JTEST-AI) for Eligible Service Members*; and Presidential Executive Order 13607, *Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members*. It also implements 10 USC § 9415, *Community College of the Air Force: associate degrees*; and 10 USC § 9417, *Degree Granting Authority for Air University*. Finally, this instruction implements Air Force Policy Directive (AFPD) 36-26, *Total Force Development*. It has been developed in collaboration between the Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1), the Deputy Chief of Space Operations for Human Capital (SF/S1), the Chief of the Air Force Reserve (AF/RE) and the Director of the Air National Guard (NGB/CF), and applies to uniformed members of the Regular Air Force (RegAF), United States Space Force, Air Force Reserve, Air National Guard, and Department of the Air Force civilians. This publication provides directive guidance on personnel policy for executing

total force development. It includes personnel policy on career enhancement programs, developmental education, and training programs; directive guidance on voluntary education programs and develops policy for the Community College of the Air Force (CCAF); the objectives, requirements, and assigned responsibilities for the conduct and administration of training, education, and professional development for appropriated fund and non-appropriated fund civilians; and directive guidance on how to classify and code educational levels, education specialties, education subspecialties, and the method used to obtain education levels for the Military Personnel Data System. It is used according to 5 USC § 4118, *Regulations* by management of civilian training functions for appropriated fund and non-appropriated fund civilians. Finally, it establishes Department of the Air Force (AF) guidance for determining needs; validating requirements; financial planning; obtaining resources; and evaluating, documenting, and reporting training. This instruction requires the collection and or maintenance of information protected by the Privacy Act of 1974 authorized by 5 USC § 552a; 10 USC Section 9013; and Executive Order 13478, Amendments to Executive Order 9397 *Relating to Federal Agency Use of Social Security Numbers*. The applicable system of records notices (SORNs) F036 AF PC C, *Military Personnel Records System*; F033 AF B, *Privacy Act Request File*; F036 AF PC Q, *Personnel Data System*; F036 AFMC D, *Education and Training Management System*; F036 AF A1 A, *Air Force Automated Education Management System*, and F036 AETC L, *Community College of the Air Force Student Transcript, Administration, and Records System* are available at: **http://dpclo.defense.gov/Privacy/SORNs.aspx**.   Refer recommended changes and questions about this publication to the Office of Primary Responsibility listed above using the DAF Form 847, *Recommendation for Change of Publication*; route DAF Forms 847 from the field through the appropriate functional chain of command. The authorities to waive wing/unit level requirements in this publication are identified with a Tier ("T-0, T-1, T-2, T-3") number following the compliance statement. See DAFI 90- 161, Publishing Processes and Procedures, Table A10.1 for a description of the authorities associated with the Tier numbers. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority, or alternately, to the requestor's commander for nontiered compliance items. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance AFI 33-322, *Records Management and Information Governance Program*, and disposed of in accordance with Air Force Records Disposition Schedule, which is located in the Air Force Records Information Management System. The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force. Compliance with the attachments in this publication is mandatory.

SUMMARY OF CHANGES

Interim Change 1 deleted **paragraph 6.9**, "Air Force Credentialing Program," which is now published in DoDI1322.33_DAFI36-2683, *Department of the Air Force Voluntary Credentialing Programs*. Interim Change 2 deleted **Chapter 7**, "Community College of the Air Force," which is now published in DAFI 36-2688, *Community College of the Air Force*. Interim Change 3 removed **Chapter 8**, "Education Classification and Coding Procedures," which is now published in DAFI 36-2678, *Education Classification and Coding*. Interim Change 4 removed Chapter 4, "Air Force Training Program," attachments **22** – **29**, and DAF Forms 623, 623a, 523b, 797, 803, 898, 1098, 1256, 1320A, and 2096, and the new guidance is published in DAFMAN 36-2689, *Training Program*. Interim Change 5 removed **Chapter 5** "Civilian Training, Education and Professional

Development, which is now published in DAFMAN 36-2687, *Civilian Development*. Interim Change 6 removed elements of officer development contained within **Chapter 3**, "Developmental Education" and attachments **19** and **20**. The new guidance can be found in DAFMAN 36-2686, *Officer Development*. Interim Change 7 removed **paragraph 11**. of **Chapter 6** and is now published in DoDI 1341.13_DAFI 36-3038, *Post-9/11 GI Bill*. This Interim Change 8 removes **Chapter 2**, "The Career Assistance Advisor, First Term Airmen Center and Enlisted Professional Enhancement Programs" and Total Force Enlisted Professional Military Education contained within **Chapter 3**, "Developmental Education". The new guidance for both chapters can be found in DAFI 36-2685, *Total Force Enlisted Developmental Education.* **A margin bar (|) indicates newly revised material.**

Chapter 1

EXECUTING TOTAL FORCE DEVELOPMENT

The provisions in **Chapter 1** of this instruction are intended for application to officers O-5 and below, enlisted, and civilians General Schedule (GS)-15 (or equivalent) and below.

1.1. Overview. This publication establishes guidance and procedures for the administration and management of force development initiatives and applies to the Total Force. Force development develops foundational and occupational competencies in all Airmen through education, training, and experience opportunities to satisfy current and future Air Force mission requirements. Force development is dynamic and deliberate by design. It depends on underlying processes which integrate and synchronize senior leader perspectives, institutional requirements, and modeling tools used to forecast qualitative and quantitative requirements with precision and rigor.

1.1.1. Force development leverages the Continuum of Learning, a career-long process of individual development. The Continuum of Learning is designed to deliberately integrate developmental opportunities using the Foundational Competencies. The Continuum of Learning is a common taxonomy used to produce adaptable and knowledgeable Airmen and is generally obtained through a combination of education programs, training programs, and experience. Education programs include: developmental education, undergraduate, advanced academic degrees, and professional continuing education. Training programs include: technical, on-the-job, flying, ancillary, expeditionary Airman training, Civilian Acculturation and Leadership Training, and advanced training such as the Air Force Weapons School and other advanced courses. Experience is gained through an appropriate series of assignments or special programs, such as intern programs, education with industry, Developmental Special Duties or fellowships with research organizations, and leveraged through appropriate mentoring.

1.1.2. Force development is executed by the Force Development Command (AETC); the Air Force Personnel Center (AFPC), Directorate of Assignments (AFPC/DP2) for Regular Air Force officers and enlisted; and the Directorate of Civilian Force Integration (AFPC/DP3DA) for civilians. Functional Authorities have overarching responsibility for force development for their functional communities. Career field managers communicate the education, training, and experience requirements for their functional communities. Air Force Reserve force development is executed by Air Reserve Personnel Center (ARPC). Each state, territory, or district is responsible for the execution of Air National Guard force development.

1.2. Overarching Roles and Responsibilities. Additional or expanded roles and responsibilities for the Air Force Reserve and the Air National Guard are addressed in paragraphs **1.6**, **1.7** and **1.8** respectively.

1.2.1. Assistant Secretary of the Air Force for Manpower and Reserve Affairs (SAF/MR). SAF/MR serves as an agent of the Secretary of the Air Force and provides guidance, direction, and oversight for all matters pertaining to the formulation, review, and execution of plans, policies, programs, and budgets addressing force development.

1.2.2. Deputy Chief of Staff, Manpower, Personnel and Services (AF/A1). Develops and ensures implementation of force development policy. Specifically, AF/A1 develops and ensures implementation of force development policy to:

1.2.2.1. Lead career field sustainability, design, task definition, and functionality efforts for all Airmen.

1.2.2.2. Define force development requirements and competency development, regardless of funding source.

1.2.2.3. Provide annual force development guidance to the functional authorities, functional managers, and development team chairs.

1.2.2.4. Provide oversight of development teams.

1.2.2.5. Provide oversight, guidance, and develop standards for functional area managers and career field managers.

1.2.2.6. Chair the annual Developmental Education Designation Board and establish developmental education requirements.

1.2.2.7. Maintain oversight and control of Air Force-approved organizational structures, manpower requirements, and programmed and budgeted manpower levels, to include joint bases.

1.2.2.8. Maintain control, develop policy, and oversee determination and validation of manpower requirements as depicted on Unit Manpower Documents.

1.2.2.9. Establish Developmental Special Experiences (DSE) governing policy.

1.2.2.10. Partner with the Force Development Command (AETC) in determining applicability and categorization of special experience identifiers (SEI), special duty identifiers (SDI), career broadening opportunities, fellowships, and other prospects as DSE opportunities.

1.2.3. Force Development Command (AETC). Develops and implements force development processes and procedures to execute force development policy.

1.2.4. Functional Authorities. Functional authorities are designated General Officers and members of the Senior Executive Service serving as Deputy Chiefs of Staff or Assistant Secretaries appointed by the Secretary of the Air Force to provide oversight and functional advisory services related to functional communities. **Exception:** Changes to functional authority rank/grade/position must be requested in writing to AF/A1, with a copy provided to AF/A1D, AF/A1C and AF/A1P. **(T-1).** (see **Attachment 3**). Multiple Air Force specialties may fall under a functional authority's purview. Functional Authority Alignment Tables (see **Attachment 4**) provide detailed identification of the functional authority responsibilities for specific specialties and career fields. Specifically, the functional authorities will:

1.2.4.1. Direct and approve functional assignment prioritization plans. **(T-1).**

1.2.4.2. Ensure Secretary of the Air Force-approved force development policies are implemented within their assigned functional communities. **(T-1).**

1.2.4.3. Provide strategic oversight of force development to include determination and prioritization of functional community requirements to meet mission needs. **(T-1).**

1.2.4.4. Ensure Airmen are both encouraged and provided the opportunity, when appropriate, to perform instructor and special duties to meet institutional requirements. **(T-1).**

1.2.4.5. Review career field health on specialties under their management and report results to the Air Force Council when appropriate. **(T-1).**

1.2.4.6. Inform AF/A1 of anticipated reorganizations, realignments, and mission changes that may affect force development programs. **(T-1).**

1.2.4.7. Provide functional representation to the annual Air Force Education Requirements Board. **(T-1).**

1.2.4.8. Establish a Functional Advisory Council and appoint the Functional Advisory Council chair(s). **(T-1).**

1.2.4.9. Develop Functional Advisory Council charter (see **Attachment 5**). **(T-1).**

1.2.4.10. Appoint a functional manager. **(T-1).**

1.2.4.11. Notify AF/A1DI in writing (with a copy to Human Resources Data, Analytics, and Decision Support Division (A1XD) or Headquarters Air Force, Compensation and Workforce Management (AF/A1CM) for civilians) within 10 business days of any new appointments to the career field functional authorities, functional managers, and development team chair positions (see **Attachment 6**). **(T-1).**

1.2.4.12. Designate assignment team and career field team personnel to serve as representatives to Functional Advisory Councils and developmental teams. **(T-1).** Can be delegated to the functional authority's representatives.

1.2.5. Functional Advisory Councils. Functional Advisory Councils prepare senior leaders with a comprehensive understanding of functional, cross-functional, and institutional personnel requirements as they pertain to particular career fields. Functional Advisory Councils provide the development team panels with developmental requirements for their career field population in the areas of education, training, and experience. Functional Advisory Councils may be convened by each functional area to provide strategic-level oversight to functional communities under their guidance and support the force development and force structure management processes within defined Air Force functional communities.

1.2.5.1. Functional Advisory Council Establishment. Functional Advisory Councils should convene at least annually. Every effort should be made to convene in conjunction with other career field meetings where a majority of the Functional Advisory Council members are already in attendance, or they may be held virtually.

1.2.5.2. Functional Advisory Council Chair. Ideally, the functional authority will appoint the functional manager as the Functional Advisory Council chair. When the functional manager is unavailable to fulfill this role, the functional authority will appoint a general officer or member of the senior executive service as the representative.

1.2.5.3. Functional Advisory Council Membership. The Functional Advisory Council chair determines the Functional Advisory Council membership. Ideally, the Functional Advisory Council will include the career field manager, Major Command-level functional leadership and other key force development stakeholders (i.e., Assignment Team/Career Field Team representatives). Cross-functional authorities may have valid force development requirements involving Airmen assigned to functional Air Force specialty codes or approved civilian billets in shared occupational series, such as those in the Nuclear

Enterprise. Representatives from these communities may attend applicable Functional Advisory Councils with prior approval from the functional manager.

1.2.5.4. Identify functional, cross-functional, and institutional requirements for the career field and validate career field mission needs.

1.2.5.5. Identify developmental goals of the career field. Discussions should include topics such as cross-functional requirements review, releasing Airmen for opportunities out of their core Air Force specialty code, preparing Airmen for institutional Air Force leadership positions, the role of diversity within the career field, and sustaining perishable skill sets.

1.2.5.6. Determine career field capability to satisfy identified requirements, meet developmental goals, and perform the mission. Any capability gaps are resolved through changes in the progression plan and force management initiatives.

1.2.5.7. If a development team is executed, the Functional Advisory Council should utilize development team feedback to identify existing and potential career field capability gaps.

1.2.5.8. Communicate developmental goals to the career field through updated career progression guidance and direction to career field leadership.

1.2.6. Cross-Functional Authority. Cross-functional authorities are responsible for strategic oversight and force development advocacy related to the requirements of their occupational capability. They identify cross-functional billets, associate proficiency levels, and identify development (developmental education, training and/or experience) required to successfully conduct their mission Currently, six cross-functional authorities have been identified: cyberspace, nuclear, space, test and evaluation, combat air advisors, and acquisitions Future cross-functional authorities will be designated by a memorandum signed by the Air Force Chief of Staff or designated representative. While not authorized to establish development teams, cross-functional authorities have valid force development requirements involving Airmen assigned to various Air Force specialties, which can include Air Force Specialty Codes (military)/occupational series (civilian) outside their core functional area. These communities generate and implement force development and management strategies to sustain and improve such capabilities. Cross-functional authorities will:

1.2.6.1. Provide strategic-level guidance to the functional communities that contribute to cross-functional capabilities. **(T-1).**

1.2.6.2. Provide career field managers with requirement validation guidance and procedures, including utilization and prioritization guidance. **(T-1).**

1.2.6.3. Forecast force development requirements (both qualitative and quantitative) using Air Force strategic planning processes. **(T-1).** Articulate requirements to functional authorities in the form of long- and short-term manpower forecasts; personnel requirements; and education, training, and experience criteria necessary to develop a sufficient cross-functional community. **(T-1).**

1.2.6.4. Ensure career field managers and Development Teams are provided education, training, and experience criteria necessary to develop their cross-functional professional inventories. **(T-1).**

1.2.6.5. Advocate cross-functional issues to functional communities. **(T-1).**

1.2.6.6. As appropriate, attend functional authority, functional manager, development team, Functional Advisory Council, and career field manager meetings. **(T-1).**

1.2.6.7. Articulate cross-functional programs to functional authorities, development teams, and assignment teams in the form of Air Force specialty code or occupational series-specific capability requirements on an annual basis. **(T-1).**

1.2.6.8. Identify cross-functional requirements to individual career field managers from supporting career fields no later than 90 days prior to each development team session. **(T-1).** Development team chairs, career field managers, and assignment teams ensure these cross-functional requirements are appropriately addressed during development team sessions. **(T-1).**

1.2.6.9. Provide annual cross-functional area health updates to senior leadership as necessary. **(T-1).**

1.2.6.10. Provide support to accessions and training processes as outlined in AFI 36-2616, *Technical Training Requirements Programs.* **(T-1).**

1.2.6.11. In coordination with Career Field Managers, define and develop cross-functional capabilities education and training requirements to produce appropriate skills and capability inventory. **(T-1).**

1.2.6.12. Coordinate and integrate training requirements through Utilization & Training Workshop process as defined in **Chapter 4**. **(T-1).**

1.2.6.13. Review and validate advanced academic degree requirements, as well as other professional continuing education needed to meet Air Force requirements. **(T-1).**

1.2.6.14. Directly engage and advocate with Headquarters Air Force agencies, functional authorities, and career field managers to synchronize and integrate planning, programming, budgeting, legislative, and policy development activities within the corporate structure through use of force development plans. **(T-1).**

1.2.6.15. When necessary, establish, chair and convene Cross-Functional Advisory Panels or other governance forums to develop and coordinate strategic-level oversight to key stakeholders and functional communities. **(T-1).**

1.2.6.16. Monitor development of Total Force Assessment, career field pyramids (see **Attachment 7**), and manning products as appropriate. **(T-1).**

1.2.7. Nuclear Enterprise Functional Authority. The Secretary of the Air Force appointed the Assistant Chief of Staff, Strategic Deterrence and Nuclear Integration (AF/A10) as the Nuclear Enterprise Functional Authority to advocate and integrate cross-functional nuclear capabilities through human capital strategies that meet the needs of nuclear Airmen. Specifically, the Nuclear Enterprise Functional Authority will:

1.2.7.1. In partnership with career field managers, articulate the human capital nuclear requirements of dual-capable Airmen to ensure the expertise and numbers necessary for nuclear deterrence operations.

1.2.7.2. Develop nuclear competencies required for nuclear deterrence operations.

1.2.7.3. Articulate nuclear deterrence operations competencies to functional authorities in the construct of the Continuum of Learning.

1.2.7.4. Identify billets, units, and career fields that contribute to nuclear deterrence operations for gap analysis and added deliberate, force development.

1.2.7.5. Review Nuclear Education (e.g., Nuclear Courses 200/300/400) and training learning objectives in partnership with Air Education and Training Command.

1.2.7.6. Validate nuclear developmental education requirements, eligibility, and selection; recommend developmental education outplacement to the functional community.

1.2.7.7. Provide guidance and establish requirements for nuclear competencies and any nuclear certification program and coding.

1.2.7.8. Provide guidance and nuclear perspective to development teams.

1.2.7.9. Provide strategic guidance to prioritization plans.

1.2.7.10. Review and assess career health/status of nuclear enterprise career fields.

1.2.7.11. Assist in the development of cross-functional career pyramids to be used in conjunction with supporting career fields' pyramids.

1.2.7.12. Appoint a nuclear enterprise representative to senior Air Force-level councils/boards.

1.2.7.13. Partner with AF/A1 in building and executing human capital strategies in support of nuclear deterrence operations.

1.2.7.14. Develop, review and report quarterly performance measurements to ensure progress in career field health.

1.2.8. Functional Manager. RegAF general officer or senior executive service members, designated by the appropriate functional authorities, who provide day-to-day management over specific functional communities. While functional managers should maintain an institutional focus with regard to resource development and distribution, they are responsible for ensuring their specialties are equipped, developed, and sustained to provide Air Force capabilities. Specifically, functional managers will:

1.2.8.1. Chair the Functional Advisory Council (see **paragraph 1.5.2.3**). **(T-1).**

1.2.8.2. Determine Functional Advisory Council membership (see **paragraph 1.5.2.3**). **(T-1).**

1.2.8.3. Develop a development team charter, as outlined in **Attachment 8** **(T-1).** The charter is reviewed annually and revised as appropriate, and a copy provided to the owning functional authority and Directorate of Force Development, AF/A1D. **(T-1).**

1.2.8.4. Chair the development team meeting or identify an alternate development team chair (see **paragraph 1.4.2**). **(T-1).**

1.2.8.5. Determine development team membership (**see paragraph 1.4.3**). **(T-1).**

1.2.8.6. Convene the development team to meet the milestones outlined in **Attachment 9**, and hold additional meetings as necessary to meet Air Force and functional needs. **(T-1).**

1.2.8.7. Appoint career field managers, as needed, to manage the career fields aligned under the functional manager **(T-1).** Provide appointments in writing to AF/A1P (RegAF), Air Force Reserve Command (AFRC)/A1K or AF/A1CM (civilians) with a copy to AF/A1DI (see **Attachment 10**). **(T-1).**

1.2.8.8. Define functional community training requirements through Utilization & Training Workshop process as defined in **Chapter 4**. **(T-1).**

1.2.8.9. Define functional community education requirements through the Air Force Education Requirements Board process as defined in **Chapter 3** and the Air Force Education Requirements Board concept of operations (Surgeon General Requirements are worked through the Health Professions Education Requirements Board vice the Air Force Education Requirements Board). **(T-1).**

1.2.8.10. Provide career field health updates to the functional authority on the status of the career field(s). **(T-1).**

1.2.8.11. Where appropriate, blend the requirements for RegAF officers, enlisted, and civilian members within the functional family in order to achieve force development objectives. **(T-1).**

1.2.8.12. Coordinate with cross-functional authorities to identify requirements and provide to career field managers from supporting career fields. **(T-1).**

1.2.9. Development Team. Development teams provide oversight of officer, enlisted, and civilian personnel development to meet both functional and Air Force corporate leadership requirements. Development team guidance is addressed in **paragraph 1.4** for RegAF officers and civilians. Development team guidance is addressed in **paragraph 1.5** for RegAF enlisted.

1.2.10. Career Field Manager. The career field manager is appointed by the functional manager and represents a functional community. A career field manager may be responsible for more than one specialty or multiple career field managers may be appointed within a single career field. Officer and civilian career field managers are O-6/GS-15 (or equivalent), and enlisted career field managers are E-9s. Exceptions require a waiver approved by AF/A1D (see **Attachment 11**). Specifically, career field managers will:

1.2.10.1. Serve as a day-to-day advocate for assigned functional community, addressing issues, and coordinating specialty concerns across various staffs. **(T-1).**

1.2.10.2. Implement career field policies. **(T-1).**

1.2.10.3. Be a permanent voting member of the development team. **(T-1).**

1.2.10.4. Provide central oversight for career field education and training in coordination with Air Education and Training Command Training Pipeline Manager, Air University, Air Force Institute of Technology, and the Air Force Personnel Center to manage education and training through processes described in governing directives and applicable AFIs **(T-1).** Additionally, manages use of available education and development funds in compliance with appropriate AFIs. **(T-1).**

1.2.10.5. Provide support to accessions and training processes as outlined in AFI 36-2616. **(T-1).**

1.2.10.6. Coordinate all force structure changes with Air Force Training/Education Requirements Division (AF/A1PT) or the Air Force Military Force Policy Division (AF/A1PP) and participates in accession and training conferences. **(T-1).**

1.2.10.7. Monitor Total Force assessment, career pyramids, and manning products as appropriate **(T-1).** Consult Air Force Directorate of Force Management Policy (AF/A1P) and Air Force Directorate of Manpower, Organization and Resources (AF/A1M) on force management and force sustainment data analysis and execution. **(T-1).**

1.2.10.8. Develop and maintain up-to-date career planning guidance (i.e., career field pyramids and Civilian Leadership Development Continuum, see **Attachment 12**) **(T-1).** Career field managers are responsible for reviewing this information on an annual basis, making appropriate updates as needed**(T-1).** Career field managers will make this information available to their functional community**(T-1).** AF/A1D will review career planning guidance to ensure it is consistent with Air Force force development objectives prior to release **(T-1).**

1.2.10.9. Participate in the career field manager forum. **(T-1).**

1.2.10.10. Review and validate advanced academic degree requirements, as well as other professional continuing education needed to meet Air Force requirements, through the Air Force Education Requirements Board process as defined in **Chapter 3** and the Air Force Education Requirements Board concept of operations **(T-1).** Surgeon General requirements are worked through the Health Professions Education Requirements Board vice the Air Force Education Requirements Board **(T-1).**

1.2.10.11. Ensure cross-functional requirements are appropriately addressed during development team sessions. **(T-1).**

1.2.11. Air Force Personnel Center. Accomplishes force development responsibilities for RegAF Airmen and civilians through several offices: assignment teams in Director of Assignments and Air Expeditionary Forces (AEF) Operations (AFPC/DP3) and career field teams (CFTs) in Civilian Force Integration (AFPC/DP2), Officer Force Development (AFPC/DP2ND), and Developmental Education (AFPC/DPAPFE) and Enlisted Functional Assignment Managers (AFPC/DP2). Assignment teams and career field teams serve as the "front line" in experiential development. These teams are responsible for assigning RegAF officers, civilians and enlisted in accordance with development team vectors. In making assignments, assignment teams and career field teams ensure a balance of Air Force mission requirements with individual development of officers, civilians, enlisted, and leverage local utilization where possible in order to preserve permanent change of station funds and assist with family stability. Each office within the Air Force Personnel Center has specific force development responsibilities that include but are not limited to the following:

1.2.11.1. Assignment teams will identify projected/anticipated aggregated requirements by level and position type, to include 365-day deployment requirements, prior to individual development team meetings **(T-1).** This ensures development team members have information to provide vector recommendations proportionate to the number and type of positions that are likely to be filled in the near future, and the ability to consider permanent-change-of-station cost savings and family stability.

1.2.11.2. Career field teams will provide development teams with a general overview of the Key Career Position process and utilization and/or development opportunities available for civilians at the appropriate levels to allow development teams to provide realistic and actionable vector recommendations. **(T-1).**

1.2.11.3. Assignment teams and career field teams will identify individuals who are eligible to meet a given development and prepare materials to present to the development team, as needed. **(T-1).**

1.2.11.4. Assignment teams and career field teams will execute assignments within established guidance and prioritization plans. **(T-1)**. The Air Force Personnel Center retains final assignment authority for all assignments for RegAF officers, enlisted, and civilians covered by this instruction**(T-0)**. Additional RegAF assignment policy may be found in the Air Force Assignment System guide, managed by AFPC/DP3, and AFI 36-2110, *Total Force Assignments*. **Note**: In accordance with 10 USC § 806, *Judge Advocates and Legal Officers*, the assignment of Judge Advocates and legal officers shall be made upon the recommendation of The Judge Advocate General.

1.2.11.5. Assignment teams and career field teams will provide appropriate inventory data and appropriate force management policies (e.g., force shaping, promotion policies), at the start of each development team meeting. **(T-1).**

1.2.11.6. Assignment teams, career field teams, AFPC Workforce Development Section (AFPD/DP2LWD) and AFPC Officer Force Development (AFPC/DP2ND) will provide input to AFPC/DP3, AFPC/DP2, and AF/A1D regarding automated tools and other resources needed to execute force development. **(T-1).**

1.2.11.7. Assignment teams and career field teams will work with the career field managers to ensure coverage of career field issues at accession and training conferences, as appropriate. **(T-1).**

1.2.11.8. Assignment teams and career field teams will develop and maintain metrics to measure the correlation of officer, civilian and enlisted development team vectors with actual assignments, and provide an annual summary to AF/A1, functional authorities, cross-functional authorities and development teams. **(T-1).**

1.2.11.9. Career field teams will identify an outplacement functional assignment, in coordination with the functional authority, for those individuals currently in a Civilian Strategic Leadership Program assignment. **(T-1).** To the maximum extent possible, this should be done in coordination with the Civilian Strategic Leadership Program member.

1.2.11.10. AFPC/DP2ND will post development team meeting dates on the respective Officer and Civilian Development Pages on myPers, located on the Air Force Portal. **(T-1).**

1.2.11.11. AFPC/DP3 will train development team members at the start of each officer and civilian development team on development team processes, information technology tools, and special selection procedures. **(T-1).**

1.2.12. Senior Rater, Commander/Director, and Supervisor. Senior rater, commander, director, and supervisor involvement is essential to force development. Their input is critical for making deliberate force development decisions about individual members and identifying

and maximizing the capabilities of Airmen. These leaders make informed recommendations in accordance with eligibility, selection criteria, and force development requirements. **(T-3).**

1.2.12.1. Senior Rater. Will provide recommendation on eligible Airmen for developmental opportunities as applicable. **(T-3).** Provide brief written comments to the development team to enhance and enable selection processes via web-based tools (e.g., developmental education preferences/ Statements of Intent, nomination packages, etc.). **(T-3).**

1.2.12.2. Squadron Commander or Director. Responsible for reviewing individuals' preferences, assessing each Airman's developmental potential, and providing appropriate recommendations to the senior rater. **(T-3).** **Note**: For Air Force organizations above wing level, the division chief or system program office director will normally perform these duties. **(T-3).** For joint organizations, the Air Force representative on the Personnel and Manpower (J1) staff identifies the responsible officer. **(T-3).**

1.2.12.3. Supervisor. Plays an integral role in supporting all aspects of force development through mentoring feedback, and Airman Development Plans (officer) or Individual Development Plans (civilian) for all Airmen they supervise, and assist individuals in making informed career decisions. Supervisors review and forward preference information and ensure officers and civilians complete preference information, as needed, to meet development team established timelines. **(T-3).**

1.2.13. Mentor. Airmen may seek informal, private communication with a mentor either in or out of their rating chain. For additional information on mentoring, refer to AFMAN 36-2643, *Air Force Mentoring Program*.

1.2.14. Individual. All Airmen should be familiar with the appropriate career paths for their career field, complete appropriate education and training commensurate with their grade, and develop the proficiency of occupational and Foundational Competencies commensurate with their grade. Airmen are responsible for maintaining awareness of resources for development opportunities and actively participating in their career development and advancement. **(T-3).**

1.2.15. Officers. Responsible for utilizing resources such as myPers and expressing career preferences, to include squadron command intent, developmental education designation, or normal permanent change of station vulnerability milestones. **(T-1)**.

1.2.16. Civilians. Responsible for using resources such as myPers, initiating and updating an Individual Development Plan via AF Form 4059**,** *Air Force Civilian Competitive Development Nomination*, or other appropriate document to express assignment and developmental preferences, to include squadron director intent, developmental education designation, or mobility agreement. **(T-1)**.

1.2.17. Enlisted. Responsible for utilizing resources such as myPers and Enlisted Quarterly Assignment Listing Plus to express career preferences. **(T-1).** Communicate those preferences with supervisor and chain of command, and ensure worldwide assignment availability to the maximum extent possible.

1.2.18. AF/RE. The Chief, Air Force Reserve is the approval authority for force development policy that impacts Air Force Reservists to include, but not limited to, Air Reserve Technicians, Traditional Reservists, Individual Reservists and Reserve-Component Air Guard Reservists.

This AFI includes force development guidance specific to members of the Reserve Component**.**

1.2.19. AF/JA. The Judge Advocate General is solely responsible for force development of the entire Judge Advocate career field across all components, to include the Air Reserve Component, in accordance with 10 USC § 806; 10 USC § 9037, *Judge Advocate General, Deputy Judge Advocate General: appointment; duties*; and AFI 51-101, *The Air Force Judge Advocate General's Corps (AFJAGC) Operations, Accessions, and Professional Development*. This instruction provides general guidance, but judge advocate force development will be conducted at the direction of The Judge Advocate General.

1.2.20. AF/HC. The Air Force Chief of Chaplains is responsible for force development of the entire Chaplain career field across all components, to include the Air Reserve Component, in accordance with 10 USC § 9063, *Designation: Officers to Perform Certain Professional Functions;* DoDI 1304.28, *Guidance for the Appointment of Chaplains for the Military Departments;* Air Force Policy Directive 52-1, *Chaplain Corps*; and AFI 52-101, *Planning and Organizing*. This instruction provides general guidance, but chaplain force development will be conducted at the direction of the Air Force Chief of Chaplains.

1.3. Population and Synchronization Panels. AF/A1 and Operations, Plans, and Requirements (AF/A3) established several bodies focused on both population and function. These include:

1.3.1. Force Development Council (FDC). This corporate body will provide an enterprise perspective on Air Force-wide force development objectives, current and future issues, and make strategic-level recommendations to the Secretary of the Air Force, Air Force Chief of Staff/, the Air Force Council, and at a Four Star Summit (CORONA) with the overarching goal of developing future Total Force Airmen to be joint, multi-domain warfighters. The FDC is charged with making decisions on crosscutting force development issues, initiatives, gaps, and solutions that require policy changes and/or resourcing solutions on behalf of the Secretary of the Air Force or Air Force Chief of Staff to meet their established force-development intent. Any policy changes deemed to require higher-level review/approval will be coordinated with the appropriate Air Force policy owner/functional (A1, A2, A3, A4, etc.), elevated to Secretary of the Air Force or Air Force Chief of Staff for decision (i.e., CORONA) and, if approved, prioritized and tasked to bring into the Air Force corporate structure to allocate resources. The FDC synchronizes actions to help the Co-Chairs fulfill their respective assigned mission directives related to force development. The FDC decisions/objectives impacting force-development execution and policy requiring Secretary of the Air Force or Air Force Chief of Staff/ approval will be part of a Force Development Command (AETC)-prepared briefing available to each CORONA on state of force development or can be brought separately by the other Co-chairs as appropriate.

1.3.2. Force Development Panels: Officer, Enlisted, and Civilian. These panels make recommendations relating to effective development and utilization of Airmen. Additionally, they guide future force development efforts and synchronize functional community and institutional initiatives. Specific panel membership is determined by AF/A1D, AF/A1P, and AETC/3/6 for the Officer Force Development Panel, the deputy AF/A1 for the Civilian Force Development Panel, and the Chief Master Sergeant of the Air Force (CMSAF) and AF/A1D for the Enlisted Force Development Panel. Administrative support is provided by AF/A1D. Unconscious Bias Training will be conducted, as necessary to meet Secretary of the Air Force

Diversity and Inclusion initiatives. **(T-1).** Functional authorities/cross functional authorities and issue panels may nominate topics and provide inputs to force development panels.

1.3.3. Air Force Learning Committee. The Air Force Learning Committee (AFLC) is a decision making body providing Senior Leader oversight and guidance regarding enterprise-wide learning issues. The AFLC is responsible for validating new learning requirements, establishing learning priorities and considering effective and efficient learning delivery options for the Total Force. The AFLC focuses on four specific areas impacting the Air Force's Learning environment: ensuring developmental education supports Airmen's Foundational Competencies; ensuring ancillary training is current, relevant and values Airmen's time; providing a forum to review and discuss topics affecting the AF learning enterprise; and addressing areas and issues relevant to the Force Development Council (FDC). HAF/A1DL serves as the executive advisor for the AFLC process, maintains responsibility for policy and has delegated administration and execution duties to HQ AETC/A3K.

1.3.4. Expeditionary Readiness Council (ERC). This council makes Expeditionary Readiness Training policy and guidance recommendations to the Expeditionary Readiness Senior Authority to meet AF Expeditionary Readiness requirements. The Expeditionary Readiness Senior Authority (AF/A3T) approves or disapproves Expeditionary Readiness Council recommendations and serves as the "gatekeeper" for all Expeditionary Readiness Training requirements. The Expeditionary Readiness Council performs the Expeditionary Readiness Senior Authority's gatekeeper function by vetting new Expeditionary Readiness Training requirements or Expeditionary Readiness Training course upgrades, reducing/eliminating redundant Expeditionary Readiness Training requirements, establishing priorities and determining efficient delivery options. The Expeditionary Readiness Senior Authority provides broad, strategic guidance for institutional readiness competency development to improve the focus, currency and relevancy of Air Force Expeditionary Readiness curricula and training and makes recommendations to the AF/A3 on Expeditionary Readiness-related issues requiring senior level Air Force oversight.

1.3.5. Issue Panels. Established to meet a short-term requirement or address new issues. Force development acknowledges the need to develop and manage populations of Airmen assigned to disparate Air Force specialties, but aggregate to produce vital Air Force capabilities. Issue panels provide their development team inputs to the specific functional community career field manager(s) no later than 90 calendar days prior to the start of the scheduled development team session. Issue panel inputs are to include a summary of the requests, to include the grade/rank, Air Force specialty code/occupational series, experience level, and number of valid personnel authorizations that must be filled.

Figure 1.1. Force Development Institutional Governance Structure.

1.4. RegAF Officer and Department Of The Air Force Civilian Development Teams.

1.4.1. Development Team Establishment.   Force development for RegAF officers and Department of the Air Force civilians is managed by development teams. Development teams should develop an understanding of both officer and civilian resources and requirements, and ensure all career field members are provided with appropriate development opportunities. Functional managers should integrate officer and civilian development teams to the maximum extent possible.

1.4.2. Development Team Chair. The development team chair must be an O-6/GS-15 (or equivalent) or higher; however, for developmental education development teams, the development team chair must be a general officer or member of the senior executive service. **(T-1).** Grade/rank requirements waivers should be requested in writing to AF/A1D prior to the start of each development team meeting (see **Attachment 13**). Typically, the functional authority will appoint the functional manager as the development team chair. If the functional manager is unable to fulfill this role, the functional authority will appoint a representative, ideally the career field manager, unless it is a developmental education development team session.

1.4.3. Development Team Membership. Determined by the functional manager and includes the following: Development team chair; career field manager; key force development stakeholders: must be O-6/GS-15 or higher (e.g., Air Staff Directors/Deputy Directors, Air Staff-level subject matter experts, Major Command-level functional leadership); joint service representation stakeholders for applicable development team sessions (e.g., when vectoring individuals to joint opportunities): this representation may be a development team member with joint experience; Air Reserve Component stakeholders for applicable development team sessions (e.g., when reviewing Air Reserve Component candidates); panel guests: may include individuals from a different functional community to provide an outside perspective/insight; assignment team/career field team representation designated by the career field manager; representatives from cross-functional authorities when applicable.

1.4.4. Voting members. Voting members will be O-6/GS-15 (or equivalent) or higher. Exceptions to the rank/grade of voting members require a waiver from AF/A1D. Requests must be submitted and approved prior to the start of each development team (see **Attachment 14**). Ideally, development teams should have no more than 50 percent turnover of members from meeting to meeting. In addition to the career field managers, voting members may include the following: key force development stakeholders such as Air Staff Directors/Deputy Directors or Air Staff-level subject matter experts, Major command-level functional leadership; joint service representatives; Air Reserve Component representatives; wing commanders/directors/equivalents (i.e., Senior Materiel Leaders).

1.4.5. Development Team Responsibilities.

1.4.5.1. Will identify education, training, and experiences appropriate for officers and civilians within each functional community based on current and future requirements.

1.4.5.2. Will understand career field policies, plans, programs, training, and actions affecting career field management and development, and take these issues into consideration when making personnel decisions and vectors.

1.4.5.3. Will use total force assessments, career pyramids, and manning products to make informed vector recommendations and assist functional managers and career field managers with updating this guidance based on career field dynamics as well as current and projected personnel requirements.

1.4.5.4. Will prepare senior leaders with a comprehensive understanding of both functional and institutional personnel requirements.

1.4.5.5. Will balance institutional and functional requirements for utilization of individual officers and civilians.

1.4.5.6. Will assist in the development of career fields to meet institutional, functional, and cross-functional requirements.

1.4.5.7. Will review the demographic makeup of the functional community and identify potential barriers to all Airmen reaching their highest potential. Diversity information may be obtained using the Interactive Demographic Analysis System within the Air Force Portal and/or the retrieval applications websites (RAW) application in located at the Air Force Personnel Center Secure link (**https://w20.afpc.randolph.af.mil/AFPCSecureNet20/PKI/MainMenu1.aspx**).

1.4.5.8. Will conduct gap and barrier analyses to address any negative trends. Present this information post-development team to AF/A1 via the template provided in the annual force development guidance memorandum. **(T-1).**

1.4.5.8.1. In support of the post-development team brief to A1, the Air Force Personnel Center will provide diversity statistics by career field to conduct required analysis, as provided in the annual force development guidance memorandum, for the current development team cycle.

1.4.5.8.2. Development teams (career field manager as office of primary responsibility) will: Analyze the data to determine if the career field lacks diversity. If lack of diversity is found as a result of triggers identified, then conduct barrier analysis, provide action plan and/or recommended diversity discussion topics.

1.4.5.9. Will determine where to invest the right developmental opportunities and develop those who have been cross-flowed into the career field.

1.4.5.10. Will remain cognizant of key force management efforts and provide vectors based on projected/anticipated, aggregated requirements by level and position type.

1.4.5.11. Will ensure those with necessary qualifications are vectored for appropriate opportunities.

1.4.5.12. Will ensure career field senior leadership becomes familiar with individuals assigned to their functional area, making assessments of members' potential for future opportunities.

1.4.5.13. Will identify and provide special attention to high-potential officers.

1.4.5.13.1. Senior rater inputs are given primary consideration in making high-potential officer determinations. High-potential officers demonstrate depth and expertise through exceptional performance in functional skills, and excel in the areas of managing resources, leading people, improving the unit and executing the mission.

1.4.5.13.2. The number of high-potential officers may vary by career field and talent level in a given year group and will decrease as officers have opportunities to demonstrate leadership capabilities. To prevent unintended effects to both those identified, and not identified, the specific outcomes of high-potential officer decision processes/tracking (e.g., names and targeted high-potential officer positions) will not be publicly shared or released.

1.4.5.14. To provide consistent expectations for officers, as well as standardization to process and outcomes, all development teams will provide developmental vectors. When possible, these will be conducted in conjunction with other face-to-face meetings (i.e., developmental education and squadron command selection) or virtually when dictated by time or budget constraints. Developmental vectors will be provided at five mandatory trigger points: O-4 selection, intermediate developmental education outplacement, squadron command outplacement (except Judge Advocate Generals/Chaplains), O-5 selection, and senior developmental education outplacement. Additional trigger points may be added at development team discretion for specific career field development (i.e., at the 5-year point, to provide an assignment vector prior to the O-4 board). Vectors will be based on a 3- to 5-year projection.   In order to ensure vectors are aligned with appropriate

development and progression, career fields must maintain current and comprehensive career field pyramids and ensure dissemination to the career field. Vectors will be loaded in the Assignment Management System for individual viewing.

1.4.5.15. Will ensure deliberate outplacement strategies are in place for individuals vectored to long-term training opportunities (e.g., fellowships/internships), preferably to a position in career field pyramids or as described in Airman development plans/individual development plans or the framework for the Civilian Leadership Development Continuum (see **Attachment 12**).

1.4.5.16. Will provide vectors/inputs for individuals to applicable follow-on assignments that will best capitalize on their newly obtained knowledge and skills.

1.4.5.17. Will plan for all officers vectored to National Defense University joint schools for senior developmental education to be assigned to joint duty upon graduation. The only exception will be O-6 selects matched by the annual Command Screening Board, Judge Advocate, medical, and chaplain officers.

1.4.5.17.1. Where standard joint duty assignment billets are unavailable or limited, AFPC/DP3 will coordinate other joint options to ensure compliance (e.g., JS/J1-approved 365-day temporary duty assignment or cross-career field utilization).

1.4.5.17.2. Joint Advanced Warfighting School graduates will be outplaced to designated combatant command joint planner billets. To meet this intent, development teams should only consider first and second look senior developmental education nominees when vectoring individuals to Joint Advanced Warfighting School.

1.4.5.17.3. Will ensure personnel vectored for joint-duty assignment consideration are of sufficient quality to achieve promotion rates in accordance with joint promotion objectives outlined in 10 USC § 662, *Promotion Policy Objectives for Joint Officers.*

1.4.5.17.4. Will outline procedures to ensure the qualifications of Joint Qualified Officers are such that joint promotion objectives can be achieved as outlined in AFI 36-2135, *Joint Officer Management*.

1.4.5.18. Before vectoring to National Defense University, will consider the mandatory follow-on assignment along with the overall career timing of the individual.

1.4.5.19. Will provide major command functionals the entire squadron commander candidate list and offer a slate of at least three candidates for the hiring officials (unless there is a limiting factor). Hiring officials can request alternate names from the entire list through the major command functional. When requests are unable to be fulfilled or resolved within, or across major commands, the functional managers/development teams will work with the major command functionals and/or numbered Air Force commanders to resolve/determine the candidate's final placement. **Note:** Squadron command selection message will take place after the Developmental Education Designation Board results are released.

1.4.5.19.1. When the hiring official determines the candidates are not an acceptable match, the hiring official has the right of refusal. Alternate names may be requested from the entire list through the major command functional. The hiring authority must select an individual from the identified candidate list.

1.4.5.19.2. Will provide feedback to senior raters if their top two stratified squadron command nominees fall below the development team primary candidate cutline for the squadron command candidate list. This feedback will be provided within 21 business days after the completion of the development team meeting for the senior rater to provide mentoring upon public release. Feedback must include rationale and functional perspective. When the senior rater is not Air Force (i.e., joint) feedback will be provided to the individual's senior Air Force advisor. Feedback must be provided through direct, email or telephone contact.

1.4.5.20. Will validate and endorse self-nominated GS-14/15 candidates for Civilian Strategic Leadership Program.

1.4.5.20.1. Will identify and vector other highly-qualified GS-14/15 candidates in their functional community for Civilian Strategic Leadership Program participation. If vectored directly by the development team, candidates will have the ability to accept or decline Civilian Strategic Leadership Program consideration.

1.4.5.20.2. Will provide each Civilian Strategic Leadership Program select a suggested priority order for three categories of Civilian Strategic Leadership Program positions: joint, Headquarters Air Force, and installation-level positions.

1.4.5.20.3. Will identify a follow-on functional assignment for individuals currently in a Civilian Strategic Leadership Program assignment.

1.4.5.21. Will provide vector recommendations for civilians selected for resident developmental education programs during the first development team session following the annual public Developmental Education Designation Board release.

1.4.5.22. Will provide vector recommendations for civilians selected for career broadening developmental assignments at least 1 year prior to completion of the program.

1.4.5.23. Will provide individual career feedback to officers, civilians, senior raters, and commanders/directors.

1.4.5.24. In conjunction with assignment teams/career field teams, will review the results of their developmental vectoring to ensure Airmen are receiving meaningful and actionable feedback.

1.4.5.25. Will determine Developmental Education Designation Board nominations (civilian) and vectors (military), squadron command and squadron director candidate lists, Advanced Studies Group nominations, and AF/A1-approved functionally sponsored development programs. Major command vice commanders may request AF/A1 approval to conduct squadron command and squadron director panels separately from the development team sessions.

1.4.5.26. Will approve the civilian pool of highly qualified employees for assignment to Key Career Positions.

1.4.5.27. Will provide career field feedback to ensure opportunities and expectations are transparent to functional communities At a minimum, development teams will provide a post-development team webinar/video teleconference to functional community personnel and leadership. The webinar/video teleconference and briefing notes will be posted to a website that is accessible to members of the functional community. At a minimum,

webinar topics will include: Panel membership, number of individuals nominated/vectored for developmental education, number of developmental education slots available, number of individuals nominated for squadron command (officers), projected number of squadron command positions available, number of individuals selected as squadron command candidates, elements of a successful individual's record (e.g., stratification, awards/recognition, special selections and assignments).

1.4.5.28. Will review career field Air Expeditionary Force posturing and coding to ensure capabilities are visible and properly aligned in the Air Expeditionary Force.

1.4.5.29. Will consider cross-functional developmental and utilization requirements (see **paragraph 1.3.5**) when recommending vectors for their officers and civilians. Development Team chairs (in coordination with career field managers, and assignment teams/career field teams) must use cross-functional authority-provided input to ensure these cross-functional requirements are appropriately addressed during development team sessions. Finally, development teams should provide feedback to cross-functional authorities on the requirements cross-functional authorities provided prior to the development team session.

1.4.5.30. Will determine development team meeting dates and agenda items.

1.4.5.30.1. Development teams will meet at least once per year. Specific times will be determined by the functional manager but will align with the development team battle rhythm (see **Attachment 9**). RegAF Development Team meetings will be held at the Air Force Personnel Center and must be coordinated with AFPC/DP3. Waivers to this requirement must be submitted to AF/A1D for approval.

1.4.5.30.2. Will provide development team meeting dates to AFPC/DP2ND no later than 60 days prior to the start of each development team meeting. AFPC/DP3 will post development team meeting dates on the respective Development Pages in myPers.

1.4.5.30.3. At least once per year, will begin development team meetings with an overview of existing and projected requirements, to include existing 365-day deployment opportunities and existing and projected authorized strength.

1.4.5.31. Career field-specific force development efforts, to include automated systems designed to support functional force development initiatives, must be approved by AF/A1D. Appropriate major command and Air Staff functionals will report progress of such efforts to AF/A1D quarterly or as directed.

1.5. RegAF Enlisted Force Development.

1.5.1. Enlisted Functional Advisory Councils and Enlisted Development Teams Overview. Enlisted deliberate development is realized through the guidance, direction, and execution of Functional Advisory Councils and enlisted development teams. Through Functional Advisory Councils and enlisted development teams, enlisted career field leadership executes progression and succession planning to ensure there are sufficient personnel and skill sets available to accomplish the mission. The Functional Advisory Council also validates the career progression roadmap by reviewing career field requirements against career field inventory.

1.5.1.1. Progression planning is the responsibility of the career field managers and applies to all personnel in the career field. For most Air Force specialty codes, the progression

plan developed through the Specialty Training Requirements Team and the Utilization & Training Workshop is sufficient to technically develop Airmen in the grades of E-1 through E-7. The career field manager utilizes input from the Functional Advisory Council and enlisted development team to develop and adjust the career field progression plan as needed.

1.5.1.2. Succession planning is the responsibility of enlisted development teams and entails identifying key developmental positions and key leadership positions. Succession planning typically happens at the E-7 through E-9 grades. Enlisted development team requirements beyond this must be validated by the Functional Advisory Council and approved by AF/A1D.

1.5.1.2.1. A key developmental position is used to complement leadership qualifications. These positions are utilized to provide experience necessary for key leadership positions that may not be gained through the normal assignment system. The number of key development positions identified should be sufficient enough to support the succession planning for career field key leadership positions. The goal is to maintain a bench of qualified personnel with the requisite experience for Air Force Personnel Center to fill key leadership position vacancies.

1.5.1.2.2. A key leadership position is defined as a unique, "no-fail" position with distinguishing responsibilities and education, training, experience, or performance requirements that cannot be realized through normal progression planning, and may not be prevalent in the majority of the career field. These positions are not to be confused with specially-designated functional positions such as key nuclear billets, although those billets may also be defined as key leadership positions. Positions designated as key leadership positions should represent only a small percentage of authorizations within any Air Force specialty code and grade to support the unique requirements of the career field.

1.5.2. Roles and Responsibilities.

1.5.2.1. The AF/A1 will:

1.5.2.1.1. Provide updated guidance on Functional Advisory Councils and enlisted development teams to functional authorities, functional managers and career field managers annually.

1.5.2.1.2. Provide force management and sustainment data as required by Functional Advisory Councils and enlisted development teams.

1.5.2.2. Air Force Chief Master Sergeants (CMSgt) Management Group (AF/A1LE) will:

1.5.2.2.1. Utilize enlisted development team vectors to fill identified CMSgt positions upon vacancy consistent with needs of the Air Force**.**

1.5.2.2.2. Publish Enlisted Quarterly Assignment Listing (EQUAL)-Plus advertisements for positions identified by career field managers through the enlisted development team process and approved by functional managers.

1.5.2.2.3. Vet volunteers against the enlisted development team vector list and select the most eligible volunteer. If there are no volunteers, the most eligible Airman on the enlisted development team vector list will be selected for the position.   All

discrepancies will be reconciled between the Chiefs' Group and career field manager. Position vectors remain valid until updated by career field managers through the enlisted development team process.

1.5.2.3. Functional Managers will:

1.5.2.3.1. Chair the Functional Advisory Council (unless delegated to a designated representative) and determine Functional Advisory Council membership. **(T-1).**

1.5.2.3.2. Provide guidance to Functional Advisory Council membership to ensure force development processes are in support of career field management and planning. **(T-1).**

1.5.2.3.3. Review the Functional Advisory Council findings and approve/disapprove recommendations as appropriate. The Functional Advisory Council recommendations should include whether an enlisted development team is warranted and needed to facilitate vector requirements. Recommendations to hold enlisted development teams and/or create additional Enlisted Quarterly Assignment Listings (EQUAL) Plus advertisements will be forwarded to the major command functional manager and functional assignment manager at Air Force Personnel Center if approved. **(T-1).**

1.5.2.3.4. Develop a charter for their respective enlisted development team and review annually, revising as appropriate. Charters will be submitted to A1DI for approval. If the Functional Advisory Council has recommended that an enlisted development team is not warranted, the functional manager will submit a Memorandum For Record stating justification to A1DI for approval. **(T-1).**

1.5.2.3.5. Chair the enlisted development team (unless delegated to a designated representative) and determine enlisted development team membership. The enlisted career field manager may execute the enlisted development team on behalf of the functional manager. **(T-1).**

1.5.2.3.6. Approve the removal or cancellation of assignment for Airmen ineligible for key leadership positions upon recommendation by the career field manager and Air Force Personnel Center. **(T-1).**

1.5.2.4. Enlisted career field managers will:

1.5.2.4.1. Consult Air Force Directorate of Force Management Policy (AF/A1P) and Air Force Directorate of Manpower, Organization and Resources (AF/A1M) on force management, force sustainment, and force requirement data analysis and execution. **(T-1).**

1.5.2.4.2. Identify the career field's key developmental positions and key leadership positions. **(T-1).**

1.5.2.4.3. Ensure duty titles within their career field are standardized in accordance with AF Handbook (AFH) 36-2618, *The Enlisted Force Structure* and the needs of their functional area. **(T-1).**

1.5.2.4.4. Facilitate the enlisted Functional Advisory Council. Summarize the Functional Advisory Council's recommendations, submit to the functional manager for

consideration and, if applicable, forward enlisted development team approval to the functional assignment manager at Air Force Personnel Center. **(T-1).**

1.5.2.4.5. Ensure the Functional Advisory Council validates key developmental positions and key leadership positions and coordinates with the owning manpower office to code the positions with a D-prefix on the respective unit manpower documents. **(T-1).**

1.5.2.4.6. Assign developmental special experience identifiers to specific types of positions to vector enlisted Airmen, as appropriate. For example: major command functional manager – special experience identifier 1CA; Air Education and Training Command Training Manager – special experience identifier 1CB; Superintendent (Large Squadron) – special experience identifier 1CC; Superintendent (Small Squadron) – special experience identifier 1CD. These special experience identifiers will be utilized to identify Airmen vectored to key positions only, and are not associated with any special experience or training. **Note:** Special experience identifiers 1CA-1CO have been reserved specifically as developmental special experience identifiers, and will be updated and removed by AFPC/DPO. **(T-1).**

1.5.2.4.7. Schedule enlisted development teams, as necessary, to perform succession planning for key developmental positions and key leadership positions. **(T-1).**

1.5.2.4.8. Develop a vector worksheet and solicit information from enlisted Airmen being considered for enlisted development team vectoring, as needed. If used, career field managers should give Airmen reasonable time to complete and return the worksheet prior to the enlisted development team. Information may include the Airmen's developmental preferences and volunteer statement regarding assignments for which they may be qualified. **(T-1).**

1.5.2.5. Air Force Personnel Center (AFPC/DP2) will:

1.5.2.5.1. Coordinate with career field managers (and designated representatives) to provide access to personnel information necessary to conduct the enlisted development teams. **(T-1).**

1.5.2.5.2. Provide guidance, as needed, to career field personnel responsible for loading personnel data into the existing enlisted development team tool for use by enlisted development teams. **Note:** For enlisted development teams held in venues other than Air Force Personnel Center, on-hand technical support for the enlisted development team tool may not be available. Limited reach-back phone support will be available. **(T-1).**

1.5.2.5.3. Utilize enlisted development team vectors to fill identified D-prefix positions upon vacancy and/or career field manager/major command functional manager request, and in line with Air Force needs. Current enlisted development team vector lists will be consulted and the most eligible member will be selected. **(T-1).**

1.5.2.5.3.1. If there are no volunteers, the most eligible non-volunteer on the enlisted development team vector list will be selected for the position. Any discrepancies will be reconciled between the Air Force Personnel Center and the career field manager. Position vectors will remain valid until updated by career

field managers through the enlisted development team process. **(T-1).**

1.5.2.5.3.2. If the enlisted development team vector list is exhausted and a vacancy occurs in a key leadership position, the Air Force Personnel Center will notify and work closely with the career field manager to determine the most effective means to fill the position. **(T-1).**

1.5.2.5.4. Coordinate with enlisted career field managers in situations where Airmen assigned or projected to key leadership positions are ineligible based on the position requirements. Final approval authority will rest with functional managers. **(T-1).**

1.5.2.6. Enlisted career field leadership at lower levels (i.e., flight chiefs or squadron superintendents) will:

1.5.2.6.1. Review and understand career field health and development goals. **(T-1).**

1.5.2.6.2. Review capabilities of local personnel inventory in comparison with career field goals. **(T-1).**

1.5.2.6.3. Utilize existing resources and the career field progression plan to develop Airmen. **(T-1).**

1.5.2.6.4. Maintain Unit Personnel Manpower Roster to ensure vectored members are assigned against the appropriate key developmental position/key leadership position. **(T-1).**

1.5.3. Enlisted Functional Advisory Councils. Functional Advisory Councils will prepare senior leaders with a comprehensive understanding of functional, cross-functional and institutional personnel requirements pertaining to a particular career field and advise on management strategies to sustain and improve capabilities. **(T-1).**

1.5.3.1. Functional Advisory Council Establishment. Functional Advisory Councils are established to determine the necessity for enlisted development teams. Functional Advisory Councils should convene at least annually and should make every effort to be held in conjunction with other career field meetings where a majority of the Functional Advisory Council and enlisted development team members will be in attendance. Alternatively, Functional Advisory Councils may be held virtually (Defense Connect Online, Video Teleconference, etc.). **(T-1).**

1.5.3.2. Functional Advisory Council Membership. The functional manager chairs the Functional Advisory Council (unless delegated) and determines membership. **(T-1).**

1.5.3.2.1. The Functional Advisory Council should include the career field manager and major command-level functional leadership as well as other key force development stakeholders. **(T-1).**

1.5.3.2.2. Certain cross-functional communities (e.g., Nuclear, Cyberspace, Test and Evaluation, and Acquisitions) have valid force development requirements involving Airmen assigned to functional Air Force specialty codes. Representatives from these communities may attend applicable Functional Advisory Councils with prior approval from the functional manager. **(T-1).**

1.5.3.3. Functional Advisory Council Responsibilities.

1.5.3.3.1. Will validate the career progression roadmap by comparing career field needs (requirements) against career field capabilities (inventory), providing a summary of projected requirements (to include grade, Air Force specialty code, experience level, and number of valid personnel authorizations that must be filled). **(T-1).**

1.5.3.3.2. Will identify developmental goals of the career field. Discussions should include topics such as cross-functional requirements review, releasing Airmen for opportunities outside the Air Force specialty code, preparing Airmen for institutional Air Force leadership positions, sustaining perishable skill sets, and the role of diversity within the career field. **(T-1).**

1.5.3.3.3. Will determine career field capability to satisfy identified requirements, meet developmental goals and perform the mission. Any capability gaps must be resolved through changes in progression plan, force management initiatives or enlisted development teams (for example, requiring 18 to 24 months practical experience in two separate core functional areas prior to an Airman receiving their 7-skill level). **(T-1).**

1.5.3.3.4. If Functional Advisory Council chair responsibility is delegated, the Functional Advisory Council provides the functional manager a recommendation for executing an enlisted development team. A recommendation to conduct an enlisted development team should only be provided if the Functional Advisory Council identifies either of the following conditions exist: **(T-1).**

1.5.3.3.4.1. Key developmental positions are necessary to provide Airmen specific education, training or experience which cannot be obtained through normal training/education, progression planning, or assignment processes. **(T-1).**

1.5.3.3.4.2. Key leadership positions (as defined in **paragraph 1.5.1.2.2**) require Airmen to have specific education, training, experience, or performance qualifications. **(T-1).**

1.5.3.3.5. If an enlisted development team is executed, the Functional Advisory Council should utilize enlisted development team feedback to identify existing and potential career field capability gaps. **(T-1).**

1.5.3.3.6. Will review Career Field Education and Training Plan for progression currency. **(T-1).**

1.5.3.3.7. Will communicate developmental goals to the career field through an updated career progression roadmap, and provide direction to career field leadership. Career field feedback can be accomplished through emails to major command functional managers for dissemination, hosting Webinars, or other similar process. **(T-1).**

1.5.4. Enlisted Development Teams. Enlisted development teams provide vectors based on projected (or anticipated) requirements by grade, level, and position type. A vector is an enlisted development team's collective recommendation for an experience level, training or education opportunity, or position type for an Airman's next or subsequent assignment. Enlisted development assess Airmen's qualifications and potential for future opportunities. Enlisted development teams must be executed in the most cost-efficient manner possible. This

includes taking full advantage of remote capabilities, conducting enlisted development teams in conjunction with other scheduled meetings, and minimizing the need for Air Force Personnel Center support and resources to execute enlisted development teams.

1.5.4.1. Enlisted Development Team Establishment. An enlisted development team will only be established and executed upon recommendation by the Functional Advisory Council and approval by the functional manager. When scheduling enlisted development teams, consider the timing of promotion releases for the designated ranks. Prior to execution of the enlisted development team, the career field manager will determine the eligibility criteria (for all personnel within a given rank) and coordinate with the Functional Assignment Manager at the Air Force Personnel Center to identify eligible personnel that will be considered for vectoring. This allows the enlisted development team to review current force capabilities in comparison to the career field requirements.

1.5.4.2. Enlisted Development Team Membership. The functional manager chairs the enlisted development team (unless delegated) and determines the membership. Ideally, the enlisted development team would include the career field manager, major command-level functional leadership, and other career field strategic-level subject matter experts at the Senior Master Sergeant (SMSgt) and/or CMSgt levels. Exceptions to the rank/grade of voting members require a waiver from AF/A1D. The career field manager may chair the enlisted development team on behalf of the functional manager.

1.5.4.3. Enlisted development teams will understand career field policies, plans, programs, training, and actions affecting career field management and development, and will take these matters into consideration when vectoring. There are four distinct phases of enlisted development team operations: planning, preparation, execution, and post execution. The planning phase is where the enlisted development team pre-work begins. The career field manager initiates the process by delivering an official message to the eligible personnel in the respective career fields.

1.5.4.3.1. In the preparation phase of the enlisted development team, enlisted career field managers will:

1.5.4.3.1.1. Coordinate with the Air Force Personnel Center on the date and location of the enlisted development team. **(T-1).**

1.5.4.3.1.2. Coordinate with the Air Force Personnel Center to identify Airmen eligible for vectoring. **(T-1).**

1.5.4.3.1.3. Designate a career field representative to coordinate with the Air Force Personnel Center on all transactional matters (i.e., load personnel data into the development team tool). **(T-1).**

1.5.4.3.1.4. Solicit input from individuals and their leadership through vector worksheets, and/or review recommended "Future Roles" on the Enlisted Performance Report. **(T-1).**

1.5.4.3.2. During the execution phase, the enlisted development teams will:

1.5.4.3.2.1. Review the career field health and developmental goals. **(T-1).**

1.5.4.3.2.2. Review identified key developmental position and key leadership position requirements and qualifications. **(T-1).**

1.5.4.3.2.3. Review personnel records of identified eligible personnel. **(T-1).**

1.5.4.3.2.4. Vector qualified personnel for key developmental positions and key leadership positions based on requirements. **(T-1).**

1.5.4.3.2.5. If required, vector non-qualified Airmen to key developmental positions in order to obtain the experience necessary to qualify them for key leadership positions. **(T-1).**

1.5.4.3.2.6. Determine if there are enough qualified Airmen in the current inventory to meet projected vacancies in key leadership positions. **(T-1).**

1.5.4.3.3. During the post-execution phase, enlisted career field managers will:

1.5.4.3.3.1. Provide vectors to ARPC Directorate of Assignments (ARPC/DPA) and AF/A1LE. **(T-1).**

1.5.4.3.3.2. Provide feedback to eligible Airmen and their leadership. **(T-1).**

1.5.4.3.3.3. Establish a method to provide aggregate feedback to the entire career field regarding the enlisted development team process, career field goals and other appropriate information. Webinars have been very successful in delivering this feedback. Career field personnel should receive feedback and guidance in a deliberate and organized manner. **(T-1).**

1.5.4.3.3.4. Review the demographic makeup of the functional community and identify potential barriers to all Airmen reaching their highest potential. Diversity information may be obtained using the Interactive Demographic Analysis System within the Air Force Portal and/or the Retrieval Application Websites (RAW) application located on the Air Force Personnel Center Secure site (**https://w20.afpc.randolph.af.mil/AFPCSecureNet20/PKI/MainMenu1.aspx**). **(T-1).**

1.5.4.3.3.5. Conduct gap and barrier analyses to address any negative trends. Present this information post-development team to AF/A1 via the template provided in the annual force development guidance memorandum. **(T-1).**

1.5.4.3.3.6. In support of the post-development team brief to AF/A1, the Air Force Personnel Center will provide diversity statistics by career field to conduct required analysis, as provided in the annual force development guidance memorandum, for the current development team cycle. **(T-1).**

1.5.4.3.3.7. Develop/maintain enlisted development team minutes (required) to capture the overarching guidance, processes utilized, number of personnel vectored, and lessons learned from the enlisted development team. **(T-1).**

1.5.4.3.3.8. Provide the Functional Advisory Council feedback to drive any needed changes to the career field progression plan or sustainment strategy. **(T-1).**

1.6. Executing Air Force Reserve Force Development.

1.6.1. Roles and Responsibilities. All supervisors, commanders, and leaders must encourage Reserve Citizen Airmen to fully participate in voluntary aspects of force development. Specific responsibilities include the following **(T-1)**:

1.6.1.1. The Air Force Reserve Senior Leader Management Office (AF/REG) is responsible for the management and oversight of all Air Force Reserve general officer, O-6 and senior enlisted key and strategic positions to effectively and efficiently develop, sustain and utilize Air Force Reserve senior leaders. Centralized management of Air Force Reserve senior leader positions will further enable the Total Force by optimizing inherent strengths of each talent pool for building a dynamic senior leader cadre to meet current and future institutional requirements. AF/REG serves as the administrative lead for the Reserve Command Screening Board and the Reserve Brigadier General Qualification Board for eligible reserve officers.

1.6.1.2. Directorate of Personnel, Office of the Chief of the Air Force Reserve (AF/REP) provides strategic direction, policy development/oversight and legislative interpretation for force development programs.

1.6.1.3. Directorate of Programs and Requirements (AF/REX) is the authority on Air Force Reserve manpower, resource programming, and management.

1.6.1.4. Directorate of Manpower, Personnel and Services (AFRC/A1) implements policy for the overall career management and force development programs, in conjunction with AF/REP, Air Reserve Personnel Center and the Individual Reserve Readiness Integration Organization. The Chief, Personnel Division, Manpower, Personnel and Services, Headquarters Air Force Reserve Command, (HQ AFRC/A1K), directs programs that provide information, guidance and opportunities for Reserve Citizen Airmen to serve a rewarding career. Within AFRC/A1, the following organizations have unique responsibilities:

1.6.1.4.1. AFRC/A1C. Provides oversight of the Air Reserve technician program and functional authority on all matters affecting Air Reserve technicians and civilian personnel.

1.6.1.4.2. AFRC/A1K. Executes Air Force Reserve force development policy and provides operational guidance for the force development process, professional military/developmental education and training, and recommends policy direction to AF/REP. HQ AFRC/A1K is the chair for the Force Management and Development Working Group and functions as the administrative arm for the Air Force Reserve Force Management and Development Board and Force Management Council.

1.6.1.4.3. AFRC/A1M. Provides oversight and is the functional authority for Air Force Reserve Command manpower authorizations and resourcing issues.

1.6.1.5. Air Reserve Personnel Center. The Air Reserve Personnel Center executes policy and procedure at the tactical level of the force development program managing all transactional aspects of the process(es). Within the Air Reserve Personnel Center, the following organizations have unique responsibilities:

1.6.1.5.1. ARPC/DPA. ARPC/DPA is the Center's focal point for a multitude of force development functions. They are responsible for management and execution of the in-residence developmental education Student Assignment Facilitation program for all Air Force Reserve Command members, regardless of status, to appropriate follow-on opportunities. AF/REG manages O-6 and O-6(s) follow-on assignments and informs DPA who will provide follow-on assignment updates to AF/RE throughout the

academic year. DPA is the managing organization for assignment actions for O-5s and below into key and joint duty assignment list positions.

1.6.1.5.1.1. ARPC/DPA provides management and oversight of the Active Guard and Reserve program on all matters affecting Active Guard and Reserve personnel (O-5 and below) including assignments and the Active Guard Reserve Review Board.

1.6.1.5.1.2. ARPC/DPA is responsible for executing annual boards including 48 specific career field developmental teams, biannual Reserve School Selection Board, Reserve Developmental Education Designation Board, Enlisted Developmental Education Board, Reserve Command Screening Board, Command Chief Screening Board, and Reserve Stripes for Exceptional Performers II promotion board.

1.6.1.5.2. Joint Officer Management. Manages the Air Force Reserve's joint officer management program in conjunction with Joint Staff at the Pentagon. The joint officer management service manager will provide coordination on all assignments for O-5 and below into/out of joint duty assignment list billets prior to consummation. AF/REG will notify the Air Force Reserve joint officer management service manager on all O-6 and above joint duty assignment list assignments prior to consummation. The joint officer management team executes all Air Force Reserve Command joint duty assignment list actions, per the guidance provided in AFI 36-2135, *Joint Officer Management.*

1.6.1.6. Headquarters Individual Reservist Readiness and Integration Organization. The Headquarters Individual Reservist Readiness and Integration Organization provides oversight of the Individual Mobilization Augmentee and Participating Individual Ready Reservist programs and is the authority on all matters affecting individual mobilization augmentee and participating individual ready reservist personnel. The Headquarters Individual Reservist Readiness and Integration Organization implements policies concerning individual mobilization augmentees and participating individual ready reservists in conjunction with AFRC/A1, AF/REP and the Air Reserve Personnel Center. The career field manager/major command functional manager, Headquarters Individual Reservist Readiness and Integration Organization and appropriate detachment commanders must coordinate on all individual mobilization augmentee and participating individual ready reservist key/command/joint deliberate assignment actions. No internal moves affecting joint positions will be consummated without joint officer management service manager coordination. Headquarters Individual Reservist Readiness and Integration Organization and detachment commanders must include the career field manager/major command functional managers and ARPC/DPA on all force development manpower changes and actions.

1.6.1.7. Numbered Air Force Commanders. Numbered Air Force commanders provide oversight to respective reporting organizations and are the authority on all matters affecting Air Reserve technicians, traditional reservists and unit Active Guard and Reserve personnel. The career field managers/major command functional managers and assignment facilitators must coordinate on all key/command/joint deliberate assignment actions though Numbered Air Force commanders. Numbered Air Force commanders will include the

career field managers/major command functional managers on all force development manpower changes and actions.

1.6.1.8. Reserve Functional Manager. Reserve functional managers are senior leaders within a career field appointed by the AFRC/CC. The Reserve functional manager provides day-to-day strategic-level direction and authority over specific functional community requirements and overall management of a functional career field. While they should maintain an institutional focus with regard to resource development and distribution, Reserve functional managers are responsible for ensuring their specialties are equipped, developed, and sustained to provide Air Force capabilities. Headquarters Air Force Reserve Command full-time directors fulfill the Reserve functional manager role to ensure consistency and continuity. They must appoint a career field manager and major command functional manager (the Reserve functional manager and career field manager may be the same) in writing to HQ AFRC/A1, with notification to ARPC/DPA.

1.6.1.9. Career Field Manager (officer)/Major Command Functional Manager (enlisted). The career field manager is appointed by the Reserve functional manager on behalf of the AFRC/CC and represents a single functional family. A career field manager/major command functional manager may be responsible for more than one specialty or multiple career field managers may be appointed within a single career field. Major command functional managers are appointed by the Reserve functional manager and are responsible for the management of designated enlisted career fields. The career field managers/major command functional managers provide strategic-level direction and are the overall authority on behalf of the Reserve functional manager for Reserve Air Force specialty code-specific requirements and serves as subject matter experts for career field specific guidance. They monitor the health and manning of their career fields and elevate concerns to Reserve functional managers. They manage command training for their career field and disseminate career field policies and program requirements throughout the command. AFRC/A1K will maintain a current list of career field managers/major command functional managers. Career field managers must be an O-6/GS-15 (or equivalent) and major command functional managers must be a CMSgt for enlisted personnel (any other grade requires a waiver by the owning Reserve functional manager). Specific responsibilities include, but are not limited to:

1.6.1.9.1. Maintaining career field pyramids outlining experience, education and training needed for positions.

1.6.1.9.2. Identifying position distribution by grade and status.

1.6.1.9.3. In coordination with the appropriate assignment organization (AF/REG or ARPC/DPA) providing hiring official with a prioritized list of qualified candidates from the key personnel listing, Reserve Command Screening Board, Reserve Brigadier General Qualification Board and sitting O-6 commanders to fill key/command/joint vacancies.

1.6.1.9.4. The career field managers will serve as chair for their officer development team, unless the Reserve functional manager appoints another career field senior leader.

1.6.1.9.5. Major command functional managers are responsible for career field messaging and notifying eligible members of upcoming development team schedules

and requirements. Major command functional managers will serve as chair for enlisted development teams, determine panel membership, maintaining career field key personnel listing, and are also responsible for the release of post-board vectors.

1.6.1.10. Functional Area Manager. The functional area manager is appointed by the career field manager on behalf of the Reserve functional manager and should be the most highly knowledgeable and experienced person within the functional area and have the widest range of visibility over functional area readiness and capability issues. Functional area managers are accountable for the management and oversight of all personnel and equipment within a specific functional area to support operational planning and execution. Responsibilities may include, but not limited to:

1.6.1.10.1. Developing and reviewing policy and training.

1.6.1.10.2. Developing, managing, and maintaining unit type codes.

1.6.1.10.3. Developing criteria for and monitoring readiness reporting, force posturing and analysis.

1.6.1.11. Commanders and other leaders. Commanders, command chiefs, superintendents, supervisors/raters, program managers, career field managers/major command functional managers, and senior Reserve Citizen Airmen play a vital role in force development. Each individual (Reserve Component, RegAF or civilian) should understand and be committed to Total Force development. Individual assessment, mentorship, and feedback are essential elements in achieving a well-rounded workforce. Leaders will:

1.6.1.11.1. Ensure each Reserve Citizen Airman receives tactical-level mentoring to reach their full potential.

1.6.1.11.2. Educate, coach, and encourage individuals to participate fully in the force development process.

1.6.1.11.3. Understand the Air Force Reserve force development process, as well as the respective force development requirements and career path for the various functional communities.

1.6.1.11.4. Assist Reserve Citizen Airmen in assessing and fulfilling their developmental objectives and career goals utilizing tools such as career field pyramids and individual ribbon charts.

1.6.1.11.5. If a Reserve Citizen Airman submits Reserve-development plan, carefully consider his/her potential and provide honest assessment on the Reserve-development plan. This feedback should occur both before the development plan is submitted and after it has been reviewed by the development team (development teams balance the desires of the individual with the mission needs of the Air Force Reserve; therefore, career vectors may not match individual desires).

1.6.1.12. Force Management Council. The Force Management Council approves and provides overall policy guidance on education, training, and experience equating to career, force management, and development of Air Force Reserve personnel. As necessary, the council reviews the progress and metrics of fielded programs to ensure established objectives are satisfied. The Force Management Council consists of the following members: AFRC/CC (Chair), AFRC/CV, AFRC/CCC, 4 AF/CC, 10 AF/CC, 22 AF/CC,

HQ AFRC/DS, AF/REP (Advisory), ARPC/CC (Advisory), HQ AFRC/A1 (Advisory), and HQ AFRC/FM (Advisory). Only primaries may attend unless otherwise approved by AFRC/CC.

1.6.1.13. Air Force Reserve Force Management and Development Board. The Air Force Reserve Force Management and Development Board reviews and/or develops proposed policy guidance on education, training, and experience equating to career force management and development of Air Force Reserve personnel. As necessary, the council reviews the progress and metrics of fielded programs to ensure established objectives are satisfied. Provides oversight and manages taskings and efforts of the Air Force Reserve Force Management and Development Working Group. The Air Force Reserve Force Management Development Board consists of the following members: AFRC/CV (Co-Chair), AF/RE-D (Co-Chair), HQ AFRC/DSD, AF/REG, AF/REP, AF/REX, FGC/CC, ARPC/CC, HQ AFRC/A1, HQ AFRC/FM, HQ AFRC A-Staff Directors, a wing commander from each numbered Air Force, and one wing command chief from each numbered Air Force serving as the numbered Air Force representatives for a 2-year tour. Attendance is for primaries only.

1.6.1.14. Air Force Reserve Force Management and Development Working Group. The Force Management and Development Working Group is the entry point for all initiatives on education, training, and experience equating to career force management and development of reserve personnel. As necessary, the Force Management and Development Working Group reviews their progress and metrics of fielded programs to ensure established objectives are satisfied. The Air Force Reserve Force Management and Development Working Group consists of the following members: HQ AFRC/A1K (Chair), HQ AFRC/A1C, HQ AFRC/A1L, HQ AFRC/A1M, HQ AFRC/FMD, AF/REG Deputy, AF/REP Deputy, Chief of Air Force Reserve Manpower Division, HQ Readiness and Integration Organization (RIO)/CC, ARPC/DPA, three career field manager representatives and three major command functional manager representatives.

1.6.1.15. Individual. Each Reserve Citizen Airman is responsible for determining his/her availability for development opportunities. It is incumbent upon each individual to learn about force development processes, seek guidance from leaders and other mentors and determine goals/desires for their own development. The Reserve-development plan is the tool to communicate their desires regarding their level of force development participation. Officers complete the Reserve Officer Development Plan and enlisted complete the Reserve Enlisted Development Plan located on the virtual Personnel Center. Air Reserve technicians interested in civilian development may complete an Individual Development Plan located on the myPers webpage and follow the guidance for civilian force development in this instruction. Reserve Citizen Airmen may choose not to participate in the formal force development process for any cycle with the understanding they may miss out on education, training and career guidance from career field senior leaders.

1.6.1.15.1. When possible, final submission of a Reserve-development plan is through the first O-6 or higher in the rating chain. For individual mobilization augmentees, detachment commander is acceptable if O-6 equivalent in the member's chain of command does not have access to the virtual Personnel Center. Enlisted members follow the recommended routing of two-level coordination (rater/rater's rater).

1.6.1.15.2. Failure to submit a Reserve-development plan within the last 12 months prior to a member's respective development team session, and according to deadlines established by ARPC/DPA, will remove Reserve Citizen Airmen from consideration for that development team cycle. Failing to meet a development team can result in reduced opportunities.

1.6.2. Force Development. The purpose of Air Reserve Force Development, as an element of Total Force Development, is to create a reserve force that is responsive to Air Force requirements and managed as an integral part of the Total Force. The goal is to produce Reserve Citizen Airmen who possess the tactical expertise, operational competence and strategic vision to lead and execute the full spectrum of Air Force missions. The purpose of force development is to:

1.6.2.1. Maximize capabilities of all Reserve Citizen Airmen to ensure the Air Force Reserve Command can provide the right leader at the right time for air, space and cyberspace power in support of Air Force requirements. The methods applied to the force may differ slightly by career field as developmental methods are tailored to suit unique career field requirements and the availability of Reserve Citizen Airmen.

1.6.2.2. Ensure opportunities and expectations are transparent to all Reserve Citizen Airmen.

1.6.2.3. Develop a pool of qualified candidates for strategic senior leadership positions.

1.6.2.4. Deliberately connect all education, training, and experience opportunities (to include developmental education, assignments, deployments) to best leverage the continuum of learning that builds and enhances cross-functional, foundational and occupational competencies that meet Air Force Reserve needs in and across career fields.

1.6.2.5. Create standardization to the fullest extent possible among all career fields to ensure a consistent force development program.

1.6.2.6. Enhance Reserve Citizen Airmen's understanding of their role in force development, using their inputs regarding desires for developmental education, future assignment opportunities, and provide feedback to inform and shape expectations.

1.6.2.7. Leverage information technology to provide useful tools to facilitate/enhance personnel decision processes and to maximize the capabilities of all Reserve Citizen Airmen.

1.6.3. Air Force Reserve Officer.

1.6.3.1. Identified key, command and joint duty assignment list positions will be managed by the command and the appropriate career field manager. Each career field manager in coordination with career field senior leaders, must review their career field key, command and joint duty list annually to determine if changes are needed. Along with the career field managers, senior leaders in each career field determine "key" positions within their career field, which would provide the experiences necessary to develop Reserve Citizen Airmen and equip them with the right capabilities to potentially become Total Force senior leaders. Command positions referenced on the key/command/joint list are all O-6 commander positions determined by organization manpower requirements. Numbered Air Force commanders may identify O-5 squadron commander billets as key and staff

recommendations via the established process for approval by AFRC/CV and /or AF/RE-D. Joint duty assignment list positions are determined by the joint staff and are considered key experiences for development. Eligible candidates for key/command/joint positions include individuals listed on Reserve development team Key Personnel Lists, in-resident developmental education students, sitting O-6 commanders, Reserve Command Screening Board, and Reserve Brigadier General Qualification Board selects.

1.6.3.2. Assignments into key/command/joint positions will have a three-year tour length and a focused rotational movement. This turnover ensures breadth of experience in conjunction with the depth reservists obtain within their core Air Force specialty. The combination of depth and breadth in education, training and experience will ensure the Air Force Reserve has Reserve Citizen Airmen ready to take leadership roles at the strategic/enterprise levels in the Air Force Reserve, Air Force or Department of Defense. Attaining overall force development goals requires career management to achieve the following objectives:

1.6.3.3. Will deliberately connect individual education, training and experience opportunities to build competencies that meet Air Force Reserve needs within career fields.

1.6.3.4. Will ensure the Air Force Reserve invests the right education, training, and experience in the right individual at the right time within the Reserve Citizen Airmen construct by developing personnel processes and utilizing competitive selection, to support this objective.

1.6.3.5. Will enhance Reserve Citizen Airmen, supervisors, and commanders understanding of their roles in managing reserve careers through the development team process and provide feedback to inform and shape individual expectations.

1.6.3.6. Officer Force Development. Tactical, operational and strategic level opportunities are common to all career fields. Officers must establish solid experience at the tactical and operational levels in a primary career field. At the field grade level, reserve officers should explore gaining a breadth of experience via assignments, unique opportunities, education and training. While a majority of officers will choose to remain at the tactical/operational level providing depth of expertise and leadership in a particular field, it is imperative that some continue to increase their development at the more strategic levels. A small percentage of officers across career fields will have the opportunity to apply for deliberately managed key/command/joint positions with levels of responsibility and leadership at the higher end of the operational arena and strategic level. These individuals will have increased opportunities for breadth of experience within Department of Defense, Air Force, Air Reserve Component, and joint levels.

1.6.3.6.1. Officer career paths have historically been depicted in career field pyramids, indicating upward progression and implying fewer types of jobs exist at senior levels. Career pyramids provide an overview of professional development throughout an officer's career and a general career model with specific details for each Air Force specialty.

1.6.3.6.2. Career field pyramids reinforce that there is no "set path" to senior leadership, but there are fundamental building blocks or pillars. Civilians should reference AFMAN 36-606, *Civilian Career Field Management and Development* for career field specific pyramids.

1.6.3.6.3. Career field pyramids reflect developmental education opportunities. Developmental education opportunities include both appropriate-level military education and specialized education that develop officers either within their career field or prepare them for an assignment outside of their core career field.

1.6.3.7. Assignment Facilitators. Assignment facilitators reside at the Air Reserve Personnel Center and are the primary conduit between the career field managers, development team panels and the Reserve Citizen Airmen.

1.6.3.7.1. The primary purpose of assignment facilitators is to coordinate with the career field managers in developing and facilitating the Air Force Reserve officer career field-specific force development execution actions. These actions include: planning and execution of development teams, conducting post-development team actions, field communications regarding assignment opportunities, general career counseling, and Reserve-development plan assistance and management. Assignment facilitators will:

1.6.3.7.1.1. Provide individual Reserve Citizen Airmen with general career counseling to include Reserve-development plan assistance, assisting career field managers with executing development team goals, general information on assignment opportunities in line with development team vectors.

1.6.3.7.1.2. Review and track key/command/joint assignment opportunities, prepare vacancy announcements, send to pre-determined population, and collect packages. Upon close out, assignment facilitators will consolidate applicant packages, compare to development team Key Personnel Listing results, and prepare listings of qualified officers for career field managers to provide to the hiring authority and other senior leaders as required.

1.6.3.7.1.3. Provide information and coordinate support to the career field manager for development team events. Required information includes a general overview of the type of utilization and/or development opportunities so development teams can provide realistic and actionable vector recommendations. Assignment facilitators will ensure all vectors are presented to career field managers/major command functional managers within the prescribed timeline (see **Table 1.1**.).

1.6.3.7.1.4. Identify officers who are eligible to meet a given development team and prepare materials to present to the development team, as needed.

1.6.3.7.1.5. Identify measurable data to be analyzed and tracked to ARPC/DPA.

1.6.3.7.1.6. Assist development team chair/career field managers with maintaining development team charters. Maintain Key Personnel Listings, awareness of projected key/command/joint position changes, and key/command/joint position descriptions.

1.6.3.7.1.7. Disseminate career field information on behalf of the career field manager.

1.6.3.7.1.8. Assist career field managers with maintaining a Potential Reassignment List (officers only) and notifying O-5s and below no later than 6 months prior to term limit expiration. Assignment facilitators will assist members with reassignment opportunities.

1.6.3.7.1.9. Develop and provide career field managers with email messages and other communication requirements to forward to career field members.

1.6.3.7.1.10. Conduct telecon with key players (career field managers, major command functional managers, ARPC/DPA, Board Operations) to review potential eligible pool to discuss the impact of standard filter waivers 151 days prior to the development team.

1.6.3.7.2. Assignment facilitators may be required to execute enlisted development teams as determined by ARPC/DPA Superintendent.

1.6.4. Air Force Reserve Enlisted.

1.6.4.1. Nominative and key/strategic E-9 positions. The Senior Enlisted Management Division (AF/REG) in coordination with AFRC/CCC, provides oversight of Air Force Reserve senior enlisted personnel assigned to key/strategic E-9 positions at the major command level and above. These key/strategic positions provide exposure, experience and continued growth for our senior enlisted leaders within the Total Force environment. The positions are typically classified as Active Guard and Reserve or Individual Reserve billets and carry a 3-year term limit. Key/strategic positions include all major command, Office of the Secretary of Defense, joint, agency, Field Operating Agency, Direct Reporting Unit, and select E-8/E-9 positions. Eligible candidates for key/strategic positions include individuals listed on the Reserve development team Key Personnel List.

1.6.4.1.1. The intent is to fill key/strategic E-9 vacancies utilizing the Command E-8/E-9 Key Personnel List. The Key Personnel List is established annually by the Command E-8/E-9 Development Team and maintained by AF/REG. If selected, members are placed on the E-8/E-9 Key Personnel List for a period of 1 year. In addition to the E-8/E-9 Key Personnel List, the major command functional managers will establish and manage separate functional area Key Personnel Lists. The major command functional manager Key Personnel List will be used for positions requiring functional expertise.

1.6.4.1.2. Nominative opportunities are received from AF/A1LE in the form of a Request for Nomination. When determining qualified applicants for nominative positions, AF/REG, in coordination with AFRC/CCC, will review eligible candidates from the E-8/E-9 Key Personnel List and contact the member(s) to confirm availability for a career broadening opportunity. If the member is interested in the opportunity, AF/REG will coordinate nomination package(s) through AFRC/CCC and AF/RE for approval. Upon approval, the nomination package(s) will be forwarded to AF/A1LE for distribution to the hiring authority. The nominee may or may not be contacted for an interview. If selected, the member will be placed in an Active Guard and Reserve or extended active duty status for the duration of the assignment annotated in the request

for nomination. AF/REG will assist member with the assignment process through ARPC/DPA.

1.6.4.1.3. For key/strategic positions funded by Air Force Reserve Command, the hiring authority will complete necessary candidate reviews, determine a selectee, notify ARPC/DPA of their selection. ARPC/DPA will contact the member, make the official job offer and execute the transactional portion of the assignment. **Note**: Candidates on any E-8 or E-9 Key Personnel List should be given strong consideration for key/strategic opportunities. Functional area Key Personnel List members should also be given strong consideration for those jobs that require functional area expertise.

1.6.4.1.4. If a member of the E-9 Key Personnel List applies for a key/strategic vacancy and a non-Key Personnel List member is selected, the hiring authority must apply for waiver approval through AF/REG to the approval authority. If there are no E-9 Key Personnel List applicants for an E-9 key/strategic vacancy, and a non-Key Personnel List E-8/E-9 is selected over E-8 Key Personnel List applicants, the hiring authority must apply for a waiver approval through AFRC/CV **(T-1)**. Waivers with written justification must be provided to AF/REG who will coordinate the request with the major command functional manager, AFRC/CCC, the approval authority, and AF/RE as needed. If approved, the non-Key Personnel List member may be hired. If the request is disapproved, the hiring authority must reconsider the pool of applicants, or re-announce the vacancy.

1.6.4.1.5. Enlisted key/strategic positions are reviewed and validated biennially by major command functional managers, AFRC/CCC and AF/REG.

1.6.4.2. Enlisted Force Development. The focus of enlisted force development is to develop Airmen by integrating skills, abilities, goals and desires with the needs of Air Force Reserve Command in correlation with AFH 36-2618, *The Enlisted Force Structure*. Enlisted force development provides deliberate and organized career development initiatives while maintaining the Reserve Citizen Airmen culture and the integrity of all reserve categories. These initiatives coincide with education, training and experience to meet the operational and strategic challenges of the Air Force Reserve. AFRC/CCC will oversee the enlisted force development program through AFRC/A1. AFRC/A1K will manage the enlisted force development program and advise the AFRC/CCC. AF/REG will manage the senior enlisted nominative positions process. AF/REP will coordinate with AF/A1D ensuring Air Force Reserve requirements are considered when Air Force policy is written or changed and in coordination with AFRC/A1, will author the necessary policy guidance for the Air Force Reserve. Senior leaders must be committed to developing the enlisted force utilizing a qualified candidate pool to meet current and future leadership requirements through robust assessment, mentorship, and feedback. Senior leaders are also entrusted to educate, mentor, and encourage Reserve Citizen Airmen to fully participate in the force development process.

1.6.4.2.1. Enlisted Reserve Citizen Airmen are encouraged to make a strong personal commitment toward professional and personal development beyond formal schools offered. They are also encouraged to embrace responsibility for ensuring continued growth for themselves and others so they are ready for the next level.

1.6.4.2.2. Major command functional managers will appoint Air Force specialty subject matter experts for their respective career fields. Each subject matter expert will research and identify their professional developmental opportunities beyond the formal Air Force schools and will maintain a complete list of educational opportunities and provide it to Reserve Citizen Airmen at all levels.

1.6.4.2.3. Major command functional managers maintain the list of key/strategic positions and review projected vacancies to ensure appropriate placement of individuals. Major command functional managers and/or AF/REG work with hiring authorities and senior leadership to evaluate candidates and make assignment recommendations.

1.6.4.2.4. AF/REG will manage enlisted Active Guard and Reserve and Individual Reserve key/strategic positions at the major command level and above. In coordination with major command functional managers, AFRC/CCC, AF/RE and AFRC/CC, AF/REG will deliberately manage personnel included in the annual E-8/E-9 Key Personnel List as well as those currently residing in a key/strategic position. Incumbents in key/strategic positions not selected to the Key Personnel List should strive to complete the necessary requirements, increasing the likelihood for selection to positions of greater responsibility.

1.6.4.2.5. The Command E-8/E-9 development team will be held at ARPC/DPA to review records and the Reserve-enlisted development plans for E-8s and E-9s across the command. It is the member's responsibility to ensure his/her desires and goals are identified on his/her Reserve-enlisted development plan and submitted to ARPC/DPA by the established deadline.

1.6.4.2.6. Enlisted Development Teams. Enlisted development teams will be held biannually for each enlisted career field to review E-7 through E-9 records; however, smaller career fields may review E-6 and below records during the enlisted development team with HQ AFRC/A1KO approval. Typically, major command functional managers will hold enlisted development teams at ARPC; smaller career fields (<250 records) may request to hold their enlisted development team at Air Force Reserve Command through AFRC/A1KO.

1.6.4.2.7. Enlisted Facilitators. Air Reserve Personnel Center-based enlisted facilitators are the primary conduit between AFRC/A1K, major command functional managers and development team panel members. The primary purpose of enlisted facilitators is to prepare and execute enlisted development teams and the Command E8/E9 development team.

1.6.4.2.8. Reserve Enlisted Force Development Panel. The Reserve Enlisted Force Development Panel provides oversight, takes action and makes recommendations on the deliberate development and utilization of enlisted Citizen Airman. Reserve Enlisted Force Development Panel membership and guidelines are outlined in the Reserve Enlisted Force Development Panel Charter. The panel is chaired by AFRC/CCC and co-chaired by the Chief of Enlisted Force Development (HQ AFRC/A1KO). The Reserve Enlisted Force Development Panel will meet three times per year at various venues with additional meetings as requested by the chair.

1.6.5. Deliberately Managed Positions.   While RegAF assignments are deliberate and normally term-limited, most reserve assignments are not. It is imperative for Reserve Citizen Airmen to gain depth in their career field to provide a solid developmental foundation. To meet the needs of Total Force development, the Air Force Reserve must ensure certain assignment opportunities are deliberately managed and have standardized turnover within the Citizen Airman construct. In addition to depth, broadening through assignments is essential to developing our future force. The four pillars of Air Force Reserve senior leader development are assignments in: command, joint positions (to include joint experience and/or joint duty assignment list), National Capital Region, and above wing level.

1.6.5.1. Key/command/joint positions provide qualified Reserve Citizen Airmen access to senior leader roles. Further, to foster strong succession planning, it is essential the Air Force Reserve standardize turnover for all key/command/joint and key/strategic positions. This will ensure the success of Air Force Reserve mission sets and the continued development through the right experiences, within all reserve categories. (Reference AFI 36-2110 for key/command/joint assignment execution details).

1.6.5.2. Key/command/joint position assignments. All key/command/joint positions are limited to 3-year terms and will be advertised by the appropriate assignment organization (AF/REG for O-6s and ARPC/DPA for O-5 and below). Reserve Citizen Airmen who are assigned to a key/command/joint position will be put on a potential reassignment list. These Airmen will be notified by AF/REG if occupying an O-6 key/command/joint position, or they will be notified by ARPC/DPA if occupying an O-5 or O-4 key/command/joint position of their term expiration in accordance with the signed key/command/joint Statement of Understanding at least 6 months prior to the end of their term. HQ AFRC/A1C manages assignment actions for Air Reserve technician positions and coordinates with the appropriate assignments organization.

1.6.5.3. Overages are not authorized for key/command/joint positions; however, during reassignments there may be overlap of the incoming and outgoing personnel not to exceed 90 days.

1.6.5.4. O-6 eligibility. Officers on their career field Key Personnel List, Reserve Command Screening Board list, Reserve Brigadier General Qualification Board list, or sitting commanders assigned to O-6 commander positions are considered high-potential officers and are qualified to apply for key/command/joint positions. For O-6 command positions an officer must be on the Reserve Command Screening Board or a sitting commander in an O-6 command position to apply or be considered.

1.6.5.5. O-5 and below eligibility. Officers on their career field Key Personnel List or in-resident developmental education students are considered high-potential officers and are highly encouraged to apply for key/joint positions. Final approval authority for assignment into an O-5 or below key/joint position is the hiring authority.

1.6.5.6. In order to assign a non-high-potential officer to a key/command/joint position, a waiver must be submitted in writing through AF/REG for O-6s and ARPC/DPA for O-5 and below. Final approval authority for assignments into O-6 key/command/joint positions is AF/RE-D and/or AFRC/CV, and final approval authority for assignments into O-5 and below key/command/joint positions is the appropriate wing commander or director.

1.6.6. Identification of Key, Command, Joint Positions (Officers).

1.6.6.1. Career field managers and career field senior leaders identify key positions and provide updates annually to HQ AFRC/A1K. Career field managers will provide detailed position descriptions, to include RegAF inputs as appropriate. The command and joint-accrediting positions are designated/coded on the key/command/joint career management product. AF/RE-D and AFRC/CV, with the assistance of career field managers, identify key O-6 billets. Command positions referenced in this document are all O-6 command positions (line and non-line O-6 commander positions) as identified on the unit manning document. Some squadron commander and operations officer positions will be used for force development, but those will be determined by career field managers, appropriate senior leaders and identified as "key" then route via the key position approval process to AFRC/CV and/or AF/RE-D. Joint-accrediting positions are all positions listed on the annual joint duty assignment list publication.

1.6.6.2. AF/REX validates that projected joint duty assignment list billets are valid manpower authorizations.

1.6.6.3. AF/REG maintains the O-6 key/command/joint career management product. AFRC/A1K, career field managers, and assignment facilitators maintain the O-5 and below key/command/joint career management product.

1.6.6.4. Career field managers must review and revalidate their key/command/joint career management product annually. AFRC/A1K will help facilitate this process. Any changes to key/command/joint positions must be identified on an AFRC Form 106, *Manpower Change Request*, and identified to AFRC/A1KO for coordination/approval. Career field managers are responsible for managing assignments for key/command/joint career positions in coordination with AF/REG, ARPC/DPA, Headquarters Individual Reservist Readiness and Integration Organization, and selecting officials.

1.6.6.5. Career field managers in coordination with AF/REG and assignment facilitators review projected vacancies for key/command/joint billets to ensure appropriate advertisement, selection, and placement of individuals. Career field managers will work with assignment facilitators (O-5 and below) and/or AF/REG (O-6s) and senior leadership to evaluate candidates and make assignment recommendations; input from the development team will be considered.

1.6.6.6. Once leadership makes a decision and it is approved, career field managers, assignment facilitators (O-5 and below), and AF/REG (O-6) will work with the appropriate assignment authority to complete the action. Assignments will be reviewed for Uniformed Services Employment and Reemployment Rights Act exception and Air Reserve technician career impact.

1.6.7. Identification of Key/Strategic Positions (Enlisted).

1.6.7.1. Major command functional managers review and identify key/strategic positions annually to AFRC/A1K. They provide detailed position descriptions, to include position requirements (i.e., Community College of the Air Force, skill level and experience).

1.6.7.2. AF/REG and HQ AFRC/A1K maintain the list of key positions and position descriptions.

1.6.7.3. Major command functional managers review projected vacancies for key/strategic positions to ensure appropriate placement of individuals. Major command functional managers and/or AF/REG work with hiring authorities and senior leadership to evaluate candidates and make assignment recommendations.

1.6.7.4. Once leadership makes a decision and it is approved, major command functional managers or AF/REG work with the appropriate assignment authority who will complete the action.

1.6.8. In-Residence Developmental Education Student Assignment Facilitation (officers). The Air Force Reserve selects students to attend in-residence developmental education based on a number of factors, including potential to serve as senior leaders. Many students recommended for in-residence developmental education and selected by the Reserve Developmental Education Designation Board to attend will receive a follow-on assignment that uses the applicable skills garnered during the developmental education experience and compliments their rank/grade and Air Force specialty code. Some students may return to their previous assignment. Air Force Reserve selects who accept the quota will be required to sign a statement of understanding acknowledging the student outplacement program guidelines.

1.6.8.1. The Student Assignment Facilitation Panel considers inputs provided by commanders and students, the appropriate assignment vacancies, hiring authorities, as well as the advice of the applicable career field managers and group representatives.

1.6.8.2. The Student Assignment Facilitation Panel will be co-chaired by AF/RE-D and AFRC/CV and will determine when and how often the panel will meet. Student Assignment Facilitation panel membership includes: career field managers who have career field members attending in- residence developmental education, AF/REG/REP, AFRC/A1/A1C/A1K/A1M, ARPC/CC/DPA, numbered Air Force commanders and Headquarters Individual Reservist Readiness and Integration Organization, at a minimum **(T-1)**. The Air Reserve Personnel Center will host the panel.

1.6.8.3. The Student Assignment Facilitation Panel develops a list of recommended matches between the developmental education student and a projected vacancy. Assignments must adhere to HAF directives and Air Force Reserve Command guidance on requirements for placement after completion of specialized developmental education programs (fellowships, School of Advanced Air and Space Studies, other advanced studies schools, and National Defense University schools such as Joint Advanced Warfighting School, Eisenhower School, and National War College which will require a joint duty assignment list tour upon graduation to the greatest extent possible).

1.6.8.4. The Student Assignment Facilitation Panel will primarily pursue/recommend assignments which match the participation status (part-time/full-time) the student held when applying/selected for developmental education unless change in status is required by the outplacement requirements of the school the select is attending or the needs of Air Force Reserve Command.

1.6.8.5. The program intent is to assign developmental education students to positions which maximize the return on investment from in-residence education. In some cases, returning developmental education students to original unit upon completion of developmental education may be appropriate.

1.6.8.6. Hiring authorities must consider student outplacement into their organization or provide justification for disapproval to the AFRC/CV. **(T-1)**.

1.6.8.7. Students are offered/notified of assignments through the normal hiring procedures. The Student Assignment Facilitation Panel will inform AFRC/CC of panel results and student outplacement.

1.7. Air Force Reserve Development Teams.

1.7.1. Overview. The career field manager (officer) and major command functional manager (enlisted) administer force development objectives through the development teams. Development teams play a critical role in developing officers and enlisted to support current and projected mission capabilities. An important purpose of the development teams is to allow career field leaders the opportunity to assess their human capital inventory. Development teams also provide data which must be used for developmental processes (i.e., deliberate developmental education recommendations, assignments, etc.). Developmental teams provide guidance on continuing education, training, and experience opportunities to individual Reserve Citizen Airmen. Development teams at the numbered Air Force-level and below are prohibited. **(T-1).**

1.7.2. Roles and Responsibilities.

1.7.2.1. Reserve Development Teams. Development teams serve as the Air Force Reserve "front line" in force development. The development team goal is to assemble senior leaders within respective career fields for the purpose of providing actionable feedback and guiding each Citizen Airman to reach their potential. Development teams will:

1.7.2.1.1. Vector personnel toward appropriate education, training, experience, and other opportunities that ensure appropriate timing and development to meet the needs of the Air Force Reserve and the Citizen Airman.

1.7.2.1.2. Assess the career field pool by scoring records based on established criteria and scales, and produce Key Personnel Lists and in-residence developmental education and professional development recommendations.

1.7.2.1.3. Identify the education, training, and experiences appropriate for Reserve Citizen Airmen within each functional community based on current and future requirements. This includes education, and training opportunities funded by the Air Force or pursued as self-development by all Reserve Citizen Airmen. Development teams provide feedback to career field managers/major command functional managers and individuals, and update career field pyramids as necessary.

1.7.2.1.4. Understand career field policies, plans, programs, training and actions affecting career field management and development when making decisions and provide actionable vectors. Development teams must also take into consideration valued skills acquired through years of experience in his/her core Air Force specialty code, civilian experiences, and career broadening in a non-core special duty. These experiences provide future leaders with the critical thinking and problem solving skills to make informed decisions.

1.7.2.1.5. Review the career field pyramid for their respective career field and modify as appropriate. The career field pyramid illustrates development levels and corresponding windows of opportunity for education and training to help focus Reserve Citizen Airmen's expectations and give them a roadmap. Development teams use career field pyramids to make informed vector recommendations and assist career field managers/major command functional managers with updating this guidance based on career field dynamics as well as current and projected personnel requirements (see **Attachment 7**).

1.7.2.1.6. Development teams will consider cross-functional development and utilization requirements when vectoring Reserve Citizen Airmen. Cross-functional offices of primary responsibility will identify their requirements to career field managers/major command functional managers no later than 90 days prior to each scheduled development team session if opportunities exist.

1.7.2.1.7. Development teams will establish a Key Personnel List by reviewing and scoring Airmen records. Once scores are consolidated via the database, a cut line is determined. Through intentional discussion and review, panel members validate the cut. The Key Personnel List is comprised of individuals with high potential and is used by key/command/joint and key/strategic hiring authorities and may be referenced for other developmental/force development decisions and hiring decisions. High potential individuals are maintained on key personnel lists broken out by grade. ARPC/DPA is responsible for posting and maintaining the officer Key Personnel Lists. All Key Personnel Lists will be posted on a secure site. Career field managers/major command functional managers are responsible for maintaining Air Force specialty code-specific Key Personnel Lists.

1.7.2.2. Prior to career field development teams, an overview of existing and projected requirements should be accomplished by the career field manager and assignment facilitator. Requirements include, but are not limited to, identifying vacancies/projected vacancies and deployment opportunities.

1.7.2.3. A member can be vectored for recommendations for next or subsequent assignments and/or career broadening developmental assignments. Standardized vectors are utilized for all career fields. Additional career field specific vectors may be added. To ensure vectors are aligned with appropriate development and progression, career fields must maintain current and comprehensive career field pyramids and ensure dissemination to the career field.

1.7.2.4. ARPC/DPA will work with career field managers/major command functional managers and AFRC/A1KO to develop the development team calendar year schedule and finalized no later than July of the previous year. Dates are posted on myPers.

1.7.2.5. ARPC/DPA is responsible for execution and facilitation of pre-development team, development team, and post-development team events. Development teams requiring only one panel may be executed at Air Force Reserve Command or virtually. Requests to execute at Air Force Reserve Command or virtually must be staffed through AFRC/A1K by 30 June of the calendar year prior to the next development team cycle and reflected appropriately on the annual development team calendar. Additional meetings outside of the development team (e.g., board of directors, executive working groups, conferences,

briefings, etc.) are the sole responsibility of the visiting team. A minimum of one action officer per panel is recommended (suggested grades: O-3 through O-5 for officer development teams; E-1 through E-6 for enlisted development teams).

1.7.2.6. To ensure consistency across career fields and grow a pool of competitive Reserve Citizen Airmen with capabilities to perform in tactical, operational, and strategic environments standardized filters will be imposed. Individuals who do not meet eligibility filter requirements (filters) may not be scored or vectored. Some development teams may include additional filters unique to their career field. Reserve Citizen Airmen are encouraged to complete their Reserve-development plan by the respective development team suspense date. Air Force Reserve members may only meet one development team per calendar year, unless approved by both career field managers.

1.7.2.7. All Air Force Reserve officers will be vectored by their core ID. Primarily, officers will meet their annual development team based on their core ID. If an officer does not have a core ID, or if they belong to the pseudo-core 16F/P, then they will meet the Special Duty/Non-Core development team. Enlisted members will meet their biannual functional development team, and may meet the Command E8/E9 development team.

1.7.2.8. Board Operations. Responsible for building each career field database prior to the development team to include standardized filters and vectors along with career field-specific filters and vectors. Board operations personnel provide technical expertise. Additionally responsible for collecting data identified by AFRC/A1K to be analyzed and tracked. Board operations personnel will assist with the development of development team metrics and summary. Provides career field managers unit manning documents and unit manpower personnel records for their respective functional career field upon request.

1.7.2.9. Development Team Chair. Development team chair responsibilities include, but are not limited to:

1.7.2.9.1. Determining development team board composition (see **paragraph 1.7.3**.).

1.7.2.9.2. Ensuring at least one action officer per panel is selected and scheduled for the development team.

1.7.2.9.3. Ensuring the career field pyramid is reviewed and modified, as appropriate, during the development team.

1.7.2.9.4. Providing ARPC/DPA, or designated representative, any career field-specific guidance for development team panel members, including but not limited to, Air Force Specialty Code (AFSC)-specific filters.

1.7.2.9.5. Ensuring vectors are returned to the ARPC/DPA for distribution to the career field in a timely manner (see **Table 1.1**.).

1.7.2.9.6. Ensuring development team Charter Guidelines (see **Attachment 16**) are developed and/or reviewed annually in conjunction with career field development team.

1.7.2.9.7. Participating in Air Force Reserve career field manager forum.

1.7.2.9.8. Reviewing their career field key/command/joint list annually to determine if changes are needed. Along with the career field managers, senior leaders in each career

field determine the "key" positions within their functional community. These positions will provide the experiences necessary to develop Reserve Citizen Airmen and equip them with the right capabilities to potentially become strategic senior leaders within the Air Force Reserve. Key positions identified must be vetted through the appropriate organizations to the AFRC/CV for final approval via the appropriate tasking tool.

1.7.2.9.9. Reviewing career field manning on a regular basis to ensure all funded positions are visible via the appropriate management tool (such as the Reserve Management Vacancy System) allowing Reserve Citizen Airmen to understand opportunities within every career field.

1.7.2.9.10. Reviewing and validating advanced academic requirements for professional specialties, as well as other professional continuing education needed to meet Air Force requirements. If desired, career field managers/major command functional managers may request a waiver to the standardized filters. The waiver request for officer development teams must be coordinated through AFRC/A1KO to AFRC/CV for approval. The waiver requests for enlisted development teams must be coordinated through AFRC/A1KO to AFRC/CCC for approval. Requests must be forwarded to ARPC/DPA no later than 90 days prior to the development team start date.

1.7.3. Reserve Development Team Membership.

1.7.3.1. Development Team Chair (officer). The career field manager normally chairs the development team; however, the Reserve functional manager may appoint a career field senior leader in lieu of the career field manager. The development team charter reflects the development team chair and membership (see **Attachment 17**). If the Reserve functional manager appoints someone other than the career field manager as the development team chair, they must provide the name and justification to AFRC/A1K and notify ARPC/DPA. **(T-1).**

1.7.3.2. Development Team Chair (enlisted). The major command functional manager normally chairs the development team; however, AFRC/A1KO may appoint a senior leader in lieu of the major command functional manager. AFRC/CV or designated representative will act as the senior advisor and AFRC/CCC or designated representative will chair the Command E8/E9 development team. **(T-1).** A grade waiver template letter is provided at **Attachment 15.**

1.7.3.3. Development Team Membership. Development team composition will be determined by the career field manager/major command functional manager. When possible, all Air Reserve Forces participation categories should be included. The development teams may include subject matter experts, observers, or action officers. Non-Air Force Personnel are not authorized to be team members. All development team members should serve in a grade/position consistent with the developmental decisions. In addition to the development team chair, voting members of the development team may include key force development stakeholders such as senior leadership from the functional community that best represents the population. **(T-1).**

1.7.3.3.1. The career field manager/major command functional manager are highly encouraged to include RegAF members and Air National Guard members. They may

include sitting numbered Air Force commanders, wing commanders/directors, group commanders, command chiefs, and other designated key personnel as voting members.

1.7.3.3.2. Ideally, development teams should have no more than 50 percent member turnover from one development team to the next. Development teams should have a variety of representatives from career field managers, assignment facilitators, subject matter experts, or career teams (designated by the career field manager/major command functional manager) and/or civilian career field teams (designated by AFRC/A1C) as appropriate, to ensure standardization and provide administrative and logistical support.

1.7.3.4. Enlisted Command (E-8/E-9) Enlisted development team board membership. The enlisted development team chair determines board composition. In addition to the enlisted development team chair, voting members of the enlisted development team may include key E-9 force development stakeholders from across the command (should be on the Key Personnel List). When possible, all Air Reserve Forces participation categories should be included in the enlisted development team board member composition. The enlisted development team chair is highly encouraged to include members of the RegAF and the Air National Guard. This construct is replicated depending on the overall workload and enlisted development team member availability.

1.7.4. Reserve-Development Plan Guidance**.** The Reserve-development plan is the ultimate tool for Reserve Citizen Airmen to influence the development of their own careers based on their life events and civilian experiences; officers complete the Reserve-officer development plan and enlisted complete the Reserve-enlisted development plan. Title 5 civilians assigned to Air Force Reserve Command organizations and Air Reserve Technicians may complete an individual development plan and be seen by their civilian development team which is hosted at the Air Force Personnel Center. (For additional guidance see **Chapter 2** of this instruction.) Development teams begin a new cycle annually. The cycle provides Reserve Citizen Airmen with a fresh venue to update their goals and/or restrictions. Each individual should communicate their personal desires for that year to help development teams determine the most appropriate career opportunities when matched with coordinator recommendations. The force development process hinges on this document to match individual preferences to the needs of the Air Force Reserve.

1.7.4.1. The Reserve-development plan is located within virtual Personnel Center via myPers. At a minimum, the Reserve-development plan should be completed by the member 45 days prior to the scheduled development team. Failure to complete the Reserve-development plan during the prescribed timeline could exclude the individual from the development team process that cycle.

1.7.4.2. Reserve Citizen Airmen should clearly communicate their career goals in the Reserve-development plan. Goals are divided as near-, mid- and long-term. A well-communicated goal should indicate desire for in-residence education, change of assignment (location/status), command, joint duty, or other key developmental opportunities.

1.7.4.3. Impact of Reserve-development plan. Reserve-development plan is the main force development communication tool that allows functional managers and other senior leaders to assess an individual's career path and plan for future opportunities. Development teams

can provide a range of senior leadership recommendations based on the Reserve Citizen Airmen's and the coordinator's Reserve-development plan input.

1.7.4.4. Reserve-development plan utilization. Any/all portions of the Reserve-development plan (individual input, senior leader comments, and development team feedback) may be made available to other boards that require information contained in the Reserve-development plan.

1.7.5. Reserve Development Team Operations (face-to-face or virtual). There are four distinct phases of development team operations: planning, preparation, execution, and post execution. Operating procedures for executing development teams are maintained and updated by ARPC/DPA. Open communication between the career field manager/major command functional commander, AFRC/A1K, AF/REP, and ARPC/DPA is essential to aid in planning development team events and in identifying issues/potential conflicts discovered in relation to a development team event. AFRC/A1K should identify measurable data to be analyzed and tracked by ARPC/DPA.

Table 1.1. DT Phases of Operation.

PHASE OF OPERATION	TASK	OPR
Planning (151 days prior to Development Team)	Message to field with filters and noticed to complete Reserve-Development Plan	Assignment Facilitators, Career Field Managers, Major Command Functional Managers, AFRC/CCC, AFRC/A1KO
	Monthly follow-up messages	Assignment Facilitators, Career Field Managers, Major Command Functional Managers, AFRC/CCC, AFRC/A1KO
	Demographics review	Assignment Facilitators, Career Field Managers, Major Command Functional Managers, AFRC/A1KO
	Charter review/membership; career field pyramid review	Assignment Facilitators, Career Field Managers, Major Command Functional Managers, AFRC/A1KO
	Requirements determination	Assignment Facilitators, Career Field Managers, Major Command Functional Managers AFRC/A1KO
Preparation (90 days prior to Development Team)	Logistical information	ARPC/DPA, HQ AFRC/A1KO
	Database build	ARPC/DPA, Assignment Facilitators
Execution (Development Team event)	Score/vector	Development Team
	Outputs (KPL)	AFRC/A1KO, Development Team, ARPC/DPA
Post-Execution	Feedback to field	ARPC/DPA, AFRC/CCC, AFRC/A1KO, Major Command Functional Managers
	Metrics	AFRC/A1KO, ARPC/DPA

1.8. Executing Air National Guard Force Development (Applies To Air National Guard).

1.8.1. Overview. The vision for Air National Guard Force Development is to create an Air National Guard, which is responsive to local, state/territory/district, and Air Force requirements while simultaneously expanding our pool of future leaders. It is paramount to remember the Air National Guard is predominantly a traditional drill-status force and Air National Guard men and women share their military career with their civilian employers and families.

1.8.1.1. The overall goal of Air National Guard force development is to provide deliberate and organized professional development, tailored to meet Air National Guard and Air Force needs, within the context and culture of the Air National Guard. This is accomplished by developing Airmen with the necessary skills, knowledge and experience to lead and execute current and future mission capabilities.

1.8.1.1.1. The need to provide individuals with joint experiences, higher headquarters level opportunities, Air Expeditionary Force deployments, special duty assignments, and additional supervisory experiences has been identified by the Air National Guard.

1.8.1.1.2. The Air National Guard force development Concept of Operations and State Force Development Toolkit are available on the Air National Guard force development web site at: **http://www.ang.af.mil/careers/forcedevelopment** to provide basic elements and options to enable each State, Territory, and District to tailor and execute a force development plan to offer Airmen educational and developmental opportunities that meet the needs. Each State, Territory, District, and the Statutory Tour Program must have a force development process and a career management process to evaluate and mentor Airmen assigned to their state **(T-1)**. Since the Air National Guard does not employ a centralized assignment system, force development is conducted by each State, Territory and the District. The Air National Guard Readiness Center centrally manages Guardsmen's force development in the Statutory Tour program.

1.8.1.2. Force Management requires deliberate planning and must be designed to meet Air Force and Air National Guard needs, and also accommodate individual goals and objectives.

1.8.1.2.1. Each State, Territory, and District will have a process to identify positions and opportunities that provide the competencies necessary to become strategic leaders. The work of identifying these positions across the various programs in the Air National Guard and establishing detailed management processes belongs to each State, Territory, and District Joint Force Headquarters, wing, and Statutory Tour Program. At the direction of the Director, Air National Guard, National Guard Bureau Human Resources (NGB/HR) will maintain a national-level program to provide opportunities for Air National Guard members to complete an Air National Guard Headquarters and/or a major command assignment. The State, Territory, and District selection processes are necessary to validate candidates for this national-level program and indicate recommended follow-on assignments. **(T-1)**.

1.8.1.2.2. To facilitate planning for our members, a structured timeline within the Air National Guard Force Development program is essential. Solicitation for nominations must be timed to coincide with availability of opportunities, whether they are

educational or experiential. This timeline must also coordinate with programs outside the influence of the Air National Guard (i.e., intermediate developmental education/senior developmental education class start/completion dates, fiscal year, Air Expeditionary Force cycles, etc.). A calendar of events is published on the Air National Guard force development website.

1.8.2. The Force Development construct. The force development program consists of: a) centralized management within each State, Territory, District, and the statutory tour program; b) development teams focused on competency development within an organizational unit or functional group; and c) direct communication with individual Air National Guard members. Each of these components is described below along with examples of available support tools.

1.8.2.1. Centralized Management. To implement force development each State, Territory, and District, and Statutory Tour program will have a central body—Force Development Council—that accounts for opportunities and resources under its control.

1.8.2.1.1. The Force Development Council has the authority to centrally manage the development of Air National Guard Airmen under its control. It will identify education or assignment vectors for Airmen utilizing structured criteria such as career gates, prior education/assignments, and developmental potential.

1.8.2.2. Competency Development. Each State, Territory, and District Force Development Council may also be supported by force development teams which focus on the development of a subset of Air National Guard members. The subset may be defined by organization or command structure (i.e., a wing or a group) or by function or classification (i.e., rated officers, enlisted maintainers, medical specialty, company grade officers, Junior Non-commissioned officers). Development teams can be established at each wing, geographically separated units, or where needed to provide individuals with developmental vectors. Establishing development teams is one of the first and most powerful steps an organization can take to create the culture change necessary to enact force development.

1.8.2.2.1. Development teams are composed of supervisors and/or commanders who collectively review Individual Development Plans and provide developmental vectors to the Airmen under review. The developmental opportunities available to members within a specific functional area or command structure will vary from team to team. These opportunities include, but are not limited to, attending professional education courses, broadening or special duty assignments, and future deployments.

1.8.2.2.1.1. The focus of the development team is to assess each member's potential and deliberately plan a vector to promote and develop competencies to make the member an effective future Air National Guard leader.

1.8.2.2.1.2. Development teams are also a forum to identify the strengths, competencies, and transferrable skillsets a member brings from non-military, civilian experiences. As an organization, it is important to acknowledge the strength of the skillset traditional members bring to the organization through their civilian experience.

1.8.2.2.1.3. The establishment of development teams allows visibility into military and civilian talents at a local level where the knowledge can be used to enhance the organization and further develop the member.

1.8.2.2.2. Force development teams differ from Force Development Council, which focus on small groups, by ensuring that every member in the organization is aware of, and able to participate in, force development from the beginning to the end of their career.

1.8.2.2.3. Force development teams can use tools, like the career field pyramids to facilitate necessary one-on-one communication by laying out a potential career development path to provide development vectors.

1.8.2.3. Individual Communication. The foundation of force development is direct communication between the supervisor/commander and the Airman regarding the member's goals and aspirations. Each individual's goals and potential are unique. Therefore, the force development process needs to allow for varying paths and "on/off ramps" to account for changes in the Airman's availability to pursue a developmental opportunity.

1.8.2.4. Tools. Tools are available to assist States/Territories/Districts establish or renew force development programs in the Air National Guard Force Development Concept of Operations and on the Air National Guard force development web site: **http://www.ang.af.mil/careers/forcedevelopment**. This site also facilitates unit-to-unit sharing of best practices and lessons learned.

1.8.2.5. Functions. Force Development Councils and development teams should meet at least once per year, or more often as necessary. Force Development Council and development team members should work together to ensure proper execution of the force development construct and will:

1.8.2.5.1. Be aware of the Air Force and Air National Guard overall mission requirements at the local, State, Territory, District, and national level.

1.8.2.5.2. Oversee personnel development to meet functional community and broader Air Force and Air National Guard institutional requirements, while balancing the desires of the individual.

1.8.2.5.3. Highlight civilian competencies which are transferable to Air National Guard competencies.

1.8.2.5.4. Understand an individual's developmental preferences.

1.8.2.5.5. Balance individual desires and availability with institutional requirements.

1.8.2.5.6. Take into account commander/senior rater recommendations and assessments of developmental potential.

1.8.2.5.7. Evaluate and recommend individual Airmen for special developmental opportunities to include developmental education.

1.8.2.5.8. Make recommended "development vectors" for individual Airmen designed to optimize their potential skills development over time.

1.8.2.5.9. Provide developmental feedback to Airmen and commanders/supervisors using a Development Plan.

1.8.3. Developmental Education. Education is a vital investment in our people and force development recognizes the necessity of providing the right education to the broadest possible group of Airmen, both to develop them individually and to meet Air National Guard requirements.

1.8.3.1. As States, Territories, and Districts implement force development, the selection process will be structured to encourage senior raters, commanders, and command chiefs to identify and nominate their best candidates who have indicated the desire to attend in-residence schools.

1.8.3.2. State, Territory, and District Joint Force Headquarters and the National Guard Bureau Force Development Councils will validate candidates and indicate recommended follow-on developmental assignments. As developmental education opportunities are limited, all future leaders may not be able to attend traditional in-residence developmental education programs.

1.8.4. Joint-Duty Assignments. Force Development Councils and development teams must ensure Air National Guard members vectored for joint-duty assignment consideration are of sufficient quality to achieve promotion rates in accordance with joint promotion objectives outlined in 10 USC § 662.

1.8.5. Program Measurements and Metrics. Force development requires a quantitative form of measurement to capture gains (or losses) on resources invested in program execution. The Air National Guard Force Development Program Manager has established baseline measures of Air National Guard participation levels and achievement of specific force development indices. Periodic measurement and trend analysis will be used to evaluate program implementation and goal attainment.

1.8.5.1. The identification of individual member achievement of the force development indices provides an initial list of high potential or competitive Airmen within the Air National Guard organization. The creation of State, Territory, and District Force Development Councils capable of vetting or endorsing high potential Airmen will enhance the value of this force development product and assist in directing resource use.

1.8.5.2. The development of State, Territory, and District measures of success or criteria is encouraged. Criteria may be objective or subjective as determined by the needs of the individual State, Territory, and District or unit.

1.8.6. Communication and change management plan. The Air National Guard Force Development Program Manager has implemented a robust force development communication plan to inform Airmen, commanders, and supervisors of changes that will occur with the Air National Guard force development program. The communication plan is designed to ensure a coordinated, well-timed strategy for internal and external use by states and territories.

1.8.6.1. All levels of leadership must be committed to force development. **(T-1).**

1.8.6.2. Citizen Airman's time is respected by Air National Guard leadership.

1.8.6.3. There is a clear vision for developing Airmen to become the tactical, operational, and strategic leaders of tomorrow.

1.8.6.4. It is understood that Force Development Concept of Operations drives a process and attitude change throughout the Air National Guard.

1.8.6.5. Air National Guard leadership should be prepared to implement and facilitate these changes.

1.8.6.6. A platform is provided that allows different avenues for Air National Guard members to balance the needs of the unit, their family and their employer.

1.9. DSE. DSE will be identified and tracked to aid Airmen in attaining competencies.

1.9.1. DSE criteria. Use the following criteria as a guide to validate an experience as a DSE:

1.9.1.1. An immersive hands-on experience requiring active participation/involvement in positions, events, or activities leading to the accumulation of knowledge or skill that can be utilized to meet mission requirements.

1.9.1.2. An experience outside the scope of Air Force formal training that has been validated as a potential means for Airmen to obtain specific foundational, occupational, or joint competencies that not everyone is required to receive or encounter.

1.9.1.3. Leads to gaining or increasing the proficiency level of an Air Force foundational or occupational competency.

1.9.1.4. Produces stable, consistent, and reliable results each and every time.

1.9.1.5. Involves one or more types: Joint, Interagency, Multinational, Intergovernmental, Nongovernmental, Experience with Industry, Occupational, and Institutional.

1.9.1.6. The Force Development Command (AETC) will:

1.9.1.6.1. Develop and implement DSE processes and procedures.

1.9.1.6.2. Provide a system to capture and catalog DSE opportunities; and document and track the competencies gained at the appropriate proficiency level.

1.9.1.7. AETC/A3 will:

1.9.1.7.1. Review and validate DSE opportunities submitted by organizations or individuals using a formal process.

1.9.1.7.2. Record validated DSEs in the current AF learning catalog.

1.9.1.7.3. Provide DSE competency assessment tools.

1.9.1.7.4. Update AF members on the current process to obtain credit for DSEs accomplished in the AF system of record.

1.9.1.8. Functional Authorities/Total Force Career Field Managers will submit DSE opportunities to AETC/A3 for validation and inclusion in the current AF learning catalog.

1.9.1.9. Air Force Personnel Center (AFPC) or appropriate personnel servicing agency will coordinate with Development Teams and/or an Airman's leadership/supervisor to assign personnel to applicable DSEs.

1.9.1.10. Commanders/Supervisors will:

1.9.1.10.1. Submit DSEs through the designated medium for validation and inclusion in the current AF learning catalog. **(T-1).**

1.9.1.10.2. Provide feedback to the DSE providers, organizers, points of contact, and AETC/A3 to ensure that DSEs are up-to-date and are meeting required developmental results. **(T-1).**

1.9.1.10.3. Use assessment tool provided to determine the competency and proficiency level attainment on a member they supervise under a sponsored DSE. **(T-1).**

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Chapter 2

THE CAREER ASSISTANCE ADVISOR, FIRST TERM AIRMEN CENTER AND ENLISTED PROFESSIONAL ENHANCEMENT PROGRAMS

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2.2.8. Unit Commander will appoint, in writing, a SSgt – MSgt to the additional duty position of unit career advisor. **(T-2).** One unit career advisor for every 50 members is suggested.

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Chapter 3

DEVELOPMENTAL EDUCATION

3.1. Overview-Developmental education. Developmental education refers to an array of resident, non-resident, and blended educational opportunities composed of formal and experiential programs including but not limited to graduate education, service and joint professional military education, fellowships, and education with industry. This chapter details roles and responsibilities and provides compliance standards with regard to developmental education program administration and eligibility for the Total Force. While this chapter governs formal aspects of developmental education, commanders and civilian equivalents should provide a work environment that supports development for the Total Force. Taking mission requirements into consideration, leaders should authorize Airmen time to participate in developmental education during the duty day.

3.2. Program Roles and Responsibilities.

3.2.1. Commanders and Leaders. All commanders and leaders should encourage personnel to take advantage of resident and distance learning educational opportunities in accordance with the Secretary of the Air Force and Air Force Chief of Staff education expectations. Specific responsibilities include the following:

3.2.1.1. The Assistant Secretary of the Air Force for Manpower and Reserve Affairs (SAF/MR) will:

3.2.1.1.1. Serve as an agent of the Secretary to provide direction and oversight for all matters pertaining to the formulation, review, and execution of plans, policies, programs, and budgets addressing developmental education.

3.2.1.2. The Deputy Chief of Staff, Manpower, Personnel and Services (AF/A1) will:

3.2.1.2.1. Provide strategic objectives and advocacy for Air Force developmental education programs.

3.2.1.2.2. Present developmental education programs and concepts to the Air Force Board for consideration. **Note:** The Air Force Board reviews budgetary issues concerning pricing, execution, and executability of Air Force programs.

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3.2.1.2.4. Ensure the Air Force's diversity policies are integrated into the execution of developmental education processes, procedures, and programs.

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3.2.1.3. The Directorate of Force Development (AF/A1D) will:

3.2.1.3.1. Provide policy oversight, issue standing and intervening developmental education guidance, and allocate quotas and resources for developmental education programs to include distribution of space-available seats to sister service and interagency partners.

3.2.1.3.2. Determine rules for developmental education eligibility, selection, and removal criteria with regard to resident and distance learning programs for enlisted personnel.

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3.2.1.3.4. Publish annual developmental education programming requirements, establish eligibility policy and quotas at Air Force and non-Air Force schools, and determine participation quotas and rates in Air Force professional military education programs for non-Air Force personnel. **Exception:** Major commands may authorize increases or decreases in Airman Leadership School production to accommodate major command (MAJCOM) enlisted professional military education production requirements and constraints.

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3.2.1.3.6. Act as waiver authority for all exceptions to post-program assignments (all requests will first be coordinated through AFPC).

3.2.1.3.7. Oversee the Air Force Learning Committee and Air Force Education Requirements Board described in Attachments **21 and 22**.

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3.2.1.6. Air Force Personnel Center Commander (AFPC/CC) will:

3.2.1.6.1. Execute Air Force guidance for developmental education eligibility, selection and, removal of enlisted members. **Note**: Airman Leadership School has been designated to the wing-level or below. **(T-2)**.

3.2.1.6.2. Announce programs, eligibility criteria, and nomination procedures for intermediate and senior developmental education opportunities annually or as required. **(T-2)**.

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3.2.1.7. Office of the Chief of the Air Force Reserve (AF/RE) will:

3.2.1.7.1. Establish selection criteria for Air Force Reserve personnel to participate in developmental education programs.

3.2.1.7.2. DELETED

3.2.1.7.3. Publish the resident school selection lists for Air Force Reserve personnel.

3.2.1.7.4. Ensure unused quotas for developmental education opportunities are returned to the Learning Division, Directorate of Force Development (AF/A1DL).

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3.2.1.8.1. DELETED.

3.2.1.8.2. DELETED.

3.2.1.8.3. DELETED.

3.2.1.8.4. DELETED.

3.2.1.9. Air Force Reserve Command, Personnel Division (AFRC/A1K) will:

3.2.1.9.1. DELETED.

3.2.1.9.2. Determine annual Air Force Reserve enlisted professional military education quota requirements, provide statistics regarding participation in Air Force professional military education resident and distance learning programs, and coordinate Air Force Reserve participation in sister service professional military education programs.

3.2.1.9.3. DELETED.

3.2.1.9.4. DELETED.

3.2.1.9.5. DELETED.

3.2.1.9.6. Serve as point of contact for communications between Air Force professional military education program managers, other services' program managers, and Air Force Reserve base education and training managers in Force Support Squadrons. All professional military education resident school quotas will be coordinated between AFRC/A1K and the appropriate MAJCOM or schoolhouse as appropriate. Units are not authorized to solicit quotas directly with a schoolhouse.

3.2.1.10. DELETED

3.2.1.10.1. DELETED

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3.2.1.10.3. DELETED

3.2.1.11. National Guard Bureau Human Resources Directorate (NGB/HR) will:

3.2.1.11.1. Determine Air National Guard-specific eligibility requirements and quotas for in residence attendance in coordination with AF/A1D and AFPC and provide enlisted professional military education guidance to states and wings to include allocation distribution and scheduling procedures.

3.2.1.11.2. Serve as point of contact for Air National Guard joint professional military education issues.

3.2.1.11.3. Convene central selection panels as needed to make recommendations to the Director, Air National Guard (NGB/CF) for approval of attendance at resident professional military education programs.

3.2.1.11.4. Issue and monitor training line numbers and proficiency training days for students and coordinate all courses, ensuring compliance with applicable directives.

3.2.1.11.5. Serve as the point of contact for communications between professional military education program managers, other services' program managers, state and wing command CMSgts, and the ANG Force Development Flight (FSS/FSD). All professional military education resident school quotas will be coordinated between the National Guard Bureau's Training and Development Division (NGB/HRT) and the appropriate MAJCOM or schoolhouse as appropriate.

3.2.1.11.6. Act as waiver authority for ANG-specific exceptions to policy regarding professional military education eligibility, individual declinations, requests for operational or humanitarian deferments, and removal from selection for professional military education programs.

3.2.1.11.7. DELETED.

3.2.1.12. Air National Guard Training and Education Center (ANG TEC) will:

3.2.1.12.1. Forecast and submit annual resource requirements to NGB/HR in accordance with their published schedule. **(T-2)**.

3.2.1.12.2. Submit End-of-Class and End-of-Year reports for professional military education programs to NGB/HRT no later than 30 days after completion of each class and each fiscal year. End-of-Class and End-of-Year reports include, at a minimum, all student demographics by individual, class leadership, activities and events, award winners and remarks. **(T-2).**

3.2.1.12.3. DELETED.

3.2.1.13. The Adjutant General or equivalent will:

3.2.1.13.1. Endorse and, if necessary, stratify developmental education applicants.

3.2.1.13.2. Approve deferment requests for intermediate and senior developmental education attendance.

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3.2.1.14. DELETED.

3.2.1.14.1. DELETED.

3.2.1.14.2. DELETED.

3.2.1.15. Air National Guard Wing Commanders or Senior Raters will:

3.2.1.15.1. Ensure all personnel are counseled throughout their careers on the relationship between professional military education and mission readiness. **(T-2).**

3.2.1.15.2. DELETED.

3.2.1.15.3. Authorize, prescribe, and provide facilities, personnel, equipment, and funding as needed to support local professional enhancement and development objectives. **(T-2).**

3.2.1.16. DELETED.

3.2.1.16.1. DELETED.

3.2.1.16.2. DELETED.

3.2.1.17. Air National Guard Force Development Flight (FSS/FSD) will:

3.2.1.17.1. DELETED.

3.2.1.17.2. Immediately notify NGB/HRT when a selectee cannot attend, coordinate review and/or endorsement with the state headquarters or wing commander, and forward the official package to NGB/HRT. **(T-2).**

3.2.1.17.3. Conduct out-processing briefings for members departing to attend resident professional military education regarding financial expenditures, academics, and reporting instructions. **(T-3).**

3.2.1.18. Air University will:

3.2.1.18.1. Design, develop, conduct and evaluate resident and distance learning development programs in accordance with Air Force doctrine, policy, and the instructional system development process (instructional system development guidance is provided in AFH 36-2235v10, *Information for Designers of Instruction Systems*).

3.2.1.18.2. Advertise eligibility, enrollment, academic and graduation criteria for Air Force resident and distance learning programs for each developmental education level in Air University catalogs and Education and Training Course Announcement (The ETCA SharePoint® is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z).

3.2.1.18.3. Maintains faculties, staff and facilities, and programs funds for resident and non-resident enlisted developmental education programs.

3.2.1.18.4. DELETED

3.2.1.18.5. Manage the Air Force Fellows program to include but not limited to administrative control of fellows (e.g., leave and temporary duty management; **Note**: Temporary duty management may be delegated to local program workplace supervisors). Air University will also ensure rotational Letters of Evaluation are completed and act as liaison with host organizations to ensure understanding of roles and responsibilities. **(T-2).**

3.2.1.18.6. Coordinate with AF/A1D and produce a biennial review of Air Force fellowships by providing objectives and evaluations of current fellowships, participant feedback, recommendations for continuance or non-continuance of fellowships and other supporting documentation as needed. **(T-1).**

3.2.1.18.7. DELETED

3.2.1.18.8. Report developmental education (graduate education, professional continuing education, experiential programs, professional military education, etc.) production to AF/A1D, to include non-Air University schools, sister service, joint, international, etc. This will include enrollment and graduation, completion, and failure data and analysis in all programs to include Air University's Doctorate of Philosophy (PhD) program. **(T-1).**

3.2.1.18.9. Ensure distance learning programs are equivalent to the corresponding resident school program in terms of content, program outcomes and relevant Foundational Competencies.

3.2.1.18.10. Act as the waiver authority for all distance learning Air Force professional military education completion requirements.

3.2.1.18.11. Maintain faculties, staff and facilities, and program funds for resident and non-resident enlisted developmental education programs.

3.2.1.19. Major Command, Direct Reporting Unit and Field Operating Agency Commanders will:

3.2.1.19.1. Allocate quotas to Noncommissioned Officer Academies at overseas locations.

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3.2.1.19.3. DELETED.

3.2.1.19.4. DELETED.

3.2.1.20. Regular Air Force Wing Commander or Senior Rater will:

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3.2.1.21. Regular Air Force Force Support Squadron Commanders and Directors will:

3.2.1.21.1. DELETED.

3.2.1.21.2. Ensure individual names are entered and confirmed against established training line numbers in the Oracle Training Administration System (OTAS) Military Personnel Data System (MilPDS) for resident professional military education schools no later than 45 days before the class start date unless managed by AFPC's Directorate of Personnel Services (AFPC/DPS). Provide school websites, orders, and reporting instructions to selectees. **(T-3).**

3.2.1.21.3. Notify individuals of selection and class start date; immediately notify AFPC for enlisted members who are ineligible or unable to attend. **(T-2).**

3.2.1.21.4. DELETED

3.2.1.21.5. DELETED.

3.2.1.21.6. Provide enrollment information and testing support for distance learning developmental education programs. **(T-2).**

3.2.1.21.7. Disseminate annual developmental education nomination announcement published by AFPC. **(T-3).**

3.2.1.21.8. DELETED.

3.2.1.21.9. Process waiver and deferment requests. **(T-3).**

3.2.1.22. Unit Commander or Civilian Equivalent will:

3.2.1.22.1. Ensure each enlisted developmental education attendee meets eligibility criteria outlined in the Air Force Education and Training Course Announcement (The ETCA SharePoint® is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z)). **(T-2).**

3.2.1.22.2. Advise enlisted members of fitness standards requirement to attend resident professional military education. Enlisted members must have a current passing Air Force Fitness Assessment (FA) prior to attending any resident professional military education, with the exception of members who are pregnant or post-partum (within their 12-month post-partum FA deferment period) and receive approval from their PCM or OB/GYN to attend. This must be annotated within an AF Form 469, Duty Limiting Condition Report and AF Form 422, Notification Of Air Force Member's Qualification Status that member is cleared to attend without the need for routine OB/GYN care and can perform physical activities they are comfortable performing. Prior to members attending they will send their AF Form 469 and AF Form 422 to their PCM or OB/GYN for approval followed by sending to the school 14 days prior to class start date. The school will provide a list of physical activities and events included in the curriculum so PCMs and OB/GYNs are aware. There should be no pressure or expectation that a pregnant or post-partum Airmen perform an event and/or activity they are not able to perform. If a member does not want to attend, there is no

expectation to attend the resident professional military education during pregnancy or post-partum FA deferment period. This is not applicable if member is pregnant/post-partum but has another duty limiting condition that would require an Exception to Policy (ETP). This policy will be applicable to Total Force Airmen. For members attending any resident professional military education course that is less than 6 months in duration, a passing Air Force fitness assessment must be current through course completion. (Exception: Members medically exempt, deployed and unable to complete a fitness test prior to attendance as approved by the commandant of the school the officer will attend. Pregnancy/post-partum does not require any exemption, only an AF Form 469 and AF Form 422 with concurrence from PCM or OB/GYN to attend and notification to the school). **(T-2).**

3.2.1.22.3. Counsel all individuals who are considering declination of resident developmental education attendance. Commanders will emphasize the positive benefit of completing resident developmental education and implications of declining. **(T-3).**

3.2.1.22.4. Process deferment requests in accordance with this instruction and Education and Training Course Announcement procedures. **(T-2).**

3.2.1.23. Selected Individuals will:

3.2.1.23.1. Immediately identify mission-related, medical, or personal hardship circumstances that may impact school attendance to their chain of command. **(T-2).**

3.2.1.23.2. Initiate process to obtain (or renew) appropriate security clearance upon notification of selection to attend a resident developmental education course. See Education and Training Course Announcement for the applicable security clearance required. **(T-2).**

3.2.1.23.3. Comply with developmental education school prerequisites and guidelines for school attendance.

3.2.1.23.4. Coordinate appropriate medical profile documentation to their respective wing training manager and obtain approval to attend developmental education school no later than 35 days prior to class start date. Provide the appropriate fitness or medical profile documentation to the respective school upon arrival. **(T-2).**

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3.5. Air Force Reserve Enlisted Developmental Education Program.

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3.6. Air National Guard Enlisted Developmental Education Program.

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Chapter 4

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4.1.4.10.6.1. DELETED

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4.1.4.10.6.3. DELETED

4.1.4.10.6.3.1. DELETED

4.1.4.10.6.3.2. DELETED

4.1.4.10.6.3.3. DELETED

4.1.4.10.6.4. DELETED

Figure 4.1. (DELETED)

4.1.4.10.7. DELETED

4.1.4.10.7.1. DELETED

4.1.4.10.7.2. DELETED

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4.1.4.10.8. DELETED

4.1.4.10.8.1. DELETED

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4.1.4.10.8.3. DELETED

Figure 4.2. (DELETED)

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Table 4.1. (DELETED)

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Table 4.2. (DELETED)

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Table 4.3. (DELETED)

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Chapter 6

VOLUNTARY EDUCATION PROGRAM

6.1. Program Description and Purpose. The Air Force Voluntary Education Program supports Force Development by maintaining a highly educated force. The program supports off-duty Voluntary Education goals for RegAF, Air National Guard, and Air Force Reserve Airmen. Voluntary Education supports recruiting efforts as an enticing benefit program and supports retention as an in-service benefit. It significantly contributes to occupational competencies, Foundational Competencies, special interest needs, and readiness by supporting the current and anticipated professional development and educational needs of the Air Force. Through professional and Voluntary Education, Airmen develop the breadth and depth of knowledge, skills, and abilities such as critical thinking and problem-solving that enable them to skillfully navigate a wide range of problems and weigh alternative solutions so they can operate effectively in complex and dynamic environments.

6.1.1. Vision. Voluntary Education Programs and expertise integrated seamlessly into the Military Life Cycle helps recruitment, retention, readiness, and the development of the Air Force foundational and occupational competencies.

6.1.2. Mission. Develop strategic thinking, resilient Airmen and prepare them for leadership roles through off-duty educational opportunities that cultivate their professional and personal knowledge throughout the Military Life Cycle.

6.1.3. Goals. Voluntary Education opportunities enable self-development, improve critical thinking skills, and serve as a recruiting and retention incentive for military members while strengthening Air Force readiness. Education programs expand knowledge and increase understanding of the role of aerospace power in fulfilling the Air Force national security strategy. Education is a critical prerequisite to anticipating and meeting the challenges of the broad range of military operations in which air and space forces are employed. Only quality education achieved through professional development can ensure the critical thought processes necessary for sound decision-making. The overarching goals of the Air Force Voluntary Education Program are as follows:

6.1.3.1. Ensure Airmen have off-duty education opportunities that allow them to develop professional and personal knowledge desired as an incentive for recruitment, retention, and readiness.

6.1.3.2. Prepare Airmen for leadership and advancement opportunities within the Air Force, as well as civilian employment after service.

6.1.3.3. Develop Airmen's occupational and Foundational Competencies through off-duty voluntary, postsecondary goals.

6.1.4. Program Implementation. The Air Force, Voluntary Education Branch (AF/A1DLV) will establish the Air Force's Voluntary Education vision, mission, and goals based on the needs of the Air Force and its Airmen. AF/A1DLV will provide overarching leadership, policy, and administrative and managerial oversight to execute the Voluntary Education Program. In addition, AF/A1DLV will work with appropriate partners to include the Community College of the Air Force, the Air Force Personnel Center Voluntary Education MAJCOM functional managers, the Military Tuition Assistance Central Office, and the Air

Force Credentialing Opportunities On-line Program Office to appropriately implement and execute the Air Force's Voluntary Education Program. Finally, AF/A1DLV will provide base-level Education and Training Sections adequate support for program implementation. (Program management specifics are outlined in **paragraph 6.3**.). The Air Force Voluntary Education Program is comprised of the following four core functions that are essential in accomplishing the mission and reaching the vision:

6.1.4.1. Counseling. Counseling refers to the professional counseling and advice Voluntary Education professionals provide Airmen, their families, and Air Force leaders. Qualified academic counselors/advisors/specialists who are knowledgeable in higher education work directly with Airmen to assist them in developing their academic programs and to advise them on financial aid, academic programs, and Air Force-specific education programs.

6.1.4.2. Testing. The Voluntary Education Program oversees for-credit, admission, language, Air University, and Professional Military Education testing.

6.1.4.3. Military Tuition Assistance. Military Tuition Assistance refers to the Tuition Assistance Program. Since it is such a vital and integral aspect of Voluntary Education, AF/A1DLV is the Program Element Monitor for Program Element Codes 89732F and 84702F. In this role, AF/A1DLV advocates for tuition assistance funds as well as operational and maintenance funding for the base-level Education and Training Section and oversees the appropriation and execution of those funds.

6.1.4.4. Staffing. Voluntary Education Program staff members, to include Education Services Specialists, Guidance Counselors, Education and Training Section Chiefs, MAJCOM Functional Managers, and Chief, Air Force Voluntary Education Program, must be qualified under the Office of Personnel Management standards for the Education Services Series, 1740 career field.

6.2. Responsibilities.

6.2.1. Headquarters Air Force. Headquarters Air Force oversees policy and advocates for the Air Force Voluntary Education program. Headquarters Air Force will interface with the Office of the Secretary of Defense concerning policy development and implementation of legislative initiatives. The Assistant Secretary of the Air Force for Manpower and Reserve Affairs discharges this responsibility for the Secretary of the Air Force and provides Secretarial oversight of the Voluntary Education Program. Deputy Chief of Staff, Manpower and Personnel (AF/A1) will implement policy and budget for requirements, as necessary. **(T-1).**

6.2.2. Headquarters Air Force Voluntary Education Branch. The Chief, Air Force Voluntary Education (AF/A1DLV) is responsible for implementing Department of Defense and Air Force Policies for the Voluntary Education Program. AF/A1DLV responsibilities include, but are not limited to the following: **(T-1).**

6.2.2.1. Serve as the functional advisor to Air Force senior leadership on Voluntary Education issues. Provide guidance to ensure the viability and visibility of the program Air Force wide. Provide senior leadership, to include the Air National Guard and Air Force Reserves, with an annual report on the status of the program. **(T-1).**

6.2.2.2. Sustain the Voluntary Education Program in order to meet the needs of the Air Force and its Airmen. **(T-1).**

6.2.2.3. Develop the Voluntary Education Program Strategic Plan in alignment with the Air Force Strategic Plan and its focus areas. **(T-1).**

6.2.2.4. Oversee business rules and programming changes for the Air Force Automated Education Management System, Air Force Virtual Education Center, Academic Institution Portal, and the Air Force Credentialing Opportunities On-Line Program website. **(T-1).**

6.2.2.5. Develop Program Objective Memorandum for Program Element Codes 89732F and 84702F in coordination with Secretary of the Air Force (SAF) Financial Management Office. **(T-1).**

6.2.2.6. Serve as the Program Element Monitor for Program Element Code 89732F and 84702F. Ensure funding is available for the Military Tuition Assistance Program, Voluntary Education staff training, Air Force Credentialing Opportunities On-Line Program, and Voluntary Education daily support activities. **(T-1).**

6.2.2.7. Secure appropriate training opportunities and develop curricula with appropriate partners to provide professional development for all levels of the Voluntary Education staff to include Air Force Personnel Center (AFPC) MAJCOM Functional Managers. **(T-1).**

6.2.2.8. Establish policies for Voluntary Education core functional areas. These core functional areas include counseling, testing, Military Tuition Assistance, program management, Transition-Goals, Plans, Success, SkillBridge Program, and Air Force Credentialing Opportunities On-Line Program. **(T-1).**

6.2.2.9. Provide policy, direction, guidance, and resources to the Voluntary Education Central Office. **(T-1).**

6.2.2.10. Oversee the Air Force component of the Department of Defense Third Party Education Assessment program for third party review of the quality and effectiveness of educational opportunities, regardless of delivery format, on military installations. Collect resolution data from AFPC MAJCOM Functional Managers regarding final reports and include that information in guidance decisions. Work closely with Defense Activity for Non-Traditional Education Support and Services' counterparts to review program effectiveness. **(T-0).**

6.2.2.11. Provide policy, advisory, and technical assistance to AFPC MAJCOM Functional Managers. **(T-1).**

6.2.2.12. Coordinate with other Services' Voluntary Education Chiefs on joint and uniform issues and policies. Represent the Air Force on the Department of Defense Inter-Service Voluntary Education Board and other appropriate Service-level advisory committees and working groups. Serve as the liaison with academic institutions and other professional organizations affiliated with voluntary, post-secondary/adult education. **(T-0).**

6.2.2.13. Provide appropriate response to Voluntary Education Congressional inquiries and complaints received through the Postsecondary Education Complaint System. **(T-1).**

6.2.2.14. Serve as the Chair of the Voluntary Education Steering Committee. The Steering Committee is composed of AFPC MAJCOM Functional Managers and meets bi-annually

to address Voluntary Education issues. The meetings may be face-to-face or through electronic means. **(T-1).**

6.2.2.15. Coordinate with AFPC on Voluntary Education Program-related data requirements for Military Personnel Data System and Air Force Automated Education Management System. **(T-1).**

6.2.2.16. Coordinate requests for American Council of Education evaluations for Air Force technical schools not affiliated with Air University. **(T-1).**

6.2.2.17. Coordinate incorporation of the Military Life Cycle within the Voluntary Education Program. **(T-1).**

6.2.2.18. Serve as Functional Manager for all 1740 career field positions within the Voluntary Education Program. **(T-1).**

6.2.2.19. Coordinate on classification changes to 1740 career field positions. **(T-1).**

6.2.3. Air Force Personnel Center MAJCOM Functional Managers (AFPC/DP2SST). AFPC/DP2SST implement Air Force policies and goals pertaining to the Voluntary Education Program. Work in conjunction with the AFPC Airman Support Branch (AFPC/DP3SA) to address implementation and execution of processes for the program. AFPC/DP2SST work closely with AF/A1DLV for policy review/decisions and to assist in the continued development of the Voluntary Education Program in accordance with current Air Force policies and procedures.   AFPC MAJCOM Functional Managers will also serve on committees established by Air Staff to meet the needs of Airmen and the Voluntary Education Program. They will provide strategic and functional advisement to Major Command and base leadership concerning the Voluntary Education Program, which includes, but is not limited to the following: **(T-1).**

6.2.3.1. Develop an AFPC/DP2SST mission statement that supports the Air Force Voluntary Education mission. **(T-1).**

6.2.3.2. Manage MAJCOM specific education programs. **(T-1).**

6.2.3.3. Provide program oversight for bases, geographically separated units, and tenant organizations. Oversight includes, but is not limited to, policy interpretation, staff training, data collection and analysis, and execution of funding for daily program operations. **(T-1).**

6.2.3.4. Oversee data in the Air Force Automated Education Management System and Air Force Virtual Education Center. Compile annual statistics for reporting to Major Command leadership and AF/A1DLV. **(T-1).**

6.2.3.5. Conduct quarterly Air Force Automated Education Management System assessments to ensure compliance with established policies and procedures for use of the system by Education and Training Section personnel and notify the Education and Training Section Chief and Air Force Voluntary Education Chief of identified deficiencies. AFPC/DP2SST will conduct staff assistance visits, as needed, or when requested by the installation commander. AFPC/DP2SST will complete formal written reports within 15 working days of the staff assistance visit and will send the report to the unit commander, Force Support Development Chief, and Education and Training Section Chief within 30 days of the staff assistance visit. **(T-1).**

6.2.3.6. Ensure Program Element Code 89732F and 84702F funds are received from SAF Financial Management Office and distributed to installations in accordance with AF/A1DLV guidance. Serve as AFPC-level Program Element Monitors for Program Element Codes 89732F and 84702F. **(T-1).**

6.2.3.7. Provide advisory guidance and technical assistance on overseas contracts covering Voluntary Education in Pacific Air Forces and United States Air Forces Europe/Air Force Africa. This advisory guidance and technical assistance includes, but is not limited to, evaluating contracts, identification cards for school personnel, and all international agreements and host nation requirements that may impact the school contracts. **(T-1).**

6.2.3.8. Elevate issues to AF/A1DLV and work with AF/A1DLV to resolve. **(T-1).**

6.2.3.9. Provide input to AF/A1DLV on complaints generated through the Postsecondary Education Complaint System. **(T-1).**

6.2.3.10. Review and approve all Non-Personal Services Contract requests. **(T-1).**

6.2.3.11. Nominate/oversee Defense Activities for Non-Traditional Education Support Test Control Officers and Alternate Test Control Officers. **(T-1).**

6.2.3.12. Solicit nominations annually for the Scholarships for Outstanding Airmen to Reserve Officer Training Corps, reviewing packages and submitting nominations to the selection board. **(T-1).**

6.2.3.13. Review waiver requests outside the scope of the Military Tuition Assistance Central Office. **(T-1).**

6.2.3.14. Report SkillBridge Program metrics to AF/A1DLV. **(T-1).**

6.2.3.15. Track manpower requirements and personnel actions. **(T-1).**

6.2.3.16. Coordinate all aspect of the Palace Acquire Program related to the Voluntary Education Program. **(T-1).**

6.2.3.17. Coordinate and execute supplemental training funds for the 1740 career field positions. **(T-1).**

6.2.3.18. Participate in Unit Effectiveness Inspections as required using the Management Internal Control Toolset as outlined in AFI 90-201, *The Air Force Inspection System*. **(T-1).**

6.2.4. Voluntary Education Central Office. The Chief, Military Tuition Assistance Central Office will perform the following tasks associated with Military Tuition Assistance:

6.2.4.1. Pay invoices. **(T-1).**

6.2.4.2. Process student reimbursements. **(T-1).**

6.2.4.3. Approve/disapprove waiver requests on certified Military Tuition Assistance requests. **(T-1).**

6.2.4.4. Execute the Military Tuition Assistance budget. **(T-1).**

6.2.4.5. Provide customer service to students, Education and Training Sections, AFPC MAJCOM Functional Managers, AF/A1DLV, and academic institutions. **(T-1).**

6.2.5. Education and Training Section Chief. The Education and Training Section Chief oversees and directs the base-level Voluntary Education Program. For the purposes of this instruction, only those functions associated with the Voluntary Education Program are included. The duties associated with other elements of the Education and Training Section are not addressed here. The Education and Training Section Chief will implement Air Force, AFPC MAJCOM Functional Managers, and installation policies by performing the following tasks. .

6.2.5.1. Provide program oversight and advisement to base leadership on Voluntary Education issues. **(T-1).**

6.2.5.2. Coordinate with base leadership to ensure the procurement of facilities and other special program requirements. **(T-1).**

6.2.5.3. Act as the installation's voluntary education gatekeeper to ensure compliance with DoDI 1344.07, *Personal Commercial Solicitation on Department of Defense Installations*. **(T-0).**

6.2.5.3.1. Approve all requests for base access by academic institutions on behalf of the installation/host commander. The academic institution will upload a listing of student appointments in the Academic Institution Portal after the visit is completed. **(T-1).**

6.2.5.3.2. Monitor academic institutions' activities on the installation in accordance DoDI 1322.25, Enclosure 3(e). **(T-0).**

6.2.5.3.3. Ensure base access issues for education institutions that are not conducting on-base programs are resolved per DoDI 1322.25, *Voluntary Education Programs* and Presidential Executive Order 13607, *Principles of Excellence Demonstration of Compliance*. **(T-0).**

6.2.5.4. Manage installation core education and AFPC MAJCOM Functional Managers-specific programs for the eligible base population, geographically separated units, and tenant organizations, or as stated in an Inter-Service Support Agreement. **(T-1).**

6.2.5.5. Procure education programs based on the results of a needs assessment conducted by the Voluntary Education staff in accordance DoDI 1322.25, Enclosure 3. **(T-0).**

6.2.5.6. Elevate Voluntary Education issues to base leadership or AFPC MAJCOM Functional Managers. **(T-1).**

6.2.5.7. Manage and execute the Higher Education Track of the Transition Assistance Program. At joint bases, the lead Service provides the Higher Education Track. **(T-0).**

6.2.5.8. Work with local and MAJCOM representatives to acquire financial resources for voluntary education staff training opportunities. Maintain liaison with appropriate state planning and approving agencies and coordinating councils to ensure that planning agencies for continuing, adult, or post-secondary education are aware of the educational needs of military personnel located within their jurisdiction. **(T-1).**

6.2.5.9. Prepare for and participate in Unit Effectiveness Inspections as required using the Management Internal Control Toolset checklists as outlined in AFI 90-201, *The Air Force Inspection System*. **(T-1).**

6.2.5.10. Ensure Education Center staff members are trained in their job responsibilities. **(T-1).**

6.2.5.11. Participate in the Third Party Education Assessment program. **(T-0).**

6.2.5.12. Research and respond to complaints via the Post-secondary Education Complaint System or other systems. **(T-0).**

6.2.5.13. Act as the liaison between the student and the Military Tuition Assistance Central Office. **(T-1).**

6.2.5.14. Ensure Voluntary Education Programs are integrated within the Military Life Cycle. **(T-0).**

6.2.5.15. Ensure Airmen are out-processed through the Virtual Military Out-processing System according to established guidance. **(T-1).**

6.2.5.16. Manage the base-level SkillBridge Program and provide daily execution of the program within the guidelines set forth by DoDI 1322.29, this instruction, and Air Force Personnel Center's SkillBridge Personnel Delivery Guide (PSDG). **(T-0).**

6.2.6. Airmen (RegAF and Eligible Active Reserve and Guard Airmen). Military Tuition Assistance approval is conditional based upon the availability of funds and Airmen meeting the eligibility criteria in this publication. Airmen are financially responsible to their academic institution and/or the Air Force and must meet all required deadlines for payment. As such, all Airmen participating in Voluntary Education Programs incur certain responsibilities. These responsibilities include, but are not limited to: **(T-1).**

6.2.6.1. Request Military Tuition Assistance no earlier than 45 days prior to and no later than seven (7) days before the course start date. Military Tuition Assistance will not be approved after the course start date. Any courses taken during this period using another funding source will not be eligible for retroactive Military Tuition Assistance. Any course or schedule change must be reported immediately to the Education and Training Section, Military Tuition Assistance Central Office and supervisor. Failure to notify these entities of changes will result in the Airman being financially responsible for the full cost of the course. Airmen request Military Tuition Assistance through the Air Force Virtual Education Center, which is available 24 hours a day, seven (7) days a week. **(T-1).**

6.2.6.1.1. Read the "Conditions" statement on the Military Tuition Assistance Request and ensure compliance. **(T-1).**

6.2.6.1.2. Discuss and coordinate Military Tuition Assistance requests with supervisor prior to submission. Supervisor is defined as the person who signs the Airman's Enlisted Performance Report/Officer Performance Report or is higher than the member within a member's chain of command. Deployed Airmen should coordinate with their leadership at their deployed location prior to requesting Military Tuition Assistance. **(T-1).**

6.2.6.1.3. Complete Military Tuition Assistance funded course(s) successfully and within prescribed timelines; otherwise the Military Tuition Assistance Central Office will initiate a reimbursement action for Airmen to repay Military Tuition Assistance used to fund the course(s). A successful course completion is defined as a grade of "C"

or higher for undergraduate courses, a grade of "B" or higher for graduate courses, and a "P" (or equivalent) for "Pass/Fail" grades. **(T-1).**

6.2.6.1.4. Maintain a minimum grade point average as outlined in **paragraph 6.5.1.7**. **(T-0).**

6.2.6.1.5. Ensure contact information, including official Air Force email address and alternate email address, is updated in the Air Force Virtual Education Center. Failure to do so will not be grounds for requesting waivers due to missed suspenses, notifications, etc. Airmen must continually check their Air Force Virtual Education Center record for updates and notifications and ensuring that their contact information is correct. **(T-1).**

6.2.6.1.5.1. Ensure the supervisor's contact information in the Air Force Virtual Education Center is correct at all times. **(T-1).**

6.2.6.1.5.2. Obtain approval from a member of the Airman's chain of command (i.e., flight/section chief, superintendent, first sergeant or squadron commander or higher officer) if the immediate supervisor will not be available to approve an Airman's Military Tuition Assistance request. **(T-1).**

6.2.6.1.6. Understand that using Military Tuition Assistance has risks. Using Military Tuition Assistance when in an Air Expeditionary Forces cycle, in the zone for Professional Military Education attendance, during scheduled medical procedures, planned leave, or while awaiting a commissioning program, etc. will not be sufficient reason for requesting a waiver should Airmen fail to successfully complete the course(s) due to selection or complications arising from these occurrences. **(T-1).**

6.2.6.1.7. Complete and comply with the online Annual Military Tuition Assistance and/or Reserve Tuition Assistance training, as required. **(T-1).**

6.2.6.2. Ensure final grades are updated in the official education record by the member's date of separation. If Airmen fail to do so, the Central Office will initiate a reimbursement action for Airmen to repay Military Tuition Assistance used to fund the course(s). **(T-1).**

6.2.6.3. Provide required documentation, including an educational goal or plan, prior to requesting Military Tuition Assistance for the first time. **Paragraph 6.5.1.3.1** outlines the specific requirements for degree plans. **(T-1).**

6.2.6.4. Know the academic institution's refund and withdrawal policies as outlined in the institution's Student Handbook (or equivalent). If Airmen believe they must withdraw from courses, they shall consult with the Education and Training Section staff for the best option, understand the financial obligations for withdrawal, and comprehend the impact on their grade point average, etc. **(T-1).**

6.2.6.5. Understand that Military Tuition Assistance is intended to support off-duty, part-time attendance. Airmen taking a course load that exceeds part-time study are at an increased risk of failing to complete one or more courses or maintain appropriate grades, which would result in the Airman's obligation to repay tuition. **(T-1).**

6.2.6.6. When considering an academic institution, Airmen must consider the institution's accreditation (regional or national), policy on transfer credits (into and out of the institution), total program cost, etc. Airmen should consult their Education and Training

Section for guidance on how to choose the best institution to meet their professional and individual needs. **(T-1).**

6.2.7. Supervisor. Supervisors shall review all Military Tuition Assistance requests for their subordinates and approve or disapprove each request based on criteria outlined in **paragraph 6.5.2.9**. Supervisors may approve Military Tuition Assistance requests for Airmen who, in their best judgment, have shown successful progress in their upgrade training or that the temporary duty, permanent change of station, or professional military education attendance will not adversely affect successful course(s) completion. **Note**: Current professional military education guidance advises in-resident students to not enroll in off-duty education because of the heavy academic schedule. Other supervisor duties are to: **(T-1).**

6.2.7.1. Ensure that Airmen have no military responsibilities that will adversely affect their successful course completion (**paragraph 6.5.2.9**). **(T-1).**

6.2.7.2. Explain to Airmen their financial liability should they fail to successfully complete their course(s) or fail to comply with other components of this instruction. **(T-1).**

6.3. Program Management.

6.3.1. Base-level Voluntary Education Program. The Education and Training Section Chief is responsible for the overall management of the base Voluntary Education Program and will ensure core functions are met by performing the following:

6.3.1.1. Conduct a formal needs assessment every five years or earlier if a major population or mission change occurs on the base. The needs assessment will be conducted in accordance with DoDI 1322.25 to determine the appropriate on-base degree/course offerings. The process outlined in DoDI 1322.25 is the only approved means that Education and Training Section Chiefs will follow when considering additions to on-base education programs or services. Forward the needs assessment results for overseas locations to the AFPC MAJCOM Functional Managers for use in the Department of Defense Tri-Service Education Contract adjustment efforts; overseas installations will not self-procure on-base degrees/course offerings. **(T-0).**

6.3.1.2. Prepare an annual execution plan for Program Element Codes 89732F and 84702F and submit it to Major Command/Financial Management Office and AFPC MAJCOM Functional Managers. Education and Training Section Chiefs are authorized to use Non-Personal Services Contracts to support the Voluntary Education Program mission requirements. The plan will include funds for staff training and professional development, Non-Personal Services Contracts, office supplies and equipment but it will not include Military Tuition Assistance. **(T-1).**

6.3.1.2.1. Develop statements of work and partner with local contracting office to select qualified personnel to fill the Non-Personal Services Contracts. **(T-1).**

6.3.1.2.2. Utilize the Air Force Automated Education Management System Accounting tool to track all Program Element Code 89732F and 84702F expenditures. **(T-1).**

6.3.1.3. Ensure staff members are trained in Voluntary Education functions. **(T-1).**

6.3.1.4. Ensure Airmen are counseled on policy and application procedures prior to receiving Military Tuition Assistance for the first time. Fully document all counseling

actions in the Air Force Automated Education Management System (**paragraph 6.3.3.6**). **(T-1).**

6.3.1.5. Update and maintain current, relevant information on the Air Force Virtual Education Center. Review and update information at least quarterly, or sooner, if needed. Publish information about educational opportunities and services on the Air Force Virtual Education Center and other media. **(T-1).**

6.3.1.6. Update enlisted education levels and certifications in the Air Force Automated Education Management System in accordance with **Chapter 8,** or other personnel systems, as appropriate. The Air Force Institute of Technology will update officer education levels. **(T-1).**

6.3.1.7. Provide oversight of on-base academic programs in accordance with the Department of Defense Partnership Memorandum of Understanding, Air Force Addendum, Installation Memoranda of Understanding (stateside – annually), and Department of Defense Tri-Service Education Contracts. **(T-1).**

6.3.1.8. Conduct monthly quality assurance evaluations for contracted on-base institutions (overseas installations only). **(T-1).**

6.3.1.9. Manage testing programs to ensure Force Development opportunities are available. **(T-1).**

6.3.1.10. Ensure sound, timely, and complete Voluntary Education customer service is provided to the base population via media such as websites, email, and the Air Force Virtual Education Center. **(T-1).**

6.3.1.11. Ensure qualified education counselors are on staff to support the population served (**paragraph 6.1.4.4**). **(T-1).**

6.3.1.12. Ensure all Airmen have a goal/degree plan entered into the Air Force Virtual Education Center (**paragraph 6.3.1.5**). **(T-1).**

6.3.1.13. Oversee the execution of base-level contracts and memoranda of understanding in accordance with contracting and AF/A1DLV guidance. **(T-1).**

6.3.1.14. Managing Overseas Voluntary Education Programs.

6.3.1.14.1. First-time Students. In accordance with DoDI 1322.19, *Voluntary Education Programs in Overseas* Areas, overseas service members who have never successfully completed a postsecondary course must attend their first course with an approved overseas program institution in order to use Military Tuition Assistance for the requested course(s). **(T-0).**

6.3.1.14.2. On-Base Marketing. Marketing of coursework or programs authorized by non-contracted education providers is prohibited. Conducting any kind of education activity on an installation will be limited to contracted academic institutions. **(T-0).**

6.3.1.14.3. Program Participation. The installation commander, host country government, Status of Forces Agreement or other international agreements may deny participation in education programs provided under the Voluntary Education Program.

6.3.1.14.4. Quality Assurance.   Education and Training Sections at overseas installations will conduct monthly quality assurance evaluations to ensure contracted institutions' services comply with quality assurance standards. Surveillance reports will be maintained for the life of the contract with copies sent to the AFPC/DP2SST and Contracting Officer Representative. **(T-0).**

6.3.2. Memoranda of Understanding and Education Contracts. AFPC/DP2SST will ensure all installation Memoranda of Understanding for bases in the Continental United States (including Alaska and Hawaii) and contracts governing overseas bases comply with DoDD 1322.08E, *Voluntary Education Programs for Military Personnel*, DoDI 1322.25, and DoDI 1322.19 prior to implementation. **(T-0).**

6.3.2.1. Installations will support approved on-base academic institutions/programs by providing clean, safe, and climate-controlled classroom space in accordance with DoDI 1322.25. **(T-0).**

6.3.2.2. Approved on-base academic institutions will receive building utilities and office space without reimbursement. **(T-0).**

6.3.2.3. Avoid duplication of on-base programs and general education courses. Different delivery formats are not considered duplication. Courses that support CCAF degrees must be offered.

6.3.2.4. On-base Memoranda of Understanding and overseas contracts allow enrollment in programs in the following priority: RegAF military personnel; Air National Guard/Air Force Reserve personnel; Department of Defense civilian personnel; adult family members of military personnel, military retirees, Department of Defense Personnel; and local community civilians in accordance with base access policies, both Continental United States and Overseas Continental United States. **(T-0).**

6.3.3. Voluntary Education Central Office. The Voluntary Education Central Office is the central cost center for all Air Force-wide Military Tuition Assistance processes. This office manages execution of all financial actions relating to the Air Force Military Tuition Assistance program.   The Central Office will implement the Department of Defense and Air Force Military Tuition Assistance policy and processes by performing the following tasks: **(T-1).**

6.3.3.1. Prepare and submit annual Military Tuition Assistance budget requirements for Program Element Codes 89732F and 84702F to AF/A1DLV. **(T-1).**

6.3.3.2. Use the Air Force Automated Education Management System to track all Military Tuition Assistance expenditures. **(T-1).**

6.3.3.3. Process and pay all Military Tuition Assistance invoices within established timeframes. **(T-1).**

6.3.3.4. Work with students and academic institutions to ensure course final grades are received and recorded within timeframes in this instruction. **(T-1).**

6.3.3.5. Provide Airmen guidance for submitting waiver and reimbursement requests. **(T-1).**

6.3.3.6. Document all Military Tuition Assistance actions in the Air Force Automated Education Management System. **(T-1).**

6.3.3.7. Work with academic institution representatives and leaders to resolve disputes or discrepancies in payments, grades, etc., as they relate to the Central Office's main functional areas. **(T-1).**

6.3.3.8. Process reimbursement actions in accordance with Financial Management Office and AF/A1DLV guidance. **(T-1).**

6.4. Resources and Infrastructure Management.

6.4.1. Funding. The Voluntary Education Program uses appropriated funds in Program Element Codes 89732F and 84702F in direct support of its mission in accordance with 10 USC § 2007. Funding supports Military Tuition Assistance, office materials and supplies, contracted Voluntary Education support, personnel salaries, travel, per diem, and registration costs for training and professional development of staff members. This funding is not part of base operating support at any base (including joint bases) and will not be used to fund any budget activities outside Program Element Codes 89732F and 84702F. **(T-0).**

6.4.2. Non-Personal Services Contracts.

6.4.2.1. Education and Training Section Chiefs may use a Non-Personal Services Contract for specific and limited functional services as needed at a specific location to support mission requirements of the Voluntary Education Program. If Non-Personal Services Contracts are used, Education and Training Section Chiefs must ensure these contracts: **(T-1).**

6.4.2.1.1. Are used only for test administrators, academic advisors, computer support personnel, and facility monitors. **(T-1).**

6.4.2.1.2. Are justified, to include stating that federal positions are not available to perform the services. **(T-1).**

6.4.2.1.3. Are established on a fixed or per unit basis. Financial obligation may not extend beyond the end of the fiscal year unless provisions were made for extensions. **(T-1).**

6.4.2.1.4. Contain five (5) appointments per test session as a minimum requirement for a test administrator. AFPC/DP2SST may waive this requirement for Geographically Separated Units. **(T-3).**

6.4.2.1.5. Are used to provide academic skills instruction only under the following conditions:

6.4.2.1.5.1. Defense Activities for Non-Traditional Education Support, or units funding the course, will provide academic skills instruction for the On-Line Academic Skills Course. **(T-1).**

6.4.2.1.5.2. They include instructional costs and course material for off-duty classes on a per course basis, but will not include the purchase of hardware or technology equipment. **(T-1).**

6.4.2.1.5.3. Tutorial services are authorized under academic skills instruction when separate courses are not feasible. However, a minimum of five students must be signed up to conduct an academic skills course. Students who register for the course must attend all sessions. **(T-1).**

6.4.2.2. AFPC MAJCOM Functional Managers will review all Non-Personal Services Contracts to ensure they are valid and justified, to include a statement that federal positions are not available to perform the services. If these criteria are met, approve prior to submission to the contracting office. **(T-1).**

6.4.3. Records. The Air Force Automated Education Management System is the official automated System of Record for the Voluntary Education Program. Automated records relating to the Voluntary Education Program will be maintained indefinitely. **(T-1).**

6.4.4. Reports.

6.4.4.1. AF/A1DLV will prepare and submit an annual Voluntary Education Program Report to the Office of the Undersecretary of Defense, Personnel and Readiness, Military Community and Family Policy. AF/A1DLV will make reports available to AFPC/DP2SST, Air National Guard and Air Force Reserves to assist in program development and administration. **(T-0).**

6.4.4.2. Education and Training Section Chiefs will ensure that data entered in the Air Force Automated Education Management System Accounting Tool is reviewed and corrected quarterly (31 December, 31 March, 30 June, and 30 September) to prepare for the Voluntary Education Program Annual Report. **(T-1).**

6.4.4.3. Test Control Officers will prepare and submit annual and/or quarterly reports for all Defense Activities for Non-Traditional Education Services sponsored exams. **(T-0).**

6.4.4.4. Test Control Officers must prepare and submit all annual reports and/or recertification for Air University/A3/6 testing programs by, as required. **(T-1).**

6.4.4.5. Education and Training Section Chiefs must prepare and submit all program reports required by AFPC MAJCOM Functional Managers in accordance with established timelines. **(T-1).**

6.4.4.6. Education and Training Section Chiefs, Air Force Military Tuition Assistance Central Office, and AFPC MAJCOM Functional Manager will research and develop ad hoc reports/data as required by AF/A1DLV. **(T-1).**

6.4.4.7. Central Office coordinates officer Active Duty Service Commitments and associated actions. **(T-1).**

6.5. **Military Tuition Assistance Program Management.**

6.5.1. Authority. Title 10 USC § 2005 and § 2007, the Annual Appropriations Act, DoDD 1322.08E, DoDI 1322.25, this instruction, and Air Force Personnel Center's Military Tuition Assistance Guide authorize Military Tuition Assistance, and outline policy for waivers and reimbursements for Military Tuition Assistance.

6.5.1.1. The Air Force provides Military Tuition Assistance for the cost of tuition not to exceed $250.00 per semester hour credit and $166.66 per quarter hour credit, and a fiscal year annual Military Tuition Assistance cap of $4,500.00, applicable to all eligible Airmen. Any combined use for Reservists of Regular Air Force Military Tuition Assistance and Reserve Military Tuition Assistance has an annual cap of $4,500.00; the two funding sources cannot be used to pay for the same course. Military Tuition Assistance for

activated Guard and tuition assistance benefit offered by the State Air National Guard cannot be used to pay for the same course. **(T-0).**

6.5.1.2. Course(s) are funded using one-year funds in Program Element Code 89732F based on the course start date. Military Tuition Assistance will not be issued earlier than 45 days prior to course start date. **(T-1).**

6.5.1.2.1. Education and Training Section Chiefs (or their designees) must approve all waiver requests for this 45-day rule. **(T-1).**

6.5.1.2.2. AFPC/DP2SST must approve/recreate an auto-deleted Military Tuition Assistance form. **(T-1).**

6.5.1.3. Airmen must create an educational goal in the Air Force Virtual Education Center that meet the following criteria: **(T-1).**

6.5.1.3.1. Degree plans must be officially evaluated plans completed by the degree granting institution and include ALL transfer credit accepted toward degree completion. Transfer work includes, but is not limited to, academic tests, CCAF credit, other Air Force training, as well as courses taken at other academic institutions. **(T-1).**

6.5.1.3.2. The evaluated degree plan must include ALL courses required for completion of the degree and include the original plan the institution supplied to the Airman for a single degree. **(T-1).**

6.5.1.3.3. Airmen must provide an evaluated degree plan from the academic institution no later than after they have completed two courses with the institution. Military Tuition Assistance will be denied until the Education and Training Section receives and approves an evaluated degree plan. Education and Training Section Chiefs can override business rules to approve Military Tuition Assistance up to 12 semester hours or equivalent (undergraduate degrees only). Airmen who take courses after the completing the first two courses, but before the approval of the degree plan, using any other funding source, will not be eligible for retroactive Military Tuition Assistance. **(T-1).**

6.5.1.3.4. Education and Training Section personnel must upload the evaluated plan into the Airman's Air Force Automated Education Management System record before additional Military Tuition Assistance will be approved for that Airman. Any changes to the degree plan after it is approved may result in denial of Military Tuition Assistance for that Airman until a new degree plan is submitted and approved. Any courses taken during the denial period using any other funding source will not be eligible for retroactive Military Tuition Assistance. **(T-1).**

6.5.1.4. Airmen will reimburse Military Tuition Assistance for unsatisfactory or missing grades. Unsatisfactory grades are a "D" and below for undergraduate course(s) and a grade of "C" or below for graduate course(s). Missing grades are grades that are not received and updated in the official student education records by the 60th day after the end of the course date on the approved Military Tuition Assistance request. **(T-1).**

6.5.1.4.1. Airmen will have no more than 30 days to respond to the notification of reimbursement. Airmen are ultimately responsible for ensuring grades are in their Air Force Automated Education Management System education record by required

deadlines. After 30 days, Central Office will initiate a reimbursement action for Airmen to repay Military Tuition Assistance used to fund the course(s). Refunds will not be given to students for grades changed from unsatisfactory/missing to satisfactory/updated after the 30 days have passed. **(T-1).**

6.5.1.4.2. Airmen receiving incomplete grades must attain a satisfactory grade within the time limit stipulated by the institution or 120 days after the end of the course as listed on the electronic Military Tuition Assistance Request, whichever comes first. If a satisfactory grade has not been received at the end of this period, the Central Office will initiate a reimbursement action for Airmen to repay the Air Force for the Military Tuition Assistance used to fund the course(s). If an Airman presents a grade after the deadline, he/she failed to meet the completion requirements; thus, the Central Office will not return the Military Tuition Assistance to the Airman and will not stop or suspense the reimbursement action. **(T-1).**

6.5.1.4.3. Education and Training Section Chiefs (or their designees) may deny Military Tuition Assistance if, in their professional judgment, the course load is detrimental to the Airman or the Air Force. Education and Training Section Chiefs may use any information available, including, but not limited to, grade point average, course withdrawal history, and types of courses requested to determine whether or not to deny a Military Tuition Assistance request. **(T-1).**

6.5.1.5. Execution of all financial actions associated with the Military Tuition Assistance program are centralized at the Central Office. In conjunction with the base Education and Training Section, the Central Office will mediate Military Tuition Assistance conflict resolution between Airmen and the Air Force instruction. **(T-1).**

6.5.1.6. The Central Office and the Education and Training Section will annotate all actions relating to Military Tuition Assistance approvals, denials, waivers, and reimbursements in the student's Air Force Automated Education Management System record. **(T-1).**

6.5.1.7. Airmen who do not maintain a cumulative undergraduate grade point average of 2.0 or higher after having completed 15 semester hours or equivalent will not be authorized Military Tuition Assistance until they have raised their grade point average to the required level. For graduate-level courses, Airmen must maintain a grade point average of 3.0 or higher after having completed six (6) semester hours or equivalent (**Exception:** Airmen must maintain grade point average that is specified by the commissioning program). To compute grade point average, the Education and Training Section will use all grades funded with Military Tuition Assistance, regardless of reimbursement actions. (**Exception:** If an Airman falls below the minimum grade point average, then course(s) paid using other funding sources since starting to use Military Tuition Assistance to meet the minimum grade point average requirement will be used to compute the new grade point average). **(T-0).**

6.5.2. Airmen Eligibility. The Air Force provides Military Tuition Assistance when the course dates fall within an Airman's dates of activation, for the following Regular Air Force and activated/mobilized Air Reserve Component personnel: **(T-1).**

6.5.2.1. Enlisted members must be in the Regular Air Force for the length of the course. If duty dates do not correspond with term dates, Airmen must be able to show that they reenlisted (DoD Form 4, *Enlistment/Reenlistment Document Armed Forces of the United States*) or extended his/her enlistment to include course end date (AF Form 1411, *Extension of Enlistment in the Air Force*). **(T-1).**

6.5.2.2. RegAF officers on active duty must have a Date of Separation or deactivation date that is two-years or more after the end of the course date.   Officers unable to meet this requirement will not be authorized Military Tuition Assistance. Officers eligible to receive Military Tuition Assistance will incur a two-year Active Duty Service Commitment. Active Duty Service Commitments are computed based on the course end date. Officers are subject to reimbursement action on the remaining Active Duty Service Commitment if they separate/retire before they complete their Active Duty Service Commitment. **(T-0).**

6.5.2.3. RegAF officer Active Duty Service Commitment waiver requests will be considered by AFPC when an officer applies for early separation. Any incurred Military Tuition Assistance debt will be processed by the Central Office and funds will be returned to the Central Office via Defense Finance and Accounting Service. **(T-1).**

6.5.2.4. Activated Guard and Reserve Airmen on Title 10 or Title 32, Section 502 (f) orders are eligible for Federal Air Force Military Tuition Assistance. They must provide a copy of orders to verify the activated time and that they meet all eligibility requirements for receiving Military Tuition Assistance. All documents will be uploaded to the Airman's Air Force Automated Education Management System file to include home unit address. **(T-1).**

6.5.2.5. Activated Guard and Reserve officers must agree to remain on active duty for a period of at least two years after they complete the training or education for which the charges are paid by Military Tuition Assistance. Officers unable to meet this commitment will be required to convert to a four-year Reserve Service Commitment or two times the length of the remaining regular Active Duty Service Commitment. RegAF Education and Training Section will contact Headquarters Air Reserve Personnel Center (ARPC/DPTTB) to adjust the service commitment when the members out-processes. **(T-1).**

6.5.2.6. Selected Reserve (unit guard, reserve, or individual reserve) on Title 10 orders §§ 12301(a), 12301(d), 12301(g), 12302, or 12304 may receive Military Tuition Assistance. Orders must be on file in the member's Air Force Automated Education Management System Digital File Folder and cover the duration of the course. Officers incur a four-year Reserve Service Commitment. A signed Reserve Service Commitment contract reflecting the four-year Reserve Service Commitment will be uploaded into the Air Force Automated Education Management System prior to issuing Military Tuition Assistance. Military Tuition Assistance request for Selected Reserve officers will be routed first to ARPC/DPTTB for validation of the Reserve Service Commitment before going to the RegAF supervisor for final approval. Reserve personnel may continue to use Reserve Tuition Assistance instead of Military Tuition Assistance. Use of either type of funds will result in a four-year Reserve Service Commitment by officers. **(T-1).**

6.5.2.7. Airmen must take an interest inventory and receive counseling by an education counselor about the results before an initial Military Tuition Assistance request will be approved. **(T-1).**

6.5.2.8. Airmen who have an Unfavorable Information File, are on a control roster, have failed or are overdue their most recent Physical Fitness test, and/or have a current referral Enlisted Performance Report/Officer Performance Report at the time of application for Military Tuition Assistance, are ineligible for Military Tuition Assistance. There are no waivers. Airmen who are denied Military Tuition Assistance and use other means to fund course(s) are not eligible for retroactive Military Tuition Assistance for those course(s) after the removal of the above barriers. All other eligibility requirements apply in order for the Airman to resume receiving Military Tuition Assistance. **(T-1).**

6.5.2.9. Supervisors must approve or disapprove all Military Tuition Assistance requests and can deny the request if they believe Airmen are in any of the below circumstances, which most likely would impede successful completion of the requested course(s): **(T-1).**

6.5.2.9.1. Airman is in upgrade training. **(T-1).**

6.5.2.9.2. Airman will have a Permanent Change of Station during any portion of the course. **(T-1).**

6.5.2.9.3. Airman is scheduled to attend or enrolled in Professional Military Education. **(T-1).**

6.5.2.9.4. Other factors the supervisor deems to be impediments to successful course completion including excessive course load (e.g., two or more courses in an accelerated term). **(T-3).**

6.5.2.9.5. Airmen assigned overseas must meet eligibility criteria outlined in DoDI 1322.19, *Voluntary Education Programs in Overseas Areas*. **(T-0).**

6.5.3. Institution Eligibility. The Air Force will provide Military Tuition Assistance for courses provided by institutions meeting the requirements outlined in DoDI 1322.25, which includes the following: **(T-0).**

6.5.3.1. Signed the Department of Defense Partnership Memorandum of Understanding, Air Force Addendum, and Installation Memorandum of Understanding (if the institution(s) conducts business on the installation). **(T-0).**

6.5.3.2. Airmen who attend institutions without an approved Department of Defense Partnership Memorandum of Understanding will not be reimbursed for Military Tuition Assistance. **(T-0).**

6.5.3.3. Institutions must be accredited by a regionally, nationally, or specialized accrediting body recognized by the United States Department of Education. **(T-0).**

6.5.3.4. Must be Title IX and Veterans Affairs approved. **(T-0).**

6.5.4. Military Tuition Assistance Authorized Uses. Air Force Military Tuition Assistance funds may be authorized for the following: **(T-1).**

6.5.4.1. Off-duty courses leading to the completion of a high school diploma. **(T-0).**

6.5.4.2. Military Tuition Assistance will fund no more than 124 semester hours/186 quarter hours for an undergraduate degree and 42 semester hours/63 quarter hours for a graduate degree. Total graduate program cannot exceed 42 semester hours/63 quarter hours to include undergraduate pre-requisites on an evaluated degree plan. **(T-1).**

6.5.4.2.1. Airmen may pursue more than one major within the same degree as long as the total number of semester hours or equivalent for the degree outlined in **paragraph 6.5.4.2** is not exceeded. **(T-1).**

6.5.4.2.2. Airmen will be allowed two degree program/school changes. Before a degree change, the Airman must complete an interest inventory (i.e., Kuder Journey), discuss the inventory results with a guidance counselor, and have his/her record annotated in the Air Force Automated Education Management System. The maximum hours for undergraduate and graduate degrees is outlined in **paragraph 6.5.4.2** will not be exceeded under any circumstance. **(T-1).**

6.5.4.2.3. Airmen will not be allowed to change degree programs/schools if they have completed 90 semester hours or 135 quarter hours for an undergraduate degree or nine (9) semester hours or 14 quarter hours for a graduate degree. **(T-1).**

6.5.4.2.4. Airmen must provide the Education and Training Section official documentation of degree completion before they will be authorized Military Tuition Assistance to complete another degree. **(T-1).**

6.5.4.3. Off-duty foreign language courses not part of a degree plan and integral to the Air Force Strategic Language List. **(T-1).**

6.5.4.3.1. All language courses must be in the same language and will not exceed a total of 12 semester hours or equivalent. Courses must result in the award of academic credit. After completing no more than six (6) semester hours (or equivalent), Airmen must take the Defense Language Proficiency Test in their chosen language, if available. If there is no Defense Language Proficiency Test, then Airmen must take the appropriate Oral Proficiency Interview. Based on the scores achieved, Airmen may be eligible for Foreign Language Proficiency Bonus. Airmen are encouraged to review AFMAN 36-2664, *Personnel Assessment Program*, for more information on the Air Force Foreign Language Program. **(T-1).**

6.5.4.3.1.1. Upon completing the Defense Language Proficiency Test, Airmen will be eligible for no more than an additional six (6) semester hours (or equivalent) in the same language. Airmen who fail to take a Defense Language Proficiency Test or to take the Oral Proficiency Interview within prescribed timelines (60 days for the Defense Language Proficiency Test and 90 days for the Oral Proficiency Interview) will reimburse Military Tuition Assistance. If a language changes status on the Strategic Language List after a member has begun courses in that language, the member may continue to receive Military Tuition Assistance for the language in which they began their studies. Airmen may not use Military Tuition Assistance for a different language. **(T-1).**

6.5.4.3.1.2. All courses taken under this provision will be used to compute the student's grade point average. **(T-1).**

6.5.4.3.2. Prevalent-in-the-Force languages will not be funded, except for assignments outside Continental United States or for select Air Force Strategic Language List Prevalent-in the-Force languages which include the following: French, Russian, Arabic (Modern Standard), Chinese-Mandarin, Korean, Persian-Iranian (Farsi) and Japanese. Military Tuition Assistance will be authorized for host country languages for members

assigned overseas and for no more than 12 semester hours (or equivalent). Upon completion of six (6) and 12 semester hours (or equivalent), Airmen must take the appropriate Defense Language Proficiency Test and/or Oral Proficiency Interview and provide the Education and Training Section a score report within the time frames established in **paragraph 6.5.4.3.1.1**. Failure to take the Defense Language Proficiency Test within 60 days of completing the last course will result in a mandatory reimbursement of Military Tuition Assistance. Airmen are authorized 12 semester hours or equivalent per country and must be in country on approved orders before Military Tuition Assistance will be approved. Orders will be uploaded in the member's Air Force Automated Education Management System Digital File Folder. **(T-1).**

6.5.4.4. Fees for institution-owned examinations resulting in the award and application of credit to the degree plan. Prior to Military Tuition Assistance approval and testing, Airmen must work with the Educating and Training Section to ensure the exams will fulfill the requirements on the approved degree plan. If so, the Education and Training Section will work with the Central Office prior to the student taking the exam(s) for approval in order for the student to be reimbursed. Students who take the exam(s) before receiving final approval will not be eligible for reimbursement. Airmen must provide results to the Central Office no later than 60 days after the test date. Airmen failing to meet this timeframe will not be reimbursed. Institution-owned exam(s) must be used only to fulfill courses on the student's approved degree plan. **(T-1).**

6.5.4.5. Registration fees for computer-based College Level Exam Program tests at off-base National Test Centers for members not located on an installation, such as Air Force Recruiters and members performing embassy duty. Airmen will work with their servicing Education and Training Section and follow the steps outlined in **paragraph 6.5.4.4**.

6.5.4.5.1. Pre-requisite courses for Air Force commissioning programs. Commanders must recommend Airmen for commissioning programs in a memorandum to the Education and Training Section (loaded to member's Digital File Folder) prior to the Airman requesting the degree plan to be loaded to his/her Air Force Automated Education Management System education goal. The degree plan must outline all pre-requisites courses, which will count towards the 124 semester hours or equivalent cap. Member must maintain grade point average that is specified by the commissioning program. Retaking of courses where a grade is earned and is considered passing (un-reimbursable) under Military Tuition Assistance rules is not authorized. Funding is limited for pre-requisite courses for one commissioning program at a time. If a member is not selected, he/she can pursue another commissioning program. Airmen will not exceed the 124 semester hour/186 quarter hour cap. **(T-1).**

6.5.4.5.2. Remedial courses required for mathematics and English. The courses must be on the degree plan and will count toward the Military Tuition Assistance funding and semester hour cap as well as minimum grade point average requirements. Remedial courses, such as mathematics and English, will be funded for students pursuing a CCAF degree. The academic institution must certify, in writing, the need for these courses. **(T-0).**

6.5.4.6. Military Tuition Assistance will not fund more than 42 semester hours or equivalent for a professional degree that does not require an awarded master's degree as a prerequisite (i.e., Master of Divinity and Juris Doctor). **(T-1).**

6.5.5. Military Tuition Assistance Prohibitions. Military Tuition Assistance will not be issued for the following:

6.5.5.1. Requests received after the course start date. **(T-1).**

6.5.5.2. Tuition paid in whole or in part by other Federal benefits or other appropriated funds. This includes Veterans Affairs education benefits. **Exception:** Veterans Affairs "Top Up" may be used to cover the portion not paid by Military Tuition Assistance. **(T-0).**

6.5.5.3. Officers attending educational institutions under the Excess Leave Program. **(T-1).**

6.5.5.4. Course(s) that apply toward an educational goal at a lower or equal level of education to one already attained either before or after entering the Service. (Exceptions: paragraphs **6.5.6.1**, **6.5.6.2** and **6.5.6.3**.). Any unauthorized or fraudulently obtained tuition assistance will be reimbursed by the member. **(T-1).**

6.5.5.5. Officers who have completed an Air Force-sponsored master's degree (e.g., Air Force Institute of Technology, Air War College, Air Command and Staff College, etc.,) are ineligible to pursue a masters degree using Military Tuition Assistance. **(T-1).**

6.5.5.6. Additional course credits when an Airman changes programs at the same degree level. Airmen are authorized only two degree program changes **(paragraph 6.5.4.2.2)**. **(T-1).**

6.5.5.7. Tuition for audited courses, zero credit courses, evaluated experiential learning, evaluated transfer credit, evaluation of portfolio, and transcription for credit. Tuition or fees for non-credit awarding tests, or any test or course designated as test preparation, test taking study skill, or review. **(T-1).**

6.5.5.8. Tuition for repeated course(s) or course(s) equivalent in content to a course already completed using any funded source, this includes College Level Examination Program/DANTES Standard Subject Tests (**Exception:** Pre-requisites for commissioning programs, **paragraph 6.5.4.5.1**.). Course(s) for which the Airman used Military Tuition Assistance and has reimbursed the Air Force will be eligible for one retake using Military Tuition Assistance. Course(s) for which reimbursement was waived (partial or whole) will be eligible for one retake using Military Tuition Assistance. **(T-1).**

6.5.5.9. Tuition for post-master's courses and doctorate degrees and their equivalents. **(T-0).**

6.5.5.10. Tuition in excess of the Department of Defense and Air Force annual and credit/quarter hour caps. **(T-0).**

6.5.5.11. Tuition for course work used to qualify CCAF faculty, including other Service members, to perform a specific military function, or taken as a substitute for required military training. CCAF faculty who do not have the required academic credentials at time of assignment selection will have tuition, fees, and books paid using a separate program code within Program Element Code 89732F. **(T-1).**

6.5.5.11.1. Under the CCAF Instructor Tuition Program, CCAF faculty members will provide the Education and Training Section a copy of their contracts to be uploaded to their Digital File Folders. **(T-1).**

6.5.5.11.2. All courses will be included in the overall grade point average. CCAF faculty utilizing this program and receiving "incomplete" grades must attain a satisfactory grade within the time stipulated by the institution or 120-days after the end of the course, whichever comes first. **(T-1).**

6.5.5.11.3. CCAF faculty utilizing this program who do not maintain the minimum grade point average requirements as outlined in **paragraph 6.5.1.7,** and do not meet eligibility requirements outlined in **paragraph 6.5.2.8,** will be denied further CCAF Instructor Training Program funding. **(T-1).**

6.5.5.11.4. CCAF faculty utilizing this program must submit grade completion within 60 days of course end date. Failure to do so will result in denial of further participation in the CCAF Instructor Tuition Program. **(T-1).**

6.5.5.11.5. Academic institutions must meet the eligibility requirements outlined in **paragraph 6.5.3**. **(T-1).**

6.5.5.11.6. The Military Tuition Assistance Central Office, using the Air Force Automated Education Management System, Air Force Virtual Education Center, and Academic Institution Portal, will administer the CCAF Instructor Tuition Program for invoicing and grades management. **(T-1).**

6.5.5.11.7. Upon notification that an individual is a non-degreed CCAF faculty member, Education and Training Section staffs will lock the individual's record and manually process the Military Tuition Assistance Request by selecting the CCAF Instructor Tuition Program as the funding source in the Air Force Automated Education Management System. CCAF faculty utilizing this program will ensure all costs, including tuition, fees and books, are correct. Any changes after approval may result in a financial obligation to the CCAF faculty member. The current reimbursement process at the Military Tuition Assistance Central Office will continue for CCAF faculty members who must purchase books out-of-pocket. Upon notification of graduation, CCAF faculty members' records will be unlocked and they will be allowed to pursue Military Tuition Assistance under the provisions outlined in this instruction. **(T-1).**

6.5.5.11.8. CCAF faculty members who do not meet the qualifications for continued use of the CCAF Instructor Tuition Program will still have their education records locked until the Education and Training Section is notified by the unit that the individual has either been removed as a CCAF faculty member from teaching a CCAF credit-awarding class or has completed all degree requirements. In the case of CCAF Associate of Applied Science degree completion, the Education and Training Section will process a CCAF Student Action Request to nominate the individual as a graduate. Upon notification of official graduation from the degree-granting institution, the CCAF faculty member's record will be unlocked in order to receive military tuition assistance funds. **(T-1).**

6.5.5.11.9. Non-degreed CCAF faculty members will be capped at no more than $250.00 per semester hour or $166.66 per quarter hour and not to exceed a lifetime cap of $4,500. CCAF faculty utilizing this program must provide receipts for items for which they are requesting reimbursement. **(T-1).**

6.5.5.11.10. Non-degreed, non CCAF faculty members who are not required to have a CCAF or civilian degree for their duty position remain eligible for regular Military Tuition Assistance courses. **(T-1).**

6.5.5.12. Incarcerated Airmen or those awaiting appellate review. **(T-1).**

6.5.5.13. Members of other Services. (**Exception:** Non-degreed CCAF faculty members). **(T-1).**

6.5.5.14. The purchase of textbooks, e-books, CDCs/DVDs, references/instructional materials, electronic equipment/supplies, and certificate/license examinations. **(T-0).**

6.5.5.15. Airmen with outstanding and/or unresolved "incomplete", "failed", or "withdrawal" grades. Airmen must satisfactorily resolve these grades or complete the reimbursement process (i.e., satisfactorily complete all required paperwork to begin reimbursement) before Military Tuition Assistance will be approved. Any course(s) Airmen take using any other funding source while these issues are being resolved will not be eligible for retroactive Military Tuition Assistance for those courses. **(T-1).**

6.5.5.16. A non-accredited training organization which has formed a partnership or contractual arrangement with a fully accredited institution to provide instruction in support of the institution's accredited programs. **(T-0).**

6.5.5.17. All Airmen (officer and enlisted) who have one or more ineligibility factors (**paragraph 6.5.2.8**). **(T-1).**

6.5.5.18. Tuition for clinical internships that were a condition of contract for entry into the RegAF. **(T-1).**

6.5.6. Military Tuition Assistance Exceptions. Military Tuition Assistance may be authorized under the following specific conditions:

6.5.6.1. Enlisted Airmen to pursue one civilian associate degree after completion of CCAF Associate of Applied Science degree. **(T-1).**

6.5.6.2. Enlisted Airmen with an associate degree or higher pursuing an initial and subsequent CCAF Associate of Applied Science degree. **(T-1).**

6.5.6.3. Airmen reenrolling in a course previously reimbursed/waived to/by the Air Force. Airmen are limited to one retake per course using Military Tuition Assistance. **(T-1).**

6.5.6.4. CCAF Instructor Tuition Program. CCAF faculty members utilizing this program who receive unsatisfactory grades (as defined in **paragraph 6.5.1.4**) will not be required to reimburse the Air Force for the cost of the course. **(T-1).**

6.5.6.5. A second master's degree in International Relations for Line of the Air Force and Air Force Medical Service personnel. Line of the Air Force officers completing an advanced academic degree in international relations (with regional focus) will meet one requirement for gaining eligibility for the Foreign Area Officer direct utilization board.

Under this exception, Military Tuition Assistance is only available to officers with 15 years or less Total Active Federal Commissioned Service. All other requirements in this Air Force instruction apply. The Office of the Deputy Under Secretary of the Air Force, International Affairs, International Airmen Division (SAF/IAPA) must approve (via letter) any exception to policy for Line of the Air Force personnel. **(T-1).**

6.5.6.5.1. The degree must be in International Relations or equivalent with a concentration or major in an area of specialization that requires a minimum of 12 semester hours or equivalent focused on a geographic region. Due to the continual shift of global defense priorities, the region will be subject to SAF/IAPA approval for Line of the Air Force officers and Air Force International Health Specialists for Air Force Medical Service officers to ensure alignment with current requirements. **(T-1).**

6.5.6.5.2. The officer sends an email directly to the International Affairs Specialist program office in SAF/IAPA (**usaf.pentagon.saf-ia.mbx.saf-iapa-ias@mail.mil**) for Line of the Air Force personnel or to the Air Force International Health Specialists program office (**usaf.pentagon.af-sg.mbx.ihs-program-office@mail.mil**) for Air Force Medical Service personnel requesting review of his/her degree choice. The officer must attach a copy of his/her degree plan including a course listing and the academic institution's type of accreditation. **(T-1).**

6.5.6.5.3. SAF/IAPA or Air Force International Health Specialists will notify the officer of his/her request approval/disapproval. **(T-1).**

6.5.6.5.4. If approved, the officer takes the written approval and the degree plan to the Education and Training Section and requests Military Tuition Assistance for their second master's degree. Only SAF/IAPA or Air Force International Health Specialists can approve these specific degrees as meeting Air Force needs. The Education and Training Section Chief cannot disapprove degree plans from SAF/IAPA or Air Force International Health Specialists. **(T-1).**

6.5.6.6. A Master of Law degree with specializations in Cyber Law, International Law, Environmental Law, Labor Law, Air and Space Law, Government Procurement Law, Constitutional Law or National Security Law for RegAF Judge Advocates with 15 years of Total Active Federal Commissioned Service or less. Non-judge advocate officers with a doctorate (or equivalent) are ineligible. Participants must be approved by Headquarters Air Force Office of the Judge Advocate General, Professional Development Directorate. All other requirements in this Air Force instruction apply. **(T-1).**

6.5.7. Military Tuition Assistance Process. The Education and Training Section Chief will ensure Airmen are informed of the Military Tuition Assistance process which includes: **(T-1).**

6.5.7.1. Verify/review the funding request to authorize future payment of Military Tuition Assistance for approved college courses. Education and Training Section Chiefs will ensure that identified funding requests are reviewed for the following quality controls:

6.5.7.1.1. Excessive course load (**paragraph 6.5.2.9.5**). **(T-1).**

6.5.7.1.2. Excessive tuition costs (generally 10% above average cost for that institution). **(T-1).**

6.5.7.1.3. Extended course lengths. **(T-1).**

6.5.7.1.4. Military Tuition Assistance is denied for Airmen who do not meet eligibility criteria in **paragraph 6.5.2.8** at the time of application. **(T-1).**

6.5.7.2. Ensure the institution meets eligibility for Military Tuition Assistance outlined in **paragraph 6.5.3**. **(T-0).**

6.5.7.3. Ensure the courses and degree meet criteria in paragraphs **6.5.3** and **6.5.4**. **(T-0).**

6.5.7.4. Confirm Military Tuition Assistance is used by Airmen in accordance with a documented educational goal and that Airmen progress in a logical, progressive manner. **(T-1).**

6.5.7.5. All tuition assistance must be requested and approved prior to the course start date. Military Tuition Assistance is approved on a course-by-course basis and only for the specific course(s) and course dates that the member requests. **(T-0).**

6.6. Testing Programs.

6.6.1. Overview. The Education and Training Section Chief or designee will manage the Testing Program to ensure Voluntary Education as well as Force Development opportunities are provided through the following testing programs: **(T-0).**

6.6.1.1. Defense Activities for Non-Traditional Education Support testing for academic credit is open to all eligible personnel. Test Control Officers, Alternate Test Control Officers, and Test Examiners must comply with all policies and procedures in the Defense Activities for Non-Traditional Education Support Examination Program Handbook. **(T-0).**

6.6.1.1.1. Each Defense Activities for Non-Traditional Education Support test site must maintain a local test site Standard Operation Procedure Handbook, which must be reviewed annually and updated as necessary. **(T-0).**

6.6.1.1.2. Defense Activities for Non-Traditional Education Support Test Control Officer, Alternate Test Control Officer and Test Examiners must possess a baccalaureate degree from an accredited institution recognized by the United States Department of Education. Waivers will not be granted. **(T-0).**

6.6.1.1.3. On-base National Test Centers may be established to provide Defense Activities Non-Traditional Education Support (DANTES) Standardized Subject Tests, College Level Examination Program, institutional exams, credentialing exams, etc.

6.6.1.2. Air University/A3/6 Military Testing Programs.

6.6.1.2.1. Test Control Officers and Test Examiners will ensure compliance with published policies and procedures for the administration of Air University/A3/6 examinations, and **Chapter 4.** **(T-1).**

6.6.1.2.2. Test Control Officers and Test Examiners must follow Air University guidance. **(T-1).**

6.6.1.2.3. Air Force military personnel tests will be administered in accordance with the policies and procedures contained in AFMAN 36-2664. **(T-1).**

6.6.1.3. Defense Language Programs. Test Control Officers will administer foreign language examinations in accordance with Defense Language Institute guidelines administration procedures for Defense Language Aptitude Battery and Defense Language Proficiency Test. **(T-0).**

6.6.1.4. Federal Aviation Administration. Test Control Officers may administer Federal Aviation Administration Airman Knowledge tests once becoming an approved Federal Aviation Administration testing center. Test administration must be conducted in accordance with Federal Aviation Administration Order 8080.6 (as amended), Conduct of Airman Knowledge Tests. **(T-0).**

6.6.2. Prohibitions. Test Control Officers will no longer administer civilian college distance learning or placement examinations. **(T-1).**

6.6.3. Test Facilities. Test facilities must adhere to the testing condition requirements set forth in AFMAN 32-1084, *Facility Requirements*. **(T-1).**

6.7. Counseling Services.

6.7.1. Program Description. Education and career counseling are core processes and are the foundation for identifying, acquiring, and delivering high-quality, deliberate, adult education programs and services. As financial and developmental stewards for the Air Force's most critical asset - its Airmen - Education and Training Section Chiefs, Education Services Specialists, and counselors are responsible for assisting Airmen from the time they enter military service until the time they separate or retire. They accomplish this by establishing realistic and timely short- and long-term professional, educational, and vocational goals that align with Air Force and individual developmental goals, identifying challenges to goal attainment, and providing periodic follow-up.

6.7.2. Requirements. **(T-1).**

6.7.2.1. The Education and Training Section Chief will ensure academic and career counseling, to include Military Tuition Assistance and degree program guidance, are conducted by staff who are professionally qualified in accordance with Office of Personnel Management qualification standards for the 1740 Education Services Series. **(T-0).**

6.7.2.2. The Education and Training Section staff will maintain comprehensive student records in the Air Force Automated Education Management System to include, but not limited to: initial and subsequent counseling sessions; reviewing, approving and uploading degree/education plans; performing CCAF Student Action Requests; updating enlisted education levels; annotating routine inquiries and referrals. **(T-0).**

6.7.2.3. Installation/Host Commander will ensure adequate private office space is available to conduct confidential discussions/consultations with students. **(T-1).**

6.7.3. Counseling Functions. Counseling and advising include providing information and analysis of students' academic goals, and offering them options to successfully meet those goals. Education Services Specialists and counselors must be knowledgeable about all levels of postsecondary education in order to guide undergraduate and graduate students. To accomplish this, Education Services Specialists and counselors will: **(T-1).**

6.7.3.1. Provide information, resources, and analysis to Airmen ranging from basic information such as credit hour, accreditation, and available programs to more advanced

guidance, which includes assessment of interests and long-term goals, and preparing for post-service careers. **(T-1).**

6.7.3.2. Provide Airmen information, resources, analysis, and advice about the Air Force Credentialing Opportunities On-Line Program and assistance tailored to their career goals. **(T-1).**

6.7.3.3. Provide Airmen information, resources, analysis, and advice about the SkillBridge Program and assistance tailored to their career goals. **(T-1).**

6.7.3.4. Use the counseling checklist in the Voluntary Education Personnel Service Delivery guide for all Airmen receiving counseling for the first time or for Airmen who have been inactive in pursuing their education for a year or more. **(T-1).**

6.7.3.5. Counsel Airmen on CCAF education opportunities. This includes, but is not limited to, course completion requirements, transcript reviews, and follow-up actions. At least annually, review Advanced Academic Standing reports to encourage Airmen to complete remaining CCAF Associate of Applied Science degree requirements. Document all sessions in the Air Force Automated Education Management System. **(T-1).**

6.7.3.6. The Education and Training Section will not organize local graduation ceremonies, including CCAF graduations; however, it may function in an advisory capacity.

6.7.3.7. Provide advice, guidance, and counseling to Airmen on Military Tuition Assistance benefits, processes, and requirements. This includes, but is not limited to, information about student and school eligibility, completion requirements, RegAF service commitments, reimbursement procedures, waiver packages, and other financial options for Airmen. **(T-1).**

6.7.3.8. Serve as the liaison between Airmen and the Central Office. **(T-1).**

6.7.3.9. Provide basic Veterans Affairs education benefits information. **(T-1).**

6.7.4. Department of Defense Transition Assistance Program Education Track. One of the Transition Assistance Program components is a two-day Education Track, which may be elected by the service member. Eligible service members seeking higher education when they depart from military service shall show documented evidence that they completed a comparison of higher education options with institutions of higher learning. **(T-0).**

6.7.4.1. Education Services personnel teach the two-day Education Track, which is designed to prepare Airmen for college life. At joint bases, the lead Service will provide instruction for the Education Track. **(T-1).**

6.7.4.2. The Education Track instruction will follow the approved Department of Defense curriculum to include researching schools, financial assistance, risks associated with incurring debt to finance education, the realities of campus life, completing the college admission process and transferring credits. **(T-0).**

6.7.4.3. A Veterans Affairs representative will provide in depth information concerning Veterans Affairs education benefits. **(T-0).**

6.7.4.4. Update required databases and follow-up with attendees, as required. **(T-0).**

6.7.5. Education and Employment Initiative and Operation WARFIGHTER. DoDI 1300.25, *Guidance for the Education and Employment Initiative (E21) and Operation WARFIGHTER (OWF)* provides an avenue that ensures wounded service members (aka Recovering Service members) are provided with sound education and employment assistance as they transition to civilian life. **(T-0).**

6.7.5.1. Veterans Affairs is the primary lead on Education and Employment Initiative and Operation WARFIGHTER. **(T-0).**

6.7.5.2. Veterans Affairs has Vocational, Rehabilitation, and Employment counselors either at the installation or in a regional office who will work to establish the service member's eligibility and begin the process of establishing a case.

6.7.5.3. AFPC (Wounded Warrior Branch) personnel will work with Veterans Affairs and base-level case managers. **(T-1).**

6.7.5.4. Airmen are assigned to a base or identified at their current location and the case manager will develop a program that meets the needs and interests of the Airmen.

6.7.5.5. Education and Training Sections may be contacted to work with the Airmen to meet their educational goals. This could be individually or as part of an ad hoc committee.

6.7.5.6. It is crucial that Airmen who participate in this high-level visibility program are identified with a special identifier in the Air Force Automated Education Management System (Education and Employment Initiative and Operation WARFIGHTER drop down) so that their counseling notes are listed under the correct program for tracking purposes. **(T-1).**

6.7.6. Air Force Commissioning. Education and Training Section Chief will provide general program information. Refer Airmen to applicable commissioning program websites.

6.7.7. Air Force Credentialing Opportunities On-Line Program. Education and Training Section Chief will provide general program information and advisement. **(T-1).**

6.7.8. SkillBridge Program. Education and Training Section Chief will provide counseling and program guidance. **(T-1).**

6.7.9. Air Force Educational Leave of Absence Program. As of 14 March 2014, the Air Force Educational Leave of Absence Program was suspended indefinitely. Answers to guidance and procedure questions beyond the information in this instruction are addressed in AFI 36-3003, *Military Leave Program*.

6.7.10. Educational Deferment Program. The Air Force intent is to support members in achievement of their personal education goals provided Airmen satisfy their primary duties without significant impact on assignments. Therefore, at key times in certain educational programs, members may be authorized assignment deferments for educational reasons, such as whenever the education program will be completed during the deferment period. Like other deferments, education deferments may be denied when they do not serve the overall best interest of the Air Force. The Education and Training Section Chief has the responsibility to review college degree documentation to ensure all degree requirements are clearly listed, to request deferment through Military Personnel Section, and to monitor the progress of members on educational deferments. The Airman is responsible for providing end-of-course grades to the Education and Training Section. An educational deferment may be cancelled when the

Airman's leadership determines cancellation is necessary in order to meet mission needs. When the Airman is not making satisfactory progress, as determined by a review of grade reports, the Education and Training Section Chief may cancel an educational deferment after coordination with the member's commander and the Military Personnel Section. Airmen assigned to Overseas Continental United States locations are ineligible for the Educational Deferment Program. AFI 36-2110, *Total Force Assignments* provides additional details about the Deferment Program.

6.8. Air Force Reserve Tuition Assistance Program and Air National Guard Program. (T-1)

6.8.1. Reserve Tuition Assistance Authority. Title 10 USC § 2005 and § 2007, the Annual Appropriation Act, DoDD 1322.08E, DoDI 1322.25, and this instruction authorize Reserve Tuition Assistance, reimbursements, and outline policy. Requests for changes, waivers, or decisions regarding Reserve Tuition Assistance policy outside this instruction, and above mentioned citations, must be submitted to Air Force Reserve Center (AF/REP).

6.8.1.1. Reserve Tuition Assistance is an education incentive program for participating Selected Reserve members. The Reserve Tuition Assistance program will be used as a tool to recruit and retain members in the Air Force Reserve. The Reserve Tuition Assistance program will mirror the RegAF Military Tuition Assistance program with exceptions identified in this chapter.

6.8.1.2. Active Guard/Reserve (AGR) personnel are not eligible for Reserve Tuition Assistance and will follow the RegAF Military Tuition Assistance program guidance.

6.8.2. Reserve Tuition Assistance Eligibility.

6.8.2.1. Members of the Selected Reserve who meet the following criteria are eligible for Reserve Tuition Assistance:

6.8.2.1.1. Member is actively participating for pay and points and is in good standing upon the day the member applies for and completes his/her last course(s).

6.8.2.1.2. Member must have a high school diploma or equivalent.

6.8.2.1.3. Members are ineligible for Reserve Tuition Assistance if they have a current Unfavorable Information File, are on a control roster, have failed or are overdue for their most recent Physical Fitness test, and/or have a current referral Enlisted Performance Report/Officer Performance Report. Members who have been denied Reserve Tuition Assistance and use other means to fund course(s) are not eligible for retroactive Reserve Tuition Assistance for those course(s) after the above management controls no longer exist.

6.8.2.1.4. Commissioned officers must have a Mandatory Separation Date of not less than 48 months of service commitment starting at the end of the last class completed. In addition, officers incur a four-year Reserve Service Commitment for each course completed using Reserve Tuition Assistance funds. The Reserve Service Commitment time begins on the course end date for each course. For example, an officer completes graduate course (A) on 15 October 2013. The officer now has a Reserve Service Commitment through 14 October 2017. The same officer takes another course (B) that ends 15 December 2013. The officer now has two Reserve Service Commitments. The Reserve Service Commitment for course (A) has 47 months remaining while the

Reserve Service Commitment for course (B) starts the full 48 months. **Note**: Each time an officer applies for Reserve Tuition Assistance, he/she must sign a contract for Air Force selected Reserve Service Commitment with the Wing Education and Training Section or ARPC/DPTTB. **(T-0).**

6.8.2.2. Reserve Tuition Assistance Split Training Option. Enlisted members who have successfully completed Basic Military Training and are waiting to attend a 3-level formal school are authorized to participate in Reserve Tuition Assistance if they meet the above criteria and course requirements do not interfere with the attendance and/or completion of the formal school. Reserve Tuition Assistance is not authorized until Airmen successfully complete Basic Military Training.

6.8.2.3. Reserve Tuition Assistance Headquarters Air Force Reserve Command (AFRC/A1KE) Responsibilities. Coordinate policy and guidance in conjunction and through AFRC/REPP for implementing the Reserve Tuition Assistance program.

6.8.3. Reserve Tuition Assistance Education and Training Section and AFPC/DPTTB Responsibilities. **Note:** AFPC/DPTTB serves as the functioning Education and Training Section for Individual Mobilization Augmentee members. **(T-1).**

6.8.3.1. Counsel Reserve Airmen on their eligibility for Reserve Tuition Assistance. **(T-0).**

6.8.3.2. Validate all Reserve Tuition Assistance applications through the Air Force Automated Education Management System.

6.8.3.3. Ensure Reserve Tuition Assistance operating funds are available in accordance with current procedures to adequately maintain the ability to disburse payments to eligible recipients.

6.8.3.4. Monitor disbursements and total funds spent via reports generated by Air Force Automated Education Management System, AFRC Financial Management Office, and Defense Finance and Accounting Service.

6.8.3.5. Monitor Reserve Tuition Assistance requests, coordinate actions in the Air Force Automated Education Management System, and analyze data for trends.

6.8.3.6. Provide a point of contact to the Military Tuition Assistance Central Office who will assist in ensuring Air Force Reserve Airmen will reimburse the money for course(s) not completed satisfactorily while on RegAF using Military Tuition Assistance. Provide a point of contact to Reserve Tuition Assistance Central Office who will assist with ensuring Reservists will reimburse the money for course(s) not completed satisfactorily while using Reserve Tuition Assistance. ARPC/DPTTB will coordinate the reimbursement of Military Tuition Assistance funds with the Central Office when required. **(T-0).**

6.8.3.7. Assist members in the process of requesting Reserve Tuition Assistance waivers. Reserve Tuition Assistance Central Office reviews and processes Tuition Assistance waiver requests for Reserve Tuition Assistance.

6.8.3.8. Advertise and disseminate information on Reserve Tuition Assistance benefits.

6.8.3.9. Ensure Reserve Tuition Assistance requests submitted will be reviewed, verified and approved in the Air Force Automated Education Management System.

6.8.3.10. Maintain hard copy documents associated with requests for Reserve Tuition Assistance if unable to maintain electronically. All information and supporting documentation will be updated, uploaded, and maintained in the student's Digital File Folder located in the Air Force Automated Education Management System.

6.8.3.11. Use Air Force Automated Education Management System to manage and track each student requesting Reserve Tuition Assistance from initiation of paperwork to course completion.

6.8.3.12. Verify grades for students are entered into the Air Force Automated Education Management System upon course completion. Successful course completion is defined as the following in accordance with DoDI 1322.25 for undergraduate courses: grade of "C" or better, "Satisfactory," "Credit", "Pass" or equivalent. For graduate courses: grade of "B" or better, "Satisfactory," "Credit", "Pass" or equivalent. Members will reimburse for grade of "D", "Unsatisfactory" or equivalent for undergraduate courses. Members will reimburse for grade "C", "D" or "Unsatisfactory" or equivalent for graduate courses. **(T-0).**

6.8.3.13. Initiate reimbursement action from the member for course(s) not successfully completed. **(T-0).**

6.8.3.14. Monitor Air Force Automated Education Management System to ensure accurate information is maintained for each student requesting Reserve Tuition Assistance.

6.8.3.15. Deny Reserve Tuition Assistance when an Airman is not maintaining acceptable academic progress. Airmen who do not maintain a cumulative grade point average of 2.0 or higher at the undergraduate level after completing 15 semester hours or equivalent will not be authorized Reserve Tuition Assistance until they raise their grade point average to the required level. With regard to graduate level, the Airman must maintain a grade point average of 3.0 or higher after completing six (6) semester hours or equivalent. To compute grade point average, the Education and Training Section will use all grades funded with Reserve Tuition Assistance regardless of reimbursement actions. Reserve Tuition Assistance is not authorized to allow a member to raise his/her grade point average. It is incumbent upon the member to fund and provide official grades to the Education and Training Section verifying grade point average increase. The Air Force Reserve will not reimburse a student for course(s) taken at a student's own expense to raise a grade point average. (If a student's grade point average falls below the minimum standard then courses paid using other funding sources since starting Reserve Tuition Assistance to increase the grade point average to the minimum standard will be used to compute the new grade point average). **(T-0).**

6.8.4. Reserve Tuition Assistance Supervisor Responsibilities.

6.8.4.1. For the purposes of Reserve Tuition Assistance, a supervisor is defined as the person in the member's chain of command having next in line tuition assistance approval authority and oversight. This person must be able to adequately access the student's ability to participate in voluntary education while also satisfying the responsibilities of an Air Force Reservist. Supervisors will: **(T-1).**

6.8.4.1.1. Counsel Airmen on their responsibility to successfully complete course(s) when using Reserve Tuition Assistance. **(T-0).**

6.8.4.1.2. Ensure that members have no military or outside responsibilities that will adversely affect their successful course completion.

6.8.4.1.3. Explain to Airmen their financial liability should they fail to successfully complete the course(s) or fail to comply with other components of this guidance. **(T-0).**

6.8.4.1.4. Supervisors must approve all other Reserve Tuition Assistance requests and can deny based on any of the following criteria:

6.8.4.1.4.1. Airman is in upgrade training.

6.8.4.1.4.2. Airman who will be on temporary duty during the course.

6.8.4.1.4.3. Airman who will have a permanent change of station during the course.

6.8.4.1.4.4. Airman is enrolled/attending Professional Military Education (either distributed learning or in-resident).

6.8.4.1.4.5. Other factors that could affect the Airman's ability to successfully complete the course can also be considered.

6.8.5. Reserve Tuition Assistance Member's Responsibilities.

6.8.5.1. Actively participate for pay and points and remain in good standing upon the day the member applies for and completes his/her last course(s). **(T-1).**

6.8.5.2. Discuss and coordinate Reserve Tuition Assistance request with supervisor prior to submission. **(T-1).**

6.8.5.3. Provide a degree plan to the Wing Education and Training Section or equivalent and ARPC/DPTTB for Individual Mobilization Augmentees upon application for Reserve Tuition Assistance, or upon completion of their first Reserve Tuition Assistance funded course. Members must submit an evaluated degree plan in the Air Force Virtual Education Center. **Note:** All course(s) submitted for Reserve Tuition Assistance approval must be on the degree plan. **(T-1). (T-1).**

6.8.5.4. Complete the initial counseling (one-time requirement) and the annual Reserve Tuition Assistance training before requesting Reserve Tuition Assistance at the Wing Education and Training Section or equivalent or ARPC/DPTTB for Individual Mobilization Augmentees**. (T-1).**

6.8.5.5. Complete and submit all required paperwork no earlier than 45 days prior to course start date and no later than seven (7) days before the course start date. **(T-1).**

6.8.5.6. Successfully complete courses or exams funded by Reserve Tuition Assistance within prescribed timelines. ARPC/DPTTB and supervisor must be notified prior to withdrawal from course(s) funded by Reserve Tuition Assistance. Successful course completion is required; otherwise, reimbursement action will be initiated for the member to repay Reserve Tuition Assistance. A successful course completion is defined as a grade of "C" or higher for undergraduate courses, a grade of "B" or higher for graduate courses, and a "P" (or equivalent) for "Pass/Fail" grades.

6.8.5.7. Report all incompletes, failures (including grade "D") and cancellations for all course(s) approved for Reserve Tuition Assistance immediately to the Wing Education and Training Section or ARPC/DPTTB for Individual Mobilization Augmentees. **(T-1).**

6.8.5.8. Maintain a cumulative undergraduate grade point average of 2.0 or higher at the undergraduate level after completing 15 semester hours or equivalent. For graduate course(s), members must maintain a grade point average of 3.0 or higher after completing six (6) semester hours or equivalent. Airmen will not be authorized Reserve Tuition Assistance until they raise their grade point average to the required level. **(T-1).**

6.8.5.9. Ensure final grades are received and updated in Air Force Automated Education Management System education record via Air Force Virtual Education Center within 60 days of course end date or two weeks prior to separation or terminal leave (whichever occurs first), retirement, deactivation, or assignment departure. This includes Airmen on an educational deferment. It is ultimately the Airman's responsibility to ensure all grades are posted in Air Force Automated Education Management System prior to the deadline. A failure to do so will result in the initiation of a reimbursement action for the member to repay Reserve Tuition Assistance. Airmen who are separating or nearing deactivation must provide grade or progress report from their instructor stating satisfactory progress at least two weeks prior to separation/deactivation date. If an unsatisfactory grade is reported at the end of the course, an out-of-service debt will be processed. The debt will be processed through ARPC/DPTTB with AFRC Financial Management Office guidance. **(T-1).**

6.8.5.10. Airmen receiving incomplete (and equivalent) grades must attain a satisfactory grade within the time limit stipulated by the institution or 120 days after the end of the course, whichever comes first. Extensions will not be granted. If the central office does not receive a satisfactory grade by the end of this period, they will initiate a reimbursement action for the member to repay Reserve Tuition Assistance. If the Airman presents a grade after the deadline, the funds collected will not be returned and the reimbursement action will not be stopped or suspended. **(T-1).**

6.8.5.11. Pay all institution costs not covered by Reserve Tuition Assistance. **(T-1).**

6.8.6. Reserve Tuition Assistance Prohibitions. **(T-1)**

6.8.6.1. Reserve Tuition Assistance is not provided to individuals for courses that do not lead to an associate's, baccalaureate, or master's degree, or for a course previously paid for by Reserve Tuition Assistance or RegAF Military Tuition Assistance. **(T-1).**

6.8.6.2. Reserve Tuition Assistance is not provided to individuals who are seeking a lateral or lower degree. **(T-1).**

6.8.6.3. Reserve Tuition Assistance is not authorized for post-masters courses, certificates or degrees, including doctorates, or Juris Doctorate degrees. **(T-1).**

6.8.6.4. Reserve Tuition Assistance is not provided for off-duty foreign language courses not part of a degree plan integral to the Defense Strategic Language List. **(T-1).**

6.8.6.5. Reserve Tuition Assistance is not provided for Dominant-in-the-Force languages and languages deemed by the Department of Defense as already having sufficient strategic capacity authorized except for assignments outside Continental United States. **(T-1).**

6.8.7. Reserve Tuition Assistance Exceptions.

6.8.7.1. Reserve Tuition Assistance can be used when a member already possesses a degree and wants to take course(s) toward a CCAF Associate of Applied Science degree for which the individual is eligible. **(T-1).**

6.8.7.2. Reserve Tuition Assistance can be used when a member already possesses a degree and wants to take course(s) leading to a teacher certification/license. Members must provide a state approved plan of college courses that prepares a person for credentialing to their Wing Education and Training Section or equivalent and ARPC/DPTTB. The plan will be filed in the member's Air Force Automated Education Management System Digital File Folder. **(T-1).**

6.8.7.3. Use of Reserve Tuition Assistance is authorized for Air Force Reserve attorneys wishing to pursue a second graduate program in Cyber Law (applies to officers with 15 years or less Total Active Federal Commissioned Service Date). Non-judge advocate officers with more than one master's degree or holding a doctorate (or equivalent) are ineligible. Participants must be approved by AFRC/JA. **(T-1).**

6.8.7.4. The use of Reserve Tuition Assistance for non-degree language courses is limited to those published by the United States Air Force as part of the Undersecretary of Defense for Personnel and Readiness Department of Defense Strategic Language List and for only one language. Courses must bear academic credit. After completion of no more than six (6) semester hours (or equivalent), Airmen must take the Defense Language Proficiency Test-V with a minimum score of 1+. Upon successful completion of the Defense Language Proficiency Test-V, Airmen will be eligible for no more than an additional six (6) semester hours (or equivalent) in the same language. Failure to take the Defense Language Proficiency Test-V within 60 days of completion of the last course will result in a mandatory reimbursement of Reserve Tuition Assistance. **(T-1).**

6.8.7.5. Reserve Tuition Assistance can be used for a second graduate degree in a foreign language, International Politico-Military Affairs or area studies with Secretary of the Air Force/IAPA approval (officers only with 15 years or less Total Active Federal Commissioned Service Date). **(T-1).**

6.8.8. Reserve Tuition Assistance Process. **(T-1).**

6.8.8.1. All requests for Reserve Tuition Assistance will be applied for in the Air Force Virtual Education Center no earlier than 45 days and no later than seven (7) days prior to course start date. **(T-1).**

6.8.8.2. Reserve Tuition Assistance requests will be processed by the member via the Air Force Virtual Education Center. Only in cases in which the member does not have access to the Air Force Virtual Education Center, will the Wing Education and Training Section or ARPC/DPTTB for the Individual Mobilization Augmentee, enter the information into the Air Force Automated Education Management System. **(T-1).**

6.8.8.3. ARPC/DPTTB does not authorize late tuition assistance, which is defined as tuition assistance requests submitted after a course has started. **(T-1).**

6.8.8.4. ARPC/DPTTB does not authorize after-the fact tuition assistance (defined as tuition assistance after a course has been completed). **(T-1).**

6.8.9. Reserve Tuition Assistance Payment Rates. **(T-1).**

6.8.9.1. Undergraduate degree course(s). The basic benefit offers 100 percent tuition not to exceed $250.00 per semester hour or $166.66 per quarter hour, with a maximum cumulative benefit not to exceed $4,500 per fiscal year. **(T-0).**

6.8.9.2. Graduate degree course(s). The basic benefit offers 100 percent tuition not to exceed $250.00 per semester hours or $166.66 per quarter hour with a maximum cumulative benefit not to exceed $4,500 per fiscal year. **(T-0).**

6.8.9.3. A member pursuing an undergraduate and graduate program in the same fiscal year will not exceed the cap of $4,500. **(T-0).**

6.8.9.4. Prerequisite courses will be authorized if a letter is on file from the academic institution stating the course(s) is a requirement/prerequisite for the pursuing degree. **(T-1).**

6.8.9.5. Reserve Tuition Assistance is paid only for tuition costs. Lab, shop, instructional, and/or technology fees are not paid. **(T-1).**

6.8.9.6. Most institutions award credit either by semester hour or quarter hour. If an institution is on a clock/contact hour schedule, use the following to calculate tuition assistance: one semester credit hour is equal to 45 clock/contact hours. **(T-0).**

6.8.9.7. Once the member has completed the course(s), it is his/her responsibility to ensure grade(s) is/are submitted to the Wing Education and Training Section or ARPC/DPTTB within 60 days of course completion. **(T-1).**

6.8.9.8. If the 60-day requirement is not met, reimbursement action will be initiated for the member to repay Reserve Tuition Assistance. **(T-1).**

6.8.9.9. In most cases, the academic institution will enter the final grade indicating course completion via the Academic Institution Portal. If required, the member may need to provide the necessary documentation to the Wing Education and Training Section or ARPC/DPTTB. Proof of course completion can be an official transcript or grade report taken directly from the attending institution's website. **(T-1).**

6.8.9.10. Proof of tuition paid will be verified with a receipt from the school of actual tuition paid or obtained from a school's website stipulating how much the institution charges per semester/quarter hour. **(T-1).**

6.8.9.11. The Wing Education and Training Section or ARPC/DPTTB will verify the information from the grade report with member's information in the Air Force Automated Education Management System and input the grade received in the Air Force Automated Education Management System, as required. **(T-1).**

6.8.9.12. Members who receive an "incomplete" grade must immediately notify the Wing Education and Training Section or ARPC/DPTTB, who in turn, will update the Air Force Automated Education Management System with a course end date of 120 days after the end of the original term specified by the institution. **(T-1).**

6.8.9.13. A "satisfactory" grade must be attained by the new course end date or Reserve Tuition Assistance will be reimbursed. The 120-day period may be extended by the Wing Education and Training Section or ARPC/DPTTB for health reasons, temporary duty, emergency leave, or hospitalization on a day-to-day basis. **(T-1).**

6.8.10. Reserve Tuition Assistance Benefits.

6.8.10.1. Reserve Tuition Assistance is available to Reserve members for both distributed learning and on-campus courses. However, the college or school offering the course(s)

must be a nationally or regionally accredited institution, recognized by the Department of Education and have a signed Department of Defense Memorandum of Understanding on file. **(T-1).**

6.8.10.2. If the educational institution does not appear in the directory, the member must ask for proof of accreditation in writing or contact the accrediting body in their region to verify accreditation. **(T-1).**

6.8.10.3. Accrediting   bodies   can   be   found   at **http://www.ed.gov/about/offices/list/OPE/index.html**. **Note:** There are colleges and universities that are nationally and regionally accredited; however, some of the courses they teach may not be accredited or recognized by the Department of Education.

6.8.10.4. Reserve Tuition Assistance is an education incentive, not an entitlement. It is offered each fiscal year (fiscal year is defined as 1 October - 30 September) as long as funding is available.

6.8.10.5. Reserve Tuition Assistance is paid directly to the academic institution for approved courses.

6.8.11. Reserve Tuition Assistance Concurrent Education Assistance.

6.8.11.1. Reserve Tuition Assistance and Montgomery GI Bill (38 USC Chapter 30, *All Volunteer Force Educational Assistance Program*; 38 USC Chapter 31, *Training and Rehabilitation for Veterans with Service-Connected Disabilities*; 38 USC Chapter 33, *Post 9/11 Educational Assistance*; and 10 USC Chapter 1606, *Educational Assistance Reserve*) may not be used in conjunction with the same course (38 USC § 3681, *Limitations on educational assistance*). **(T-0).**

6.8.11.2. Reserve Tuition Assistance and RegAF Montgomery GI Bill, (Chapter 30, and Post 9/11 GI Bill, Chapter 33), may be used for the same course under the Top-Up Program. For additional information on the Top-Up Program, visit the Veterans Affairs website at **www.va.gov**. **(T-0).**

6.8.11.3. Reserve Tuition Assistance with Montgomery GI Bill and/or other "federal" benefits to include federally funded student guaranteed loans for the same course(s) would constitute duplication of benefits (DoDI 1322.25) and is not authorized.

6.8.11.4. Reserve Tuition Assistance is authorized to be used in conjunction with "civilian" tuition assistance from a private employer.

6.8.12. Reserve Tuition Assistance Reimbursements. **(T-1).**

6.8.12.1. Reserve Tuition Assistance reimbursement procedures will follow RegAF Military Tuition Assistance procedures in accordance with this regulation. **(T-1).**

6.8.12.2. The Reserve Tuition Assistance Central office will handle and process reimbursement waivers in accordance with Military Tuition Assistance policy, in accordance with this instruction. Final waiver authority is the ARPC/CC who can delegate authority to ARPC/CV. **(T-1).**

6.8.13. Air National Guard State Eligibility.

6.8.13.1. Every Air National Guard Unit can establish a State Tuition Assistance program if desired. The state must create written guidance that establishes Airman eligibility, application process, funding values, reimbursement procedures and service commitments. **(T-1).**

6.8.13.2. Use of the RegAF Military Tuition Assistance for activated Guard and the tuition assistance benefit offered by the State Air National Guard cannot be used to pay for the same course. **(T-1).**

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6.10. SkillBridge Program.

6.10.1. Responsibilities. The DoD SkillBridge Program provides eligible Airmen (officer and enlisted) opportunities to develop their career skills through civilian on-the-job training, employment skills training, apprenticeships, and internships to help them prepare to transition from military to civilian employment.

6.10.1.1. AF/A1DLV. Provides oversight and guidance for the Air Force SkillBridge Program policy. **(T-1).**

6.10.1.2. AFPC/DP3SA.   Oversee SkillBridge Program implementation, provides guidance, and develops processes and procedures to execute the SkillBridge program. Duties include but are not limited to: **(T-1).**

6.10.1.2.1. Work closely with AF/A1DLV for policy review/decisions and assist in the continued development and sustainment of the SkillBridge Program. **(T-1).**

6.10.1.2.2. Elevate/work issues for resolution with AF/A1DLV when necessary. **(T-1).**

6.10.1.2.3. Provide guidance and assist AFPC/DP2SST with executing and managing the program on the installations. **(T-1).**

6.10.1.3. AFPC/DP2SST.   Provide program execution oversight for the SkillBridge Program to ensure compliance with AF/A1DLV policy and guidance. Duties include but are not limited to: **(T-1).**

6.10.1.3.1. Work issues for resolution with AFPC/DP3SA and AF/A1DLV, and elevate when necessary. **(T-1).**

6.10.1.3.2. Provide guidance and assist base-level Education and Training Section Chiefs with executing and managing the SkillBridge Program on the installations. **(T-1).**

6.10.1.4. Base-level Education and Training Section Chief. Responsible for the overall management of the base/installation-level SkillBridge Program and provides the daily execution of the program within DoD, AF/A1DLV, and AFPC policy and guidelines. Duties include but are not limited to: **(T-1).**

6.10.1.4.1. Ensure compliance with this instruction and references herein. **(T-1).**

6.10.1.4.2. Ensure Airmen are counseled on SkillBridge Program including policy and application procedures during the Transition Assistance Program's Higher Education Track. Document all counseling actions fully in the Air Force Automated Education Management System. **(T-1).**

6.10.1.4.3. Update and maintain current, relevant information on the Air Force Virtual Education Center. At a minimum, review and update information at least quarterly or sooner, if needed. Publish information concerning SkillBridge Program opportunities on the Air Force Virtual Education Center and other media.

6.10.1.4.4. Report SkillBridge Program metrics to AFPC/DP2SST Military Training Section. **(T-1).**

6.10.1.4.5. Screen and approve SkillBridge Program providers in accordance with general criteria outlined in DoDI 1322.29, Enclosure 4, AF/A1DLV policies. **(T-0).**

6.10.1.4.6. Establish a Memorandum of Understanding between the installation and on-base SkillBridge Program providers. The Memorandum of Understanding establishes the parameters for cooperative support between the installation and the SkillBridge Program provider for the recruitment of transitioning Airmen for the purpose of providing training under the SkillBridge Program. **(T-0).**

6.10.1.5. Unit/Squadron Commanders.

6.10.1.5.1. Are designated as the approval authority to participate in the SkillBridge Program. The approval authority is the first field grade commander in the Service member's chain of command who is authorized to impose non-judicial punishment under Article 15 of the Uniform Code of Military Justice (UCMJ). This authority may not be delegated. **(T-0).**

6.10.1.5.2. Should consider Airmen that have been identified for possible early transition for enrollment in SkillBridge Programs, provided the Airman's anticipated character of service upon separation is honorable or under honorable conditions. Examples of these situations include a hardship discharge, involuntary transition resulting from failure to reenlist or extend or complete an upcoming deployment, and early demobilization due to curtailment of mission, separations, or transfers. **(T-0).**

6.10.1.5.3. May release Airmen from daily unit duties for the period of Skillbridge participation. **(T-0).**

6.10.1.5.4. Will maintain daily accountability of Airmen participating in SkillBridge Program and may require their participation in unit formations, physical training, and other unit requirements. **(T-0).**

6.10.1.5.5. May terminate an Airman's participation in a program based on mission requirements. **(T-0).**

6.10.1.5.6. May withdraw a member from the program if the member failed to comply with Air Force standards while participating in a SkillBridge Program. **(T-0).**

6.10.1.5.7. Must ensure Airmen who reenlist or extend their enlistment while participating in a SkillBridge Program are immediately withdrawn from the SkillBridge Program. **(T-0).**

6.10.1.5.8. Supervisors. Supervisors of Airmen participating in SkillBridge programs are accountable and responsible for their subordinates. Thus, supervisors will:

6.10.1.5.9. Manage, track and report the status of subordinates to the appropriate agencies while participating in SkillBridge Programs. **(T-1).**

6.10.1.5.10. Maintain communication with subordinates who are SkillBridge program participants and their host employers on a routine basis. **(T-0).**

6.10.2. Airmen Eligibility and Authorized Uses. **(T-0).**

6.10.2.1. Airmen (officers and enlisted) must meet all of the following criteria to be eligible to participate in SkillBridge programs: **(T-0).**

6.10.2.1.1. Complete at least 180 days of service in the Armed Forces;

6.10.2.1.2. Complete the Transition Assistance Program (TAP);

6.10.2.1.3. Expect to be discharged and the anticipated character of service upon separation is honorable or under honorable conditions; and

6.10.2.1.4. Expect to be discharged or released from service within 180 days of starting participation in SkillBridge program. Exceptions to this rule will be reviewed on a case-by-case basis. An example of a situation warranting an exception to policy would include members who are meeting a Medical Evaluation Board who do not yet have an established date of separation. **(T-1).**

6.10.3. Airmen participation is dependent on unit and mission requirements. **(T-0).**

6.10.4. Airmen may apply to participate in a SkillBridge Program in the Air Force Virtual Education Center up to one year from their date of separation. However, the SkillBridge program will not begin earlier than 180 days prior to the Airman's date of separation. **(T-1).**

6.10.5. Airmen must have signed a SkillBridge Program Vetting checklist loaded to member's Digital File Folder. **(T-1).**

6.10.6. Airmen must sign a Memorandum of Participation outlining their participation in the SkillBridge Program while on RegAF. The memorandum also includes the requirement to report accountability, comply with military training requirements, and maintain military standards. The Education and Training Section Chief will maintain a copy in the member's Digital File Folder and provide a file copy to the unit commander or Airman's supervisor. **(T-1).**

6.10.7. Airmen are eligible for only one SkillBridge Program during their transition period. **(T-1).**

6.10.8. Airmen who reenlist or extend while participating in a SkillBridge Program will immediately withdraw from the program and return to their unit for duty. **(T-0).**

6.10.9. Unauthorized Uses. Appropriated funds are not authorized for any SkillBridge Program. SkillBridge programs will be provided at minimal or no cost to the Airman. **(T-0).**

6.10.9.1. An Airman may voluntarily elect to participate in a SkillBridge Program that charges application, registration, or other minimal fees using his/her personal funds.

6.10.9.2. Airmen may use United States Department of Veterans Affairs educational benefits for On-the-Job/apprenticeship programs and vocational/technical training programs, if applicable.

6.10.9.3. Airmen will not be authorized to participate in a SkillBridge Program in a paid, temporary duty status. Payment for per diem or travel expenses is not authorized even when an Airman chooses to participate in an off-installation SkillBridge Program. **Exception:** Expenses may be authorized if they meet the criteria in DoDI 1322.29.

6.10.9.4. The use of a government-owned vehicle to transport Airmen to a SkillBridge Program is not authorized.

6.10.9.5. Airmen will not receive compensation, wages, pay, training stipends or any other form of financial compensation from the SkillBridge Program provider for participation in any career skills or training program while on RegAF.

6.10.9.6. Off-installation SkillBridge Programs will normally be located within 50 miles of the Airman's installation or duty station, or within 50 miles of the Airman's residence. However, the unit/squadron commander may allow participation in a program beyond the 50-mile limit if the commander is satisfied that adequate measures exist to ensure accountability and safety given the Airman's unique circumstances.   Airmen who participate in off-installation SkillBridge programs must comply with DoDI 1322.29 and AFI 36-3003.

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ALEX WAGNER
Assistant Secretary of the Air Force
Manpower and Reserve Affairs

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

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Field Scoring Answer Sheet

Abbreviations and Acronyms

AFI—Air Force Instruction

AFIT—Air Force Institute of Technology

AFLC—Air Force Learning Committee

AFM—Air Force Manual

AFPC—Air Force Personnel Center

ANG—Air National Guard

ARC—Air Reserve Component (Air National Guard and Air Force Reserve)

ARPC—Air Reserve Personnel Center

AFRC—Air Force Reserve Command

AU—Air University

CCAF—Community College of the Air Force

CJCSI—Chairman Joint Chiefs of Staff Instruction

DANTES——Defense Activity for Activities Non-Traditional Education Services Support

DoD—Department of Defense

DoDI—Department of Defense Instruction

DSE—Developmental Special Experiences

FDC—Force Development Council

GS—General Schedule

HAF—Headquarters Air Force

HQ RIO—Headquarters Individual Reservist Readiness & Integration Organization

NGB—National Guard Bureau

RDS—Records Disposition Schedule

ROTC—Reserve Officer Training Corps

SAF/MR—Assistant Secretary of the Air Force for Manpower and Reserve Affairs

SDI—Special Duty Identifier

SEI—Special Experience Identifier

SrA—Senior Airman

SURF—Single Unit Retrievable Format

USAF—US Air Force

USAFA—United States Air Force Academy

Office Symbols

AF/A1D—Air Force/Directorate of Force Development

AF/A1—Deputy Chief of Staff, Manpower, Personnel & Services

Terms

Advanced Academic Degree—Any graduate or post-graduate degree awarded by an accredited degree-granting institution.

Advanced Distributed Learning (ADL)—An evolving, outcomes-focused approach to education, training, and performance aiding that blends standards-based distributed learning models emphasizing reusable content objects, content and learning management systems, performance support systems/devices, web applications services, and connectivity. ADL is an evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. ADL is structured learning that takes place without requiring the physical presence of an instructor. Although the AF uses the term ADL, some federal agencies and DoD components may use the term distance learning. These terms refer to the same basic concept.

Advanced Distributed Learning Service (ADLS)—Advanced Distributed Learning Service is the system that delivers ADL content and tracks and reports student progress.

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

AETC (AETC) Distance Learning (DL)—Formal courses developed for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor.

AETC (AETC) Course Control Documents (CCDs)—AETC Course Control Documents prescribe the training to be provided in AETC formal courses. These include but are not limited to Course Chart, Course Training Standard, plan of instruction, and specialty training standard.

AF Career Field Manager (AFCFM)—Representative appointed by the respective HQ USAF Deputy Chief of Staff or Under Secretariat, to ensure assigned AF specialties are trained and utilized to support AF mission requirements. AF Career Functional Manager is the OPR; however, works in concert with MAJCOM Functional Managers as required.

AF Corporate Structure—Embodies the corporate review process for HQ USAF. The primary groups of the Corporate Structure are the AF Council, the AF Board, the AF Group, the fourteen Mission and Mission Support Panels, and Integrated Process Teams. This structure increases management effectiveness and improves cross-functional decision-making by providing a forum in which senior AF leadership can apply their collective judgment and experience to major programs, objectives, and issues. This process balances programs among mission areas, between force structure and support, and between readiness and modernization. Only military or Department of Defense civilian personnel assigned to the Air Staff or Office of the Secretary of the AF may serve as members of the corporate structure.

AF Learning Content Management System (AF LCMS)—AF Learning Content Management System is a content development service, which provides AF content developers a set of tools and a repository of previously developed Shareable Content Object Reference Model -based content.

Air Reserve Component (ARC)—An overarching term used when referring to both the Air National Guard and AF Reserve.

Allocation—A class seat reserved for a specific program user at their request.

Air and Space Expeditionary Forces—The Air Force presents its force capabilities to satisfy commander requirements through the Air Expeditionary Force concept. The Air Expeditionary Force concept is how the Air Force organizes, trains, equips, and sustains itself by creating a mindset and cultural state that embraces the unique characteristics of aerospace power (range, speed, flexibility, and precision) to meet the national security challenges of the 21st century.

Air Force Council—The top Air Force corporate decision-making body. Provides an institutional perspective and makes strategic recommendations to the Secretary of the Air Force and the Air Force Chief of Staff of the United States on department-wide force management and development issues for the purpose of developing the necessary competencies within our officer, enlisted, and civilian force. The Air Force vice chief of staff chairs the Air Force Council. SAF/MR, functional authorities, vice major commanders, CMSAF, and appropriate Air Reserve Component and civilian representation make up the Air Force Council and provide a review of total force management.

Air Force Education Requirements Board—Forum for providing corporate guidance and oversight for Air Force advanced academic degree and professional continuing education programs. This body approves Air Force education quota requirements above available funding level and prioritizes education quota requirements below the funding level.

Air Force specialty—A group of manpower positions requiring common qualifications. Each Air Force specialty has a title and a code.

Air Force Specialty Code—A combination of numbers and alpha characters used to identify an Air Force specialty. Officer Air Force specialty codes consist of four characters; enlisted Air Force specialty codes consist of five characters. Alpha prefixes or suffixes are used with the numerical codes when specific identification of position requirements and individual qualifications is necessary. Refer to AFI 36-2101, *Classifying Military Personnel (Officer and Enlisted)*, **Table 1.1** and **Table 1.2** for explanation of codes.

Airman—According to AFDD 1-1, Leadership and Force Development, an Airman is any U.S. Air Force member or Department of the Air Force civilian.

Airman Development Plan—Web-based tool that is the primary mechanism for officers to express education, training, and experience goals to their chain of command, development team, assignment team, and career field team. Enables communication between the development team and the individual.

Air Reserve Component—The combination of the Air National Guard and the Air Force Reserve; together they are called the Air Reserve Component. Air Force Policy Directive 10-3, *Air Reserve Component Forces*, establishes policy to fully integrate the Air National Guard, Air Force Reserve, and RegAF into a single Total Force.

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

Approval Authority—Senior leader responsible for contributing to and implementing policies and guidance/procedures pertaining to his/her functional area(s) (e.g., heads of functional two-letter offices).

Assignment Facilitator—The assignment facilitators are the tactical means by which the Air Force Reserve facilitates education, training and experience (assignments) opportunities for reserve officers O-5 and below. They also provide career field specific counseling and guidance. In addition, assignment facilitators are the conduit between the field, hiring authorities and the career field managers.

Assignment Team—Executes assignment and some deployment policies for a functional community and makes assignments using the Air Force Assignment System.

Buy-Up Program—A provision of the Montgomery GI Bill that allows individuals to contribute an additional $600 to their Montgomery GI Bill in order to get more money each month through their GI Bill monthly payments.

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

Career Field Manager (CFM)—The AF focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance. Must be appointed by the FM and hold the grade of Colonel/GS-15/PB-03 (or equivalent) for officer and DAF civilian specialties, and the grade of CMSgt for enlisted Airmen. In-depth information on Career Field Managers duties and responsibilities may be found at **Chapter 1**.

Career Field Team—Functionally-oriented teams that execute force development policy and programs for civilians.

Career Management Product—A customized document tailored to identify AFR officer and enlisted key, command, and joint duty assignment list positions.

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

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

Civilian Developmental Education—Targets the development needs of a member at certain points in their career and encompasses training, educational, and experiential opportunities at the tactical, operational, and strategic levels of development.

Combat Ready Duty Position—A combat ready duty position is a position such as Red Horse, Pararescue, Security Forces, Medical Readiness, etc., that deploys on a regular basis in support of combat operations, combat ready Airman perform combat duties on a daily basis.

Continuum of Learning (CoL)—Designed to deliberately integrate developmental opportunities through a common taxonomy to produce adaptable, knowledge-enabled Airmen for today and tomorrow.

Contract Training—Type 1 training that receives the same priority funding as AF-directed training. It supports initial groups of instructors and operators the AF requires for new or modified weapon systems.

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

Course Objective List (COL)—A publication derived from initial and advanced skills Course Training Standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the continuum of learning to assist in conducting graduate evaluations.

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

Critical Resource—A host-unit provided item taken from its operational role to support field training. Generally refers to an airframe, engine or other equipment item.

Critical Task—A task in not accomplished to the specified standard results in a serious adverse effect upon mission accomplishment, survivability or safety.

Certification—The recognition or credential given to an individual who have met predetermined qualifications set by an agency of government, industry, or a profession.

Chief Leadership Course—The Chief Leadership Course (CLC) is a course designed to provide CMSgts the education to bridge operational-to-strategic perspectives of the Air Force. As a result of this Executive Level Experience (ELE), strategic-level leaders will be equipped to inspire, effectively lead, manage and mentor our present day and tomorrow's Airmen. The CLC is the capstone and pinnacle level of Enlisted Professional Military Education.

Civilian—An individual employed in or under the Department of the AF.

Civilian Automated Training Input Program—An automated program used by installations, AFPC/DP2LCF, Career Field Managers, and AF/A1DI to input civilian training requirements for AF-wide consolidation.

Civilian Developmental Education Program—AF civilian competitive leadership development program for sustaining the capability of senior level civilians while preparing high- potential civilians for increasingly responsible management and leadership positions. The Civilian Developmental Education portfolio includes Professional Military Education, other long-term academic and experiential programs, and GS-15 executive development programs.

Civilian Strategic Leader Program—Ensures a highly-qualified leadership pipeline is available to meet future mission requirements. Through experiential opportunities, civilian strategic leadership program enhances the knowledge, skills and abilities possessed by its GS-14/15 participants by providing assignments with roles and responsibilities that have Air Force enterprise and/or Department of Defense-wide impact. A fundamental aspect of the civilian strategic

leadership program is ensuring there is a right mix of enterprise positions at varying strategic levels within the AF enterprise. While not a promotion program, civilian strategic leadership program participants are reassigned to experiential positions typically for 3 years. While the majority of civilian strategic leadership program positions are locally funded, some positions across the Air Staff, Office of the Secretary of Defense, and joint community are funded by the Central Salary Account.

Commercial Off-The-Shelf—A commercially available training, education, and professional development event or planned series of the same event, activity, service or material requiring no modification prior to use. Such training may occur on or off the installation and may include non-federal civilians.

Competencies—Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

Concept of Operation—Describes key Air Force mission areas and/or functional areas for enabling desired joint warfighting effects in accordance with national, joint, and service guidance. The Air Force concept of operation articulates the capabilities needed to achieve those effects and inform Headquarters Air Force and major command senior leadership on the Air Force vision for capabilities development.

Continued Service Agreement—Document signed by the civilian employee agreeing to remain with the AF for a specific length of time following completion of training.

Continuum of Learning—Career-long process of individual development where challenging experiences are combined with education and training through a common taxonomy to produce Airmen who possess the tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of Air Force and joint missions.

Cross-Functional Advisory Panels—A forum (e.g., Nuclear Enterprise Senior Steering Group) convened to develop and coordinate strategic-level oversight to key stakeholders and functional communities.

Cross—**Functional Authority**—Manage the needs of their occupational capability by identifying cross-functional billets, associating proficiency levels, and development (training and/or experience) necessary to successfully conduct their mission and working with functional leads to ensure career long, deliberate development occurs. Currently, five cross functional authorities have been identified: cyberspace, nuclear, space, test and evaluation, and acquisitions.

Cross-Functional Capabilities—Collection of skills including knowledge and task proficiency needed to produce a distinctive operational capability, which is not entirely developed within the AF institutional and occupational development plan. This capability is source by more than one, but not all, Air Force specialty codes to augment institutional and occupational functions. This functional mission set relies on a deliberate human capital strategy of skill development built over time through education, training, and experience.

Developmental Education—An array of educational opportunities including: professional military education, advanced academic degrees, and professional continuing education.

Developmental Education Designation Board—An annual board chaired by the AF/A1 to determine in-resident intermediate developmental education and senior developmental education assignments for RegAF officers below the grade of O-6 and selected GS-15s (or equivalent).

Development Team—Provides oversight of officer and civilian development to meet both functional and AF corporate leadership requirements. Development teams are the conduit between force development systems, frameworks, and policy and translate these into career vectors for individuals.

Development Team Tool—A database tool used by development teams to score individual records, determine candidates for developmental education and command, and assign developmental vectors.

Developmental Vector—A recommendation from a development team to an individual and his or her assignment team of an experience to be gained for the development of the individual (e.g., joint, headquarters Air Force, command, etc.).

Discharge—The complete termination of any or all enlistments or appointments and any or all other military status resulting in complete severance from all military status.

Distance Learning—Structured learning that does not require the physical presence of the instructor.

Distributed Learning—Structured learning mediated with technology that does not require the physical presence of the instructor. Distributed learning models can be used in combination with other forms of instruction or it can be used to create wholly virtual classrooms.

Education—Process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen to anticipate and successfully meet challenges across the range of military operations and build a professional corps. Further, they positively impact both recruitment and retention efforts. Education can be further defined as developing a civilian's general knowledge, capabilities and character through exposure to and learning of theories, concepts, and information. Education is traditionally delivered by an accredited institution and must relate to a current or future mission-related assignment.

Education and Training Course Announcement—Contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses conducted or managed by the MAJCOMs or field operating agencies (FOAs). The Education and Training Course Announcement contains courses conducted or administered by the AF and reserve forces and serves as a reference for the AF, DoD, other military services, government agencies, and security assistance programs.

Electronic Career Development Course—Enhances the availability of Career Development Courses and promotes utilization of advanced distance learning concepts resulting in an educationally sound product for all Airmen within their AF specialties.

Employee Development Specialist—Primary civilian training, education, and professional development manager for the installation responsible for program element code 88751F funds.

Enlisted Development Team—Provides key input on functional progression and succession planning. They execute enlisted vectoring and identify key leadership and developmental positions in their functional communities. The CFM and EDT chair collaborates with AF/A1 and the Air Force Personnel Center on enlisted force development and management programs.

Enlisted Force Development Panel—The Enlisted Force Development Panel is charged to review, evaluate, and make recommendations to senior Air Force leaders regarding concerns, programs and initiatives relating to the education, training and experiences impacting enlisted Airman Development.

Enlisted Quarterly Assignment Listing—Provides Airmen a listing of assignment requirements available for upcoming assignment cycles and allows Airmen the opportunity to align personal preferences to Air Force needs. The listing identifies available assignments by Air Force specialty code, grade and location. The list can be viewed on the Air Force Personnel Center Worldwide Web page at **http://www.afpc.randolph.af.mil**. **Note:** Must be RegAF to access this online.

Enlisted Quarterly Assignment Listing—**Plus**—Supplements the enlisted quarterly assignment listing and is used to advertise requirements for special duty assignments, joint/departmental assignments, short-notice overseas assignments, and all CMSgt assignments. Enlisted quarterly assignment listing-Plus shows upcoming requirements, any special qualifications an Airman needs to be eligible for selection, the available locations, reporting instructions, and points of contact for additional information. The list can be viewed on the Air Force Personnel Center Worldwide Web page at **http://www.afpc.randolph.af.mil**. **Note:** Must be RegAF to access this online.

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

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

External Evaluation—Acquisition and analysis of data from outside the training environment to evaluate the training product in the operating environment.

Extension Course Program—Provides career-broadening courses throughout the Department of Defense to include civil service employees in all federal agencies.

Expeditionary Readiness—Knowledge, skills, and abilities (KSAs) needed for a deployment-ready Airman to survive, operate, and succeed in a deployed environment, while reinforcing a strong warrior ethos.

Expeditionary Readiness Training—Training that provides an Airman the KSAs to survive, operate and succeed across the range of military operations in support of Combatant Commanders' requirements, while reinforcing a strong warrior ethos. These KSAs are not routinely acquired during initial occupational, mission oriented or Ancillary Training venues.

Experience—Active participation/involvement in positions, events, or activities leading to the accumulation of knowledge or skill that can be utilized to meet mission requirements.

Extended Active Duty—An active duty status other than active duty for training or temporary tours of active duty. Personnel on extended active duty are assigned to an active duty unit, and accountability is against active force strength.

Field Training—Technical, operator, and other training either a training detachment or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

First—**Term Airmen**—Individuals who are on their: (1) first enlistment (including

Airmen who have extended their enlistments for 23 months or less), or; (2) first extended active duty tour, or; (3) first enlistment with prior active service of less than 24 months.— **Force Development—** A deliberate process of preparing Airmen through the continuum of learning with the required competencies to meet the challenges of current and future operating environments. Institutional and joint development generally results in leadership, management, and warrior ethos proficiency. Occupational development generally results in technical skill proficiency.

Force Development Construct—A framework that links Airmen development needs with defined Foundational Competencies. These competencies (Organizational, People/Team, and Personal) are delivered through the continuum of learning.

Formal Training Plan—Document that contains planned training and development activities, which may be individually tailored, if necessary, for each civilian 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 civilian (e.g., accelerated training agreements approved by the Office of Personnel Management or the Air Force, Air Force and major command intern programs, etc.)

Foundational Competencies—Common taxonomy used to implement the continuum of learning. These leadership competencies are expected of all Airmen, throughout their careers, and will be the competencies needed to operate successfully in the constantly changing environment in which they function. The three categories of these competencies are mapped to the Air Force leadership levels.

Functional/Occupational Training—Training required by the specific career field, functional community, or occupational series to perform actual tasks required by the position to accomplish the AF mission.

Functional Advisory Council—A forum of functional representatives that meets to discuss how to best prepare senior leaders with a comprehensive understanding of functional, cross-functional, and institutional personnel requirements as they pertain to a particular career field.

Functional Area Manager—The individual accountable for the management and oversight of all personnel and equipment within a specific functional area to support operational planning and execution. Responsibilities may include developing and reviewing policy; developing, managing, and maintaining unit type codes; developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (Headquarters Air Force, major commands, air component, forward operating agency, direct reporting unit, and installation), the functional area manager should be the most knowledgeable and experienced person within the functional area and have the widest range of visibility over functional area readiness and capability issues.

Functional Authority—Senior leaders, to include Assistant Secretaries (SES), Deputy Chiefs of Staff (three-star), and other selected HAF two-letter GO/SES-level leaders that provide corporate perspective of institutional requirements and force management and development. The functional authority serves as a final authority to ensure all policies, established in accordance with this document, are implemented within their functional community. Functional authorities are supported by functional managers who are supported by career field managers.

Functional Management Structure—The functional authority, functional manager, development team, enlisted development team, career field manager, functional assignment team/career field team and other career field stakeholders at the enterprise level who provide a corporate perspective of institutional requirements, career field-specific policy and guidance, and day-to-day management of their specific career field(s) in order to ensure Airmen within their functional community are equipped, developed, and sustained to provide AF capabilities.

Functional Manager—Senior leaders, designated by the appropriate functional authority who provide day-to-day management responsibility over specific functional communities at the MAJCOM, FOA, DRU, or ARC level. While they should maintain an institutional focus in regards to resource development and distribution, Functional Managers are responsible for ensuring their specialties are equipped, developed, and sustained to meet the functional community's mission as well as encourage force development opportunities in order to meet future needs of the total AF mission.

Government—The Government of the United States and the government of the District of Columbia.

Government Purchase Card—A method of payment for goods and services to include authorized training and education.

High Potential Officer (Regular Air Force)—Demonstrate depth and expertise through exceptional performance in functional skills, and excel in the areas of managing resources, leading people, improving the unit and executing the mission. High-potential officer indicators include: Officer performance report stratification, awards/recognition, special selection and assignments.

High Potential Officer (Air Force Reserve)—Officers on their career field Key Personnel Listing (determined by the development team), in resident developmental education students, Reserve Command Selection Board list, Reserve Brigadier General Qualification Board list, or sitting commanders in O-6 level commander positions are considered high-potential officers. Demonstrate depth and expertise through exceptional performance in the functional skills, breadth of experience through assignment and educational opportunities, and those who excel in the areas personal, people/teams, and organizational competencies. Reserve component indicators include: officer performance report stratification, awards/recognition, and assignments to key/command/joint positions, Reserve Command Screening Board selection, and the four pillars of the Air Force Reserve.

Home Station Training (HST)—Training required to perform in the current duty position to include duty position tasks, core tasks, Resource Augmentation Duty program tasks, contingency tasks, and additional duty tasks.

Individual Development Plan—Web-based tool that is the primary mechanism for civilians to express education, training, and experience goals. Enables communication between the development team and the individual.

Individual Reservist—A member of the Individual Reserve Program in one of four categories: the individual mobilization augmentee; the participating Individual Ready reserve; non-participating Individual Ready Reserve and the Standby Reserve.

Intermediate Developmental Education—Developmental education directed at the operational level of development, usually received as a field grade officer and GS 12-13 (or equivalent).

Joint Duty Assignment List—This is a list of secretary of Defense-approved positions where an officer gains significant experience in joint matters. As mandated in the Goldwater Nichols Act of 1986 and the National Defense authorization Act (2007), the Reserve Components must gain expertise in joint matters to participate in Joint, Interagency, Coalition and Multi-National environment.

Judge Advocate—Licensed attorneys who deliver professional, candid, independent counsel and provide full spectrum legal capabilities to assist the warfighter.

Individual Development Plan—A document used to record short- and long-range career goals, the specific competencies, knowledge, skills, and abilities necessary to meet current   objectives, and training, education, and other professional development strategies used to develop the desired competencies. In conjunction with a performance assistance plan, the individual development plan assists in making civilian performance more effective in present and future positions and is used for civilians below the executive level.

Initial Evaluation—An evaluation to review an individual's training qualifications. Supervisors conduct an initial training evaluation to determine if the individual requires additional training to meet duty position requirements.

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

Installation Training Guide—Specific guidance on local training program operations that are not addressed in this publication and prepared by the employee development specialist for serviced organizations.

Interagency Training—Training provided by one agency for other agencies or shared by two or more agencies.

Issue Panels—Established to respond to specific institutional force management or development issues which have a significant AF impact. When created, the charter must include specific criteria defining when the panel will stand down.

Key Positions—Key positions within a career field are those leadership/pinnacle positions which are highlighted as major, important, essential, pivotal, and limited. They provide valuable experience in the Air Force Reserve and will present incumbents with vital Air Force Reserve development for future key position placement. These positions are at the strategic level, often requiring a component perspective.

Key Career Position—Target competencies at the strategic leadership level. Key career positions are centrally managed and in major occupational series. They have a tour length of 3-5 years, provide critical experience in developing career field leadership, and are to be vectored by the Career Field Development Team process.

Key Personnel List—Development Teams establish a key personnel list through the scoring process during career field development teams. The Key Personnel Listing is used to fill key/command/joint officer and key/strategic enlisted positions and referenced when making other developmental decisions.

Keystone Course—The Keystone Course is designed to educate Command Senior Enlisted Leaders (CSELs) currently serving in or slated to serve in a general or flag officer level joint headquarters or Service headquarters that could be assigned as a joint task force. CSELs will have

an opportunity to visit and receive briefings at the National Defense University, the DJS J7 Joint Coalition Warfighting Joint Operation Module (JOM) in Suffolk, VA, and several Combatant Commands and Joint Task Forces.

Knowledge Training—Training used to provide a base of knowledge for task performance. It may also be used in lieu of task performance when the training capability does not exist. Learning gained through knowledge rather than hands-on experience.

Learning—Cognitive, affective, and/or physical process where a person assimilates information, and temporarily or permanently acquires or improves skills, knowledge, behaviors, and attitudes.

Licensing—The process by which a government agency (federal, state, or local) grants permission to an individual to engage in a given occupation upon finding the applicant has attained the minimum degree of competency required to engage in the occupation.

Long-Term Full-Time Training—Off-the-job training of more than 120 consecutive duty days.

Major Command—A major subdivision of the Air Force that is assigned a major part of the Air Force mission. Major commands report directly to Headquarters Air Force.

Major Command Functional Manager—The Air Force Reserve focal point for enlisted members in a designated career field. They serve as the primary advocate for the career field, they monitor health and manning, and address issues and coordinate functional concerns across various staffs.

Mandatory Training—Required for all civilians based on statute, regulations or prescribed policy.

Management Training Committee—Committee of top functional managers responsible for the management of training and development resources on an installation.

Mentor—Wise, trusted, and experienced individual who shares knowledge, experience, and advice with a less experienced person.

Master Task List (MTL)—A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or AF Job Qualification Standard and locally developed AF Forms 797 (as a minimum). Should include tasks required for deployment and/or unit type code requirements.

Master Training Plan (MTP)—Employs a strategy for ensuring the completion of all work center job requirements by using a master task listing and provides milestones for task, Career Development Course completion, and prioritizes deployment/unit type code, home station training tasks, upgrade, and qualification tasks.

Military Life Cycle (MLC)—Key points in time or, "touch points," throughout a service member's career to align their military career with their civilian career goals. MLC enables transition to become a well-planned, organized progression of skill building and career readiness preparation spread over the length of a military career.

Nuclear Deterrence Operations—The service core function where the Air Force operates, maintains, and secures nuclear forces to achieve an assured capability to deter an adversary from taking action against vital United States interests. Specifically, the three capabilities resident in nuclear deterrence operations are (1) Assure, Dissuade, Deter, (2) Nuclear Surety, and (3) Nuclear Strike.

Nuclear Enterprise—The people, organizations, processes, procedures, and systems used to conduct, execute, and support Nuclear Deterrence Operations and forces. It includes the infrastructure and life-cycle activities for nuclear weapons, delivery platforms, and supporting systems; intellectual and technical competencies; and cultural mindset

No-Fail Position—A position with responsibilities vital to the success of the mission. Failure to have a qualified individual in this position could have severe consequences.

Occupational Analysis (OA)—Collecting and analyzing factual data on the tasks and/or knowledge performed by AF career fields. This data is used to provide personnel and training decision-makers with factual and objective job information which enables them to justify and/or change personnel utilization policies and programs, refine and maintain occupational structures, and establish, validate, and adjust testing and training programs.

Occupational Competencies—A set of competencies required of all Airmen within a specific workforce category (a group of functions requiring similar work, i.e., Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function's mission successfully.

Occupational Group—A major category of white collar occupations, embracing a group of associated or related occupations (e.g., the accounting and budget group is GS-0500).

Occupational Series—A subdivision of an occupational group consisting of positions with similar specialized line of work and qualification requirements. The series are designated by a title and number such as the accounting series, 0510.

Online Academic Skills Course (OASC)—Online, self-paced, academic skills training course offered by the Department of Defense (DoD) Voluntary Education (VolEd) Program, through the Defense Activity for Non-Traditional Education Support (DANTES) that provides fundamental math and verbal skills improvement.

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

Out-of-Cycle Training Request—A new requirement or a change to a Funded Mission Readiness Training Program Guidance Letter.

Planning, Programming, Budgeting and Execution (PPBE)—Secretary of Defense's resource management system that is the primary means to control allocation of resources, identify mission needs (planning), match them with resource requirements (programming), and translate them into budget proposals (budgeting).

Potential Reassignment List—List of Reserve members who are approaching six months prior to end of their current assignment and may potentially be reassigned to another position.

Professional Continuing Education—Any course that is less than 20 weeks in duration and satisfies mission accomplishment, sustainment, or enhancement as required by law, Air Force governance, specific memorandum of agreement, or position requirement. Professional continuing education should not be confused with initial skills and subsequent advanced training courses that are required to advance in the Air Force Specialty Code skill level.

Professional Development—Engagement in a set of learning experiences designed to achieve specific goals and long-term objectives. Learning experiences often occur in the workplace, and include coaching, mentoring, job rotation, developmental assignments, on-the-job training, and self-study courses.

Professional Military Education—Critical subset of developmental education that: 1) provides the nation with personnel skilled in the employment of air, space, and cyberspace power in the conduct of war, small scale contingencies, deterrence, peacetime operations, and national security; 2) provides Air Force personnel with the skills and knowledge to make sound decisions in progressively more demanding leadership positions within the national security environment; and 3) develops strategic thinkers, planners, and war fighters. In addition, professional military education programs strengthen the ability and skills of Air Force personnel to lead, manage, and supervise.

Program Element Code 88751F—Operations and Maintenance (O&M) Program which funds training, education, and professional development of O&M funded civilians.

Program Requirements Document (PRD)—Serves as a planning and programming document supporting Program Objective Memorandum/APOM submissions, while program guidance letters serve as the training execution tasking. Revised or planning program requirements documents may be used to reflect vectors or re-vectors by the AF Corporate Structure.

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

Program Guidance Letter—Establishes training requirements for AETC execution. Program Guidance Letters are the official tasking document enabling AETC planners and resource programmers to acquire the necessary resources for accomplishment of the tasking. The Program Guidance Letters align the AF requirements with the Planning, Programming, Budgeting and Execution process.

Program Objective Memorandum (POM)—Office of the Secretary of Defense directed, service developed document identifying money, people and equipment requirements and allocations over a specified period of time (example FY13-17). Program Objective Memorandum funding baselines are used to develop budget level detail for distribution of resources during budget execution years. The Program Objective Memorandum is developed by individual services to set objectives for their forces, weapon systems and logistical support within the fiscal limits assigned to them by the Secretary of Defense.

Program Requirements Document (PRD)—Reflects the "unconstrained" production requirements (Formerly the Draft Program Guidance Letter). This name change creates a clearer distinction between documents containing "unconstrained"/total requirements verses documents containing requirements that have survived a corporate funding process. The program

Progression Planning—Career field planning designed to provide the proper education, training and experience necessary to develop the majority of the career field.

Qualification Training (QT)—Performance training designed to qualify an Airman who has transferred from one base or position to another specific position. The supervisor performs an initial evaluation that includes a review of all previously certified tasks checked against the newly

assigned position's required tasks. Any tasks not previously completed is now required and this identifies that the member requires qualification training for the newly assigned duty position.

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

Quality Assurance Concept (QA)—The Quality Assurance staff evaluates the quality of maintenance accomplished in the maintenance organization and performs necessary functions to manage the organization's Maintenance Standardization and Evaluation Program, which provides an objective sampling of both the quality of equipment and the proficiency of maintenance personnel.

RECLAMA—The process to "request to duly constituted authority to reconsider its decision or its proposed action" (JP 1-02).

Reserve Developmental Education Designation Board—The Reserve Developmental Education Designation Board is an annual board that convenes at Air Reserve Personnel Center to select Citizen Airmen to attend in-residence developmental education schools.

Reserve-development plan—This is the ultimate tool for Citizen Airmen (Officer/Enlisted) to influence the development of their own careers. They place desires, intent, goals and abilities for themselves and leadership to help determine the most appropriate career opportunities. The entire force development process hinges on this extremely important document to match against the needs of the Air Force.

Reserve Enlisted Force Development Panel—The Reserve Enlisted Force Development Panel provides general enlisted force development program oversight and guidance.

Reserve Functional Manager—The Reserve Functional Manager provides day-to-day strategic-level direction and authority over specific functional communities' requirements and overall management of a functional career field. Reserve functional managers are responsible for resource development and distribution and ensuring their specialties are equipped, developed, and sustained to provide Air Force capabilities.

Reserve School Selection Board (RSSB)—This semi-annual board that convenes at the Air Reserve School Selection Board to competitively select Citizen Airmen to attend Tactical, Operational and Strategic level courses. These are a compilation of blended offerings and short courses.

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

Selective Reenlistment Program—A program designed to permit the reenlistment of qualified and needed Airmen, who have shown they have the capability and dedication to adapt to future mission requirements.

Senior Developmental Education—Developmental education directed at the strategic level of development, usually for O-5/O-6/GS-15 (and equivalent).

Senior Rater—Senior raters must be at least an O-5/O-6/GS-15 (equivalent) or higher, serving as a wing commander or equivalent position and designated by the Management Level with a Senior Rater Identification.

SkillBridge Program—DoD program directed by law to provide eligible members of the armed forces with job training and employment skills training, including apprenticeships and internships to help prepare such members for employment in the civilian sector.

Skill Level—An enlisted Air Force specialty code denoting an individual's highest level of qualification. Enlisted personnel must complete all mandatory training requirements as outlined in AFI 36-2201, the specialty description in the Air Force Enlisted Classification Directory on the Air Force Personnel Center web site, and the applicable Career Field Education and Training Plan for award of the 3-, 5-, 7-, and 9-skill levels.

Space Professional Functional Authority—The Secretary of the Air Force-appointed functional authority for the Space Professional community.

Specialty Training—The total training process used to qualify Airmen in their assigned specialty.

Specialty Training Requirements Team—Air Force career field managers use this forum and quality control tool to determine and manage career field education and training requirements.

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

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

Student Assignment Facilitation Panel—Assists students leaving in-residence developmental education with outplacement to help ensure the Air Force Reserve's return on investment.

Succession Planning—Identifying long-range needs and cultivating a supply of talent to meet those needs. It involves a process for identifying and developing organizational personnel with the potential to fill key leadership positions. Succession planning increases the availability of experienced and capable personnel that are prepared to assume these roles as they become available.

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

Task Certifier—See Certification Official.

Task Qualification Training (TQT)—Training conducted after Chemical, Biological, Radiological, Nuclear, and High-Yield Explosive defense classroom training in which individuals perform wartime mission essential tasks in a simulated wartime environment while wearing full ground crew individual protective equipment or aircrew individual protective equipment. Headquarters AF, MAJCOM and local Functional Area Managers identify wartime mission essential tasks. See AFI 10-2501, *Emergency Management Program* additional information/ requirements.

Third Party Certification—An evaluation of completed training conducted by the task certifier and is only required when directed by the AF Career Field Manager.

Top-Up Program—Formally known as the Tuition Assistance Top-Up Program, the Top-Up Program allows GI Bill participants to use the GI Bill to supplement the tuition and fees not covered by tuition assistance. The amount of the benefit can be equal to the difference between the total cost of a college course and the amount of Tuition assistance that is paid by the military for the course.

Total Force—Organizations, units, and individuals that comprise the Air Forces' resources for meeting its mission. This includes RegAF, Air National Guard, and Air Force Reserve military personnel, and civilian personnel.

Total Force Assessment—Tests whether the force requirements derived from its manpower requirements determination process were sufficient to support the spectrum of military operations envisioned in the defense strategy. This includes simultaneously fighting two major theater wars to conducting multiple contingency operations in peacetime.

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

Training—A set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of skills, knowledge, and attitudes required to meet job performance requirements. This involves the coaching and mentoring of Airmen, resulting in proficiency development. **Note:** Functional authorities in conjunction with Air Education and Training Command and 2nd Air Force shall develop frameworks for technical skill development. These frameworks shall be consistent with overarching Air Force guidance. Additionally, training can be defined as the process of providing for and making available to an civilian, and placing or enrolling the civilian 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 AF mission and performance goals.

Training Agreement—A written contract between a civilian and the AF. The contract outlines intensive training to satisfy all or part of the experience required by qualification standards, without regard to time-in-grade requirements.

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

Training Detachment—An AETC detachment that provides technical training, at an operational location, on specific systems, and their aerospace ground equipment. A training detachment aims to: qualify personnel on new equipment or in new techniques and procedures, maintain proficiency and to increase skill and knowledge, acquaint personnel with specific systems, and keep personnel aware of changing concepts and requirements.

Training Equipment—The generic term for items trainers use to train aircrew, missile, maintenance, support, or operator personnel. Trainers teach with these items by picturing,

simulating or otherwise demonstrating the characteristics of a system, facility or piece of equipment.

Training Requester Quota Identifier—The training requester quota identifier is a four-character communication code within Oracle Training Administration used to convey annual or supplemental training requirements, allocations, allocation confirmations, and student tracking information between a user of training and the provider (owner) of training. Training requester quota identifiers are assigned to MAJCOMs, FOA, and DRUs responsible for training accountability of personnel. Only one training requester quota identifier is assigned to a functional entity for Mission Readiness Training Program.

Training Session—Training conducted based on technical data for a task that existing courses cannot support.

Training Office—The base education and training office in which the employee development specialist function is located in under the base force development flight.

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

Tuition Assistance—Financial assistance for tuition, laboratory and other instructional fees for academic mission-related courses at accredited post-secondary academic institutions.

Unit Manpower Document—The unit manpower document is the primary document that reflects the manpower required to accomplish the unit's mission. It is a computer product that lists unit manpower requirements, both funded and unfunded, and is used to help manage manpower resources. The unit manpower document contains many data elements identifying the unique attributes of a position including position number, Air Force specialty code, functional account code, work center, grade, number of authorizations, and personnel accounting symbol data.

Utilization and Training Workshop—Career field managers use the utilization and training workshop process to develop and review training programs within an Air Force specialty or civilian occupational series. The goal of the utilization and training workshop process is to develop the architecture for effective life-cycle training to be provided at appropriate points throughout a career path and to ensure that personnel within the specialty or series are properly employed.

Utilization Field—A group of Air Force officer specialties, related by required skills and knowledge. A utilization field can consist of only one specialty if the skills and knowledge required are unique and don't relate to other officer specialties.

Unit Training Assembly—A planned period of training, duty, instruction, or test alert completed by a Reserve unit.

Upgrade Training—Mandatory training that leads to attainment of higher level of proficiency.

Vector—The development team/enlisted development team collective recommendation for an assignment level (e.g., Joint Staff, Headquarters Air Force, major command, installation-level, etc.), training, or education opportunity (e.g., resident developmental education, advanced functional training), or position type (e.g., flight commander, division chief, instructor, special duty, etc.) a member should be considered for in his or her next or subsequent assignments.

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

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

Attachment 2

FORCE DEVELOPMENT CHART

Figure A2.1. Force Development Chart.

LT	CAPT	MAJ	LT COL	COL

GS 1-9	GS 10-13	GS 14-15

E1	E2	E3	E4	E5	E6	E8	E9

Foundational Development *Preparation to fill an AF role*	**Institutional Development** *Building leaders with broad experiences* **Occupational Development** *Focused on building depth of functional expertise*

Attachment 3

FUNCTIONAL AUTHORITY RANK/GRADE/POSITION WAIVER MEMORANDUM TEMPLATE

DD MMM YY
MEMORANDUM FOR AF/A1

FROM:

SUBJECT: Functional Authority Rank/Grade/Position Waiver Authority

In accordance with AFI 36-XX7, *Total Force Development*, (insert the requesting official's name, title and rank) respectfully requests a waiver to the functional authority chair rank/grade/position requirements. Request (state the person's name, title and rank/grade) be appointed as the functional authority due to (state the reason why). He/she will hold this position for the following timeframe (insert the applicable timeframe).

                                                            FUNCTIONAL MANAGER SIGNATURE
                                                            BLOCK

cc:
AF/A1D
AF/A1P

Attachment 4

FUNCTIONAL AUTHORITY ALIGNMENT TABLES

Table A4.1. Functional Authorities for Officer Career Fields (note 1).

AFSC	Career Field	Functional Authority
11X	Pilot	AF/A3
12X	Combat Systems Officer	AF/A3
13A	Astronaut	AF/A3
13B	Air Battle Manager	AF/A3
13D	Control and Recovery	AF/A3
13L	Air Liaison Officer	AF/A3
13M	Airfield Operations	AF/A3
13S	Space Operations	AFSPC/CC
13N	Nuclear/Missile Operations Officers	AF/A10
14N	Intelligence	AF/A2
15W	Weather	AF/A3
16F	Regional Affairs Strategist	SAF/IA
16P	Political-Military Affairs Strategist	SAF/IA
16G, 16R	Operations Support	AF/A3
17D	Cyberspace Operations	*AF/A2/6
18X	Remotely Piloted Aircraft Pilot	AF/A3
21A	Aircraft Maintenance	AF/A4
21M	Munitions/Missile Maintenance	AF/A4
21R	Logistics Readiness	AF/A4
31P	Security Forces	AF/A4
32E	Civil Engineer	AF/A4
35B	Band	SAF/PA
35X	Public Affairs	SAF/PA
38F (Note 2)	Force Support	AF/A1
41A	Medical Services Corps	AF/SG
42X, 43X	Biomedical Sciences Corps	AF/SG
44X, 45X, 48X	Medical Corps	AF/SG
46X	Nurse Corps	AF/SG
47X	Dental Corps	AF/SG
51J	Judge Advocate General's Corps	AF/JA
52R	Chaplain	AF/HC
61A/B/C/D (note 3)	Scientist	SAF/AQ
62E	Developmental Engineer	SAF/AQ
63A	Acquisition Management	SAF/AQ

64P	Contracting	SAF/AQ
65X	Financial Management	SAF/FM
71S	Office of Special Investigations	SAF/IG
IO	Information Operations	AF/A3

Note 1: Officers serving in Special Duty Identifiers/Reporting Identifiers (i.e., 16X, 11U, 80C, 81C, 81T, 82A, 83R, 85G, 86M, 88A, 91C, 97E, 10C, 20C, 30C, and 40C) are assigned to these duty Air Force specialty codes but are corporately managed by their core career field/functional leadership.
Non-core Air Force specialty code points of contact address issues related to the cross-functional mission area or special emphasis areas, however, the officers serving in positions supporting the cross-functional mission area or special emphasis areas are corporately managed by their core/functional leadership.

Note 2: 38F functional manager has oversight responsibility for 30C and 97E Special Duty Air Force specialty codes for the RegAF.

Note 3: For 61A, AF/A9 provides career management advisory services for SAF/AQR.

Table A4.2. Functional Authorities for Civilian Career Fields.

Career Field	Functional Authority
Audit	SAF/AG
Chaplain	AF/HC
Civil Engineer	AF/A4
*Cyberspace and Information Technology	*SAF/CN
Contracting	SAF/AQ
Financial Management	SAF/FM
Force Support (see Note 1)	AF/A1
Historian	AF/HO
Intelligence	AF/A2
International Affairs	SAF/IA
Law Enforcement	AF/A4S
Legal	AF/JA
Logistics	AF/A4
Medical	AF/SG
Operations	AF/A3
Program Management	SAF/AQ
Public Affairs	SAF/PA
Safety	AF/SE
Scientist and Engineer (Note 2)	SAF/AQ
Security	SAF/AA
Special Investigations	AFOSI/CC
Weather	AF/A3

Note 1: AF/A1S is the Functional Manager for non-appropriated funds Air Force employees.

Note 2: For the Operations Research career field (1515), AF/A9 provides career management advisory.

Table A4.3. Functional Authorities for Enlisted Career Fields.

AFSC	Career Field	FA
1A0X1	In-flight Refueling	AF/A3T
1A1X1	Flight Engineer	AF/A3T
1A2X1	Aircraft Loadmaster	AF/A3T
1A3X1	Airborne Mission Systems	AF/A3T
1A4X1	Airborne Operations	AF/A3T
1A6X1	Flight Attendant	AF/A3T
1A8X1	Airborne Cryptologic Language Analyst	AF/A2
1A8X2	Airborne ISR Operator	AF/A2
1B4X1	Cyber Warfare Operations	*AF/A2/6
1C0X2	Aviation Resource Management	AF/A3
1C1X1	Air Traffic Control	AF/A3
1C2X1	Combat Control	AF/A3
1C3X1	Command Post	AF/A3
1C4X1	Tactical Air Control Party	AF/A3
1C5X1	Command & Control Battle Mgt Ops	AF/A3
1C6X1	Space Systems Ops	AF/A3
1C7X1	Airfield Management	AF/A3
1C8X1	Ground Radar Systems	AF/A3
1C8X2	Airfield Systems	AF/A3
1N0X1	Operations Intelligence	AF/A2
1N1X1	Geospatial Analysis	AF/A2
1N2X1	Communication Signals Intelligence	AF/A2
1N3XXX	Cryptologic Language Analyst	AF/A2
1N4X1	Network Intelligence Analysis	AF/A2
1P0X1	Aircrew Flight Equipment	AF/A3
1S0X1	Safety	AFSEC
1T0X1	Survival, Evasion, Resistance, and Escape (SERE)	AF/A3
1T2X1	Pararescue	AF/A3
1U0X1	Remotely Piloted Aircraft Sensor Operator (RPA SO)	AF/A3
1W0X1	Weather	AF/A3
1W0X2	Special Operations Weather	AF/A3
2A0X1	Avionics Test Station and Components	AF/A4
2A2X1	SOF/PR Integrated Comm/Nav/Mission Sys	AF/A4
2A2X2	SOF/PR Integrated Instrument & Flt Cont Sys	AF/A4
2A2X3	SOF/PR Integrated Electronic Warfare Sys	AF/A4
2A3X3	Tactical Aircraft Maintenance	AF/A4
2A3X4	Fighter Aircraft Integrated Avionics	AF/A4
2A3X5	Advanced Fighter Aircraft Integrated Avionics	AF/A4
2A3X7	Tactical Aircraft Maint (5th generation)	AF/A4
2A3X8	Remotely Piloted Aircraft Maint	AF/A4
2A5X1	Airlift/Special Mission Aircraft Maint	AF/A4
2A5X2	Helicopter/Tilt rotor Aircraft Maintenance	AF/A4

2A5X3	Mobility Air Forces Electronic Warfare Sys	AF/A4
2A5X4	Refuel/Bomber Aircraft Maintenance	AF/A4
2A6X1	Aerospace Propulsion	AF/A4
2A6X2	Aerospace Ground Equipment	AF/A4
2A6X3	Aircrew Egress Systems	AF/A4
2A6X4	Aircraft Fuel Systems	AF/A4
2A6X5	Aircraft Hydraulic Systems	AF/A4
2A6X6	Aircraft Elect & Envir Systems	AF/A4
2A7X1	Aircraft Metals Technology	AF/A4
2A7X2	Nondestructive Inspection	AF/A4
2A7X3	Aircraft Structural Maintenance	AF/A4
2A7X5	Low Observable Aircraft Structural Maint	AF/A4
2A8X1	Mobility AF Integrated Comm/Nav/Mission Sys	AF/A4
2A8X2	Mobility Air Forces Integrated Instrument & Flight Control Sys	AF/A4
2A9X1	Bomber/Special Integrated Comm/Nav/Mission Sys	AF/A4
2A9X2	Bomber/Special Integrated Instrument & Flight Control Sys	AF/A4
2A9X3	Bomber/Special Electronic Warfare & Radar Surveillance Integrated Avionics	AF/A4
2F0X1	Fuels	AF/A4
2G0X1	Logistics Plans	AF/A4
2M0X1	Missile & Space System Elect Maint	AF/A4
2M0X2	Missile & Space Systems Maintenance	AF/A4
2M0X3	Missile & Space Facilities	AF/A4
2P0X1	Precision Measurement Equipment Lab	AF/A4
2R0X1	Maintenance Management Analysis	AF/A4
2R1X1	Maintenance Management Production	AF/A4
2S0X1	Materiel Management	AF/A4
2T0X1	Traffic Management	AF/A4
2T1X1	Vehicle Operations	AF/A4
2T2X1	Air Transportation	AF/A4
2T3X1	Vehicle & Vehicular Equip Maintenance	AF/A4
2T3X2	Special Vehicle Maintenance	AF/A4
2T3X7	Vehicle Management and Analysis	AF/A4
2W0X1	Munitions Systems	AF/A4
2W1X1	Aircraft Armament Systems	AF/A4
2W2X1	Nuclear Weapons	AF/A4
3A1X1	Administration	*SAF/CN
3D0X1	Knowledge Operations	*AF/A2/6
3D0X2	Cyber System Operations	*AF/A2/6
3D0X3	Cyber Surety	*AF/A2/6
3D0X4	Computer Systems Programming	*AF/A2/6
3D1X1	Client Systems	*AF/A2/6
3D1X2	Cyber Transport Systems	*AF/A2/6

3D1X3	Radio Frequency (RF) Transmission Sys	*AF/A2/6
3D1X4	Spectrum Operations	*AF/A2/6
3D1X7	Cable and Antenna Systems	*AF/A2/6
3EXXX	AF Civil Engineer	AF/A7
3E0X1	Electrical Systems	AF/A7
3E0X2	Electric Power Production	AF/A7
3E1X1	Heating, Ventilation, AC & Refrig	AF/A7
3E2X1	Pavement & Construction Equipment	AF/A7
3E3X1	Structural	AF/A7
3E4X1	Water and Fuel Systems Maintenance	AF/A7
3E4X3	Pest Management	AF/A7
3E5X1	Engineering	AF/A7
3E6X1	Operations Management	AF/A7
3E7X1	Fire Protection	AF/A7
3E8X1	Explosive Ordnance Disposal	AF/A7
3E9X1	Emergency Management	AF/A7
3H0X1	Historian	AF/HO
3M0X1	Services	AF/A1
3N0X1	Public Affairs	SAF/PA
3N0X2	Broadcast Journalist	SAF/PA
3N0X5	Photojournalist	SAF/PA
3N1X1	Regional Band	SAF/PA
3N2X1	Premier Band	SAF/PA
3P0X1	Security Forces	AF/A4
3F0X1	Personnel	AF/A1
3F2X1	Education and Training	AF/A1
3F3X1	Manpower	AF/A1
3F4X1	Equal Opportunity	AF/A1
3F5X1	Administration	AF/A1
4XXXX	Medical (SG)	AF/SG
4A0X1	Health Services Management	AF/SG
4A1X1	Medical Materiel	AF/SG
4A2X1	Biomedical Equipment	AF/SG
4B0X1	Bioenvironmental Engineering	AF/SG
4C0X1	Mental Health Service	AF/SG
4D0X1	Diet Therapy	AF/SG
4E0X1	Public Health	AF/SG
4H0X1	Cardiopulmonary Laboratory	AF/SG
4J0X2	Physical Medicine/Orthotic	AF/SG
4M0X1	Aerospace and Operational Physiology	AF/SG
4N0X1	Aerospace Medical Service	AF/SG
4N1X1	Surgical Service	AF/SG
4P0X1	Pharmacy	AF/SG
4R0X1	Diagnostic Imaging	AF/SG

4T0X1	Medical Laboratory	AF/SG
4T0X2	Histopathology	AF/SG
4V0X1	Ophthalmic	AF/SG
4Y0X1	Dental Assistant/Dental Hygienist	AF/SG
4Y0X2	Dental Laboratory	AF/SG
5J0X1	Paralegal	AF/JA
5R0X1	Chaplain Assistant	AF/HC
6C0X1	Contracting	SAF/AQ
6F0X1	Financial Management & Comptroller	SAF/FM
7S0X1	Special Investigations	AFOSI/CC
8A100	Career Assistance Advisor	AF/A1
8A200	Enlisted Aide	AF/A1
8B000	Military Training Instructor	AF/A1
8B100	Military Training Leader	AF/A1
8B200	Academy Military Training NCO	AF/A1
8D000	Strategic Debriefer	AF/A2
8E000	Research and Development	AF/A9
8F000	First Sergeant	AF/CCC
8G000	USAF Honor Guard	AF/A1
8H000	Dormitory Manager	AF/A7
8P000	Courier	
8P100	Defense Attaché	SAF/IA
8R000	Recruiter	AF/A1
8S000	Missile Facility Manager	AF/A4
8T000	Professional Military Education Instructor	AF/A1
8T100	Enlisted Professional Military Education Instructional System Designer	AF/A1
8U000	Unit Deployment Manager	AF/A4
9E000	Command CMSgt	AF/CCC
9F000	First Term Airman Center	AF/A1
9L000	Interpreter/Translator	AF/A2
9S100	Scientific Applications Specialist	AF/A2

Attachment 5

FUNCTIONAL ADVISORY COUNCIL CHARTER GUIDELINES

BACKGROUND:
The (insert Air Force specialty code and/or functional community name) Functional Advisory Council is established in accordance with **Chapter 1** of this publication.

MISSION
The (insert Air Force specialty code and/or functional community) Functional Advisory Council prepares senior leaders with a comprehensive understanding of functional, cross-functional and institutional personnel requirements as they pertain to the (list the career fields).

AUTHORITY
This charter remains in effect until (insert date or appropriate language i.e., terminated or superseded per direction of the convening authorities).

OBJECTIVE
The objective of this Functional Advisory Council is to [identify your functional community objectives for the Functional Advisory Council].

MEMBERSHIP
The functional manager determines the Functional Advisory Council membership as outlined in **Chapter 1**.

COUNCIL
The Council is defined as the Functional Advisory Council chair, vice-chair, voting members, and ex-officio members. The Functional Advisory Council is responsible for approving policy and overseeing implementation of Air Force programs and actions designed to benefit the [insert Air Force specialty code/community] workforce. The Functional Advisory Council chair may appoint executive panels to assist the Functional Advisory Council to design, implement, and maintain programs. The Functional Advisory Council chair may also delegate other advocacy responsibilities or authorities as required to ensure the health of career field specialties. Policy areas within the purview and influence of the Functional Advisory Council include, but are not limited to:

1. Workforce Management

2. Education & Training

3. Recognition Programs

4. Development

5. Workforce Analysis & Shaping Initiatives

6. Science, Technology, Engineering, and Mathematics Advocacy

7. Diversity Advocacy

ADMINISTRATION

Meetings
This Functional Advisory Council will meet (identify frequency of the Functional Advisory Council, at a minimum it should be held annually).
(Insert name of point of contact) shall serve as the Point of Contact for each meeting.
(Insert office/function) will perform recorder duties and will track action items, produce minutes documenting overarching decisions, policy and guidance.

CHARTER REVIEW (TERMS OF AGREEMENT)
The charter shall be reviewed by the Functional Advisory Council members annually, coordinated through the functional manager and will be maintained by (insert the point of contact i.e., the Career Field Manager). Charter revision shall take effect upon the signature of the functional authority.

Functional Authority Signature Block

Attachment 6

FA/FM/DT CHAIR APPOINTMENT NOTIFICATION MEMORANDUM TEMPLATE

DD MMM YY

MEMORANDUM FOR AF/A1DI

FROM: (insert name and office of the career field manager)

SUBJECT: (insert appointment type i.e., functional authority, functional manager or development team chair appointment)

In accordance with Air Force Instruction 36-XX7 – *Total Force Development*, this serves as notification that on (insert appointment date) (insert the name, title and rank/grade of individual) was appointed as the (insert the appointment type and Air Force specialty code and/or functional community).

Career Field Manager Signature Block

cc:
AF/A1PF
AF/A1CM

Attachment 7

CAREER FIELD PYRAMIDS

Figure A7.1. Functional, Career Broadening, Special Duty and Command Paths (Officer).

Senior Leader Development
Wing Commander Course
Group Commander Course

Joint
Air Staff
MAJCOM
NAF
Wing CC
Group CC

Air War College
National Defense University
Sister Service/International school
Fellowship

NAF / Wing Staff
Executive Officer
Squadron CC
Unit-Level Leadership
SPO / FOA / Center AO
Joint / HAF / MAJCOM AO
Career Broadening / Special Duty

Air Command & Staff College
Joint / AFIT, EWI / AAD (AFIT)

Squadron Officer School
Language Training
Advanced Academic Degree

NAF / Wing Staff
Unit-Level Leadership
Joint / HAF / MAJCOM AO

Executive Officer
SPO / FOA / Center AO
Career Broadening / Special Duty

Initial Skills
Training

NAF / Wing / Unit / Flight AO
Career Broadening / Special Duty

Executive Officer
SPO / FOA / Center AO

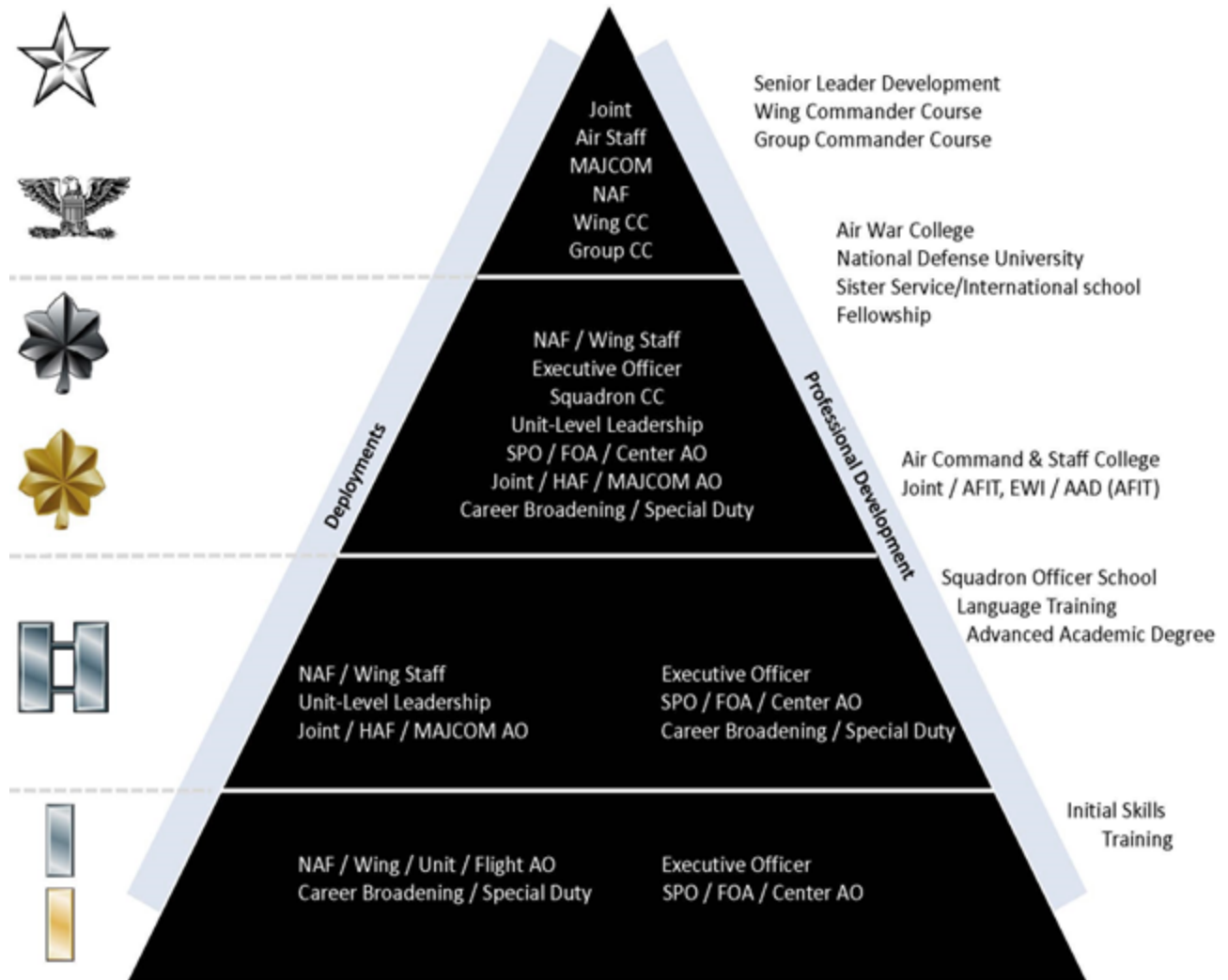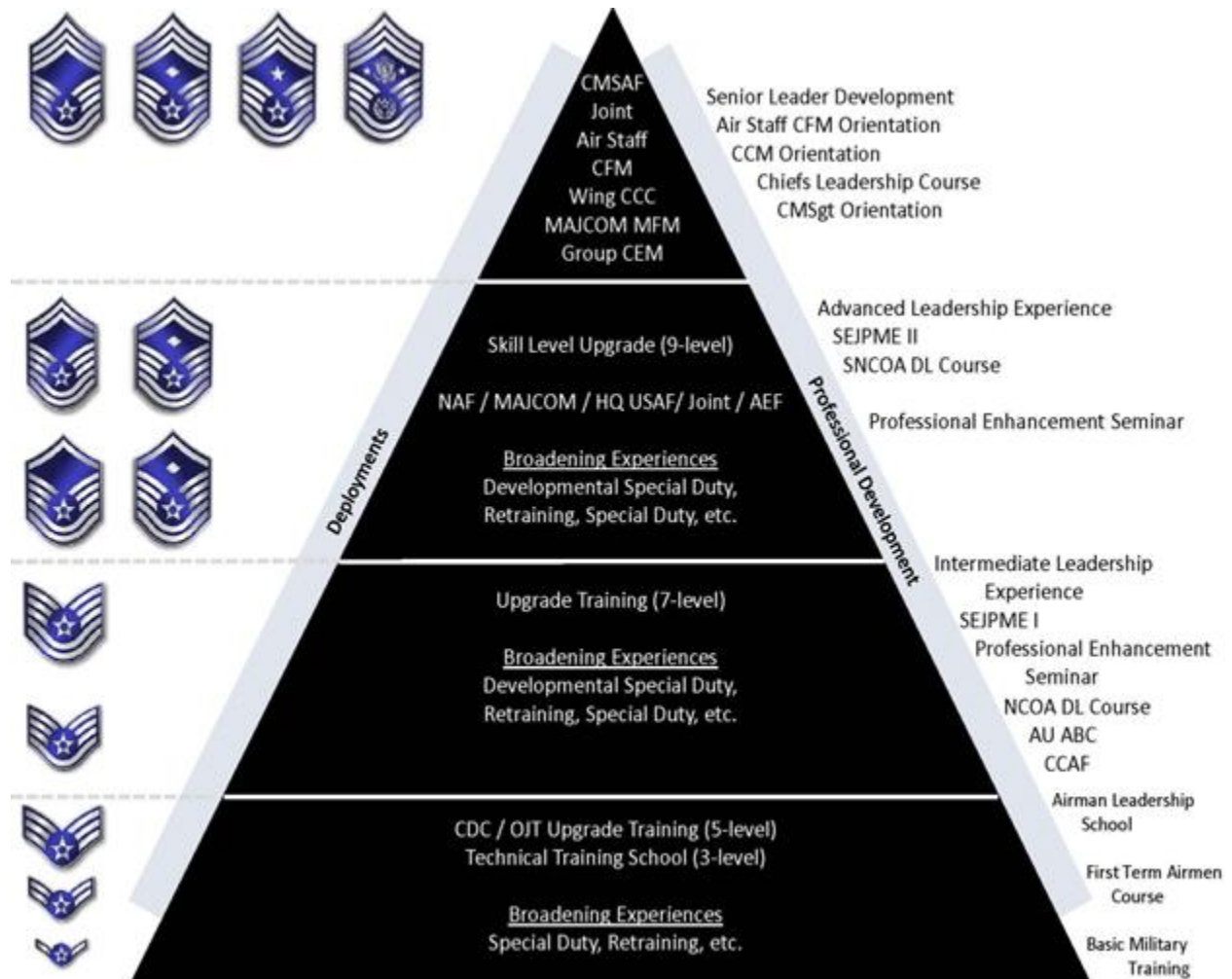Deployments

Professional Development

Figure A7.2. Functional, Career Broadening, Developmental Special Duty and Leadership Paths (Enlisted).

Attachment 8

REGULAR AIR FORCE (REGAF) DEVELOPMENT TEAM CHARTER GUIDELINES

BACKGROUND
The (insert Air Force specialty code and/or functional community name) development team is established in accordance with AFI 36-XX7 - *Total Force Development*.

MISSION
The (insert Air Force specialty code and/or functional community name) development team provides oversight of officer, enlisted and civilian personnel development to meet both functional and Air Force corporate leadership requirements (insert additional language as needed to meet functional community needs).

AUTHORITY
This charter remains in effect until (insert date or appropriate language i.e., terminated or superseded per direction of the convening authorities).

OBJECTIVE
The objective of this development team is to (insert the objective of the development team e.g., execute force development policy, provide feedback on career field policy issues, provide developmental education nominations and develop command/Civilian Strategic Leader Program candidate slates).

MEMBERSHIP
Insert development team membership (based on guidance as outlined in **Chapter 1** of this instruction)

ADMINISTRATION
Meeting frequency (insert frequency; **Note**: at a minimum development teams should be held annually).

Secretariat (insert name/office/function) shall serve as the point of contact for each meeting and will perform recorder duties, track action items, produce meeting minutes documenting overarching decisions, policy and guidance.
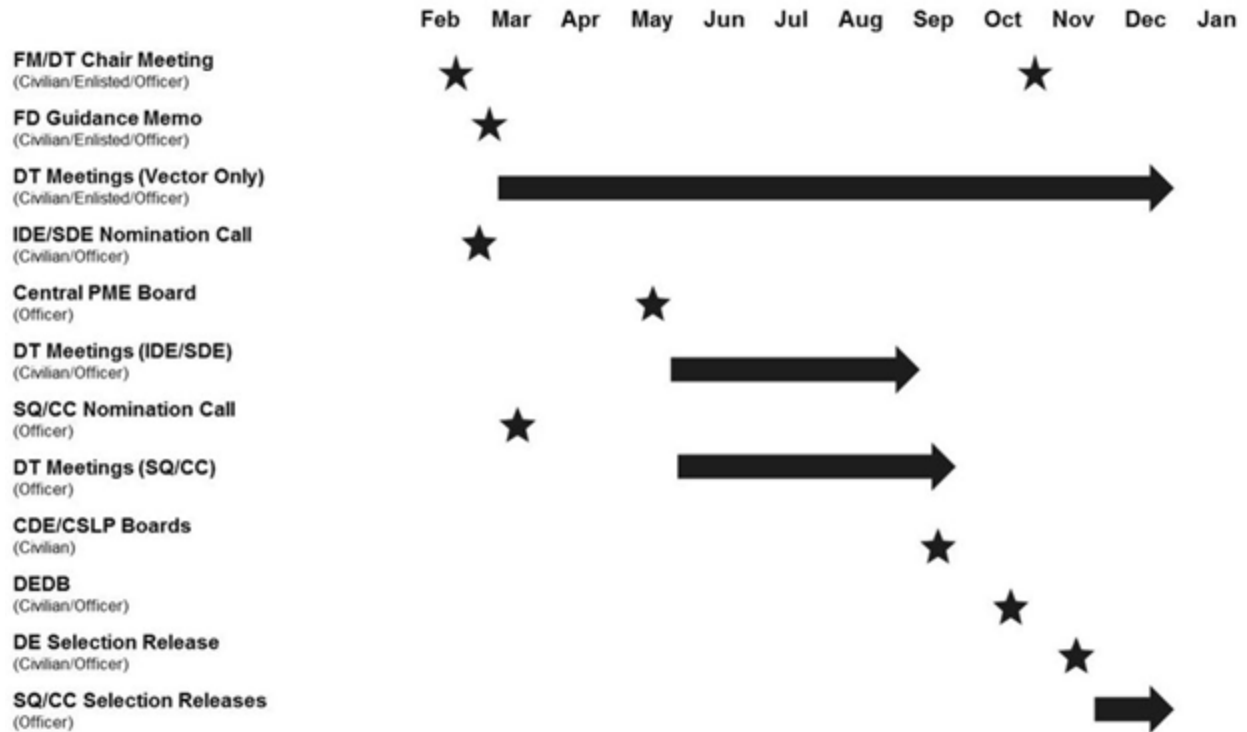
CHARTER REVIEW (TERMS OF AGREEMENT)
The charter shall be reviewed by the development team members annually, coordinated through the development team chair and will be maintained by (insert point of contact i.e., the Career Field Manager). This charter will take effect upon the signature of the functional manager.

Functional Manager Chair Signature block

Attachment 9

DEVELOPMENT TEAM BATTLE RHYTHM (REGULAR AIR FORCE)

Figure A9.1. Development Team Battle Rhythm (Regular Air Force).

Attachment 10

CAREER FIELD MANAGER APPOINTMENT TEMPLATE

DD MMM YY
MEMORANDUM FOR AF/A1PF (military) or AF/A1CM (civilian)

FROM: (insert name and office of the functional community functional manager)

SUBJECT: Career Field Manager Appointment

In accordance with AFI 36-XX7 - *Total Force Development*, requirements this serves as notification that on (insert appointment date) (insert the career field manager name, title and rank/grade) was appointed as the (insert the name the Air Force specialty code and/or functional community) career field manager.

Functional Manager Signature Block

cc:
AF/A1DI

Attachment 11

CAREER FIELD MANAGER GRADE WAIVER MEMORANDUM TEMPLATE

DD MMM YY

MEMORANDUM FOR AF/A1D and AF/A1C (civilian)

FROM: (insert name and office of the functional community functional manager)

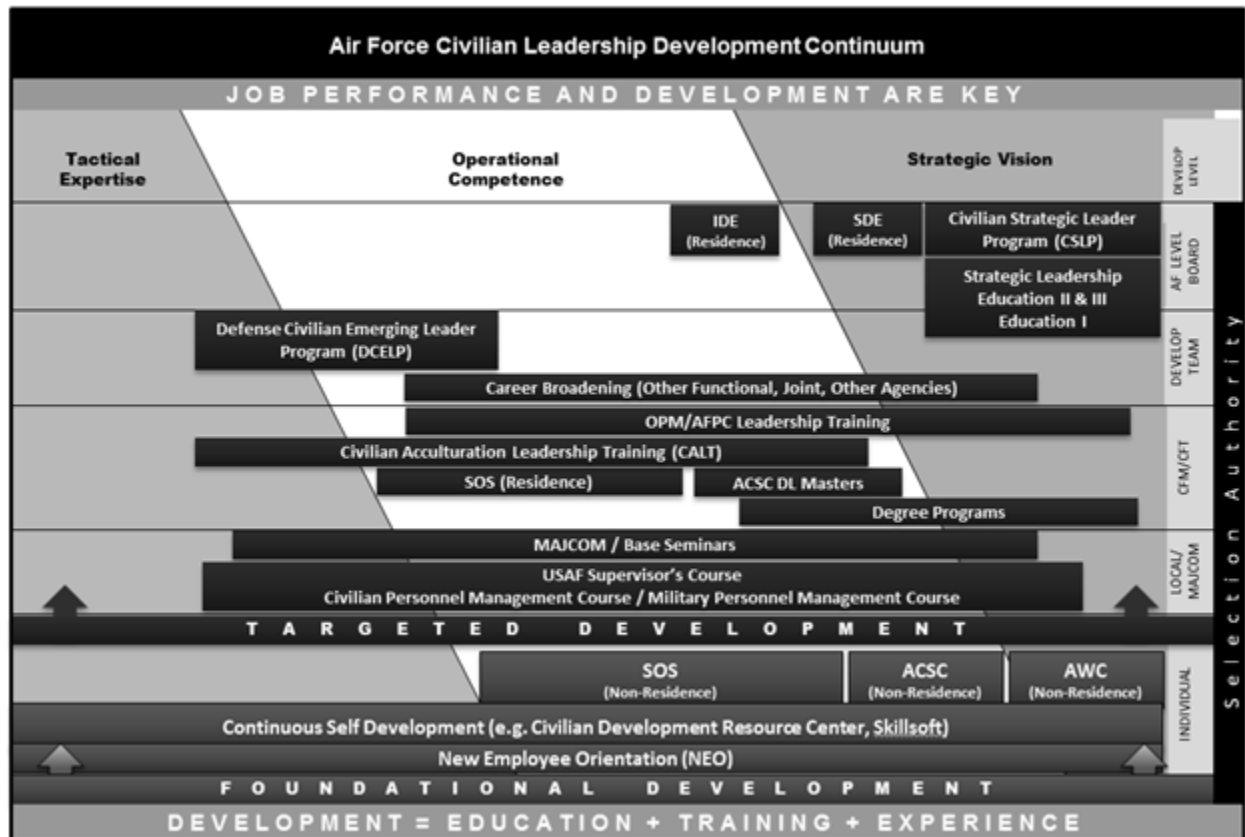SUBJECT: Career Field Manager Rank/Grade Waiver Authority

In accordance with AFI 36-XX7 – *Total Force Development*, (insert the functional manager name, title and rank) respectfully requests a waiver to the career field manager rank/grade requirements. Request (state the person's name, title and rank/grade) be appointed as the career field manager for the (insert Air Force specialty code and/or functional community) due to (state the reason why). This is applicable for the following timeframe (insert the applicable timeframe i.e., summer 2015 development team cycle).

Functional Manager Signature Block

Attachment 12

CIVILIAN LEADERSHIP DEVELOPMENT CONTINUUM

Figure A12.1. Civilian Leadership Development Continuum.

Attachment 13

DEVELOPMENT TEAM CHAIR RANK/GRADE WAIVER MEMORANDUM TEMPLATE

DD MMM YY

MEMORANDUM FOR AF/A1D

FROM: (insert name and office of the functional authority)

SUBJECT: Development Team Chair Rank/Grade Waiver Authority

In accordance with AFI 36-XX7, *Total Force Development*, (insert the functional manager name, title and rank) respectfully requests a waiver to the development team chair rank/grade requirements. Request (state the person's name, title and rank/grade) be appointed as the development team chair due to (state the reason why). This is applicable for the following timeframe (insert the applicable timeframe i.e., summer 2015 development team cycle).

Functional Manager Signature Block

cc:
AF/A1PF

Attachment 14

DEVELOPMENT TEAM VOTING MEMBER GRADE WAIVER TEMPLATE

DD MMM YY

MEMORANDUM FOR AF/A1D

FROM: (insert name and office of the functional manager)

SUBJECT: Voting Member Rank/Grade Waiver Request Authority

In accordance with AFI 36-XX7, *Total Force Development*, (insert the functional manager name, title and rank) respectfully requests a waiver to the voting member rank requirements to allow (state the person's name, title and rank/grade) to be a voting member on the (insert career field/Air Force specialty code). This is due to (state the reason why). The meetings he/she will attend will occur during the following timeframe (insert the applicable timeframe i.e., summer 2015 development team cycle).

Functional Manager Signature Block

1st Ind, (insert name of AF/A1D)

TO: (Insert the requesting official's office symbol)

I concur/nonconcur with your request for the following individual(s) (list names) to serve as voting member(s) for the (identify type of meeting [i.e., intermediate developmental education/senior developmental education board]) on (list dates).

AF/A1D Signature Block

Attachment 15

ENLISTED DEVELOPMENT TEAM CHAIR GRADE WAIVER TEMPLATE

DD MMM YY

MEMORANDUM FOR AF/A1D

FROM: (insert name and office of the functional manager)

SUBJECT: Enlisted Development Team Chair Rank/Grade Delegation Waiver Authority

In accordance with AFI 36-XX7, *Total Force Development*, (insert the functional manager name, title and rank) respectfully requests a waiver to the enlisted development team chair rank/grade requirements. Request (state the person's name, title and rank/grade) act as the enlisted development team chair due to (state the reason why). The meetings he/she will chair will occur during the following timeframe (insert the applicable timeframe i.e., summer 2015 enlisted development team chair cycle).

Functional Manager Signature Block

cc:
AF/A1P

Attachment 16

AIR FORCE RESERVE DEVELOPMENT TEAM CHARTER GUIDELINES

Mission: Vectors based on projected requirements by level and position type. A vector is the development team's collective recommendation for an assignment level (e.g., Joint Staff, Air Staff, major command, base-level, etc.), training or education opportunity (e.g., in-residence developmental education, Reserve School Selection Board, advanced functional training, etc.) or position type (e.g., flight commander, division chief, special duty, etc.) for which a member should be considered in subsequent assignments.

Authority: As directed by AFI 36-XX7. This charter remains in effect until terminated or superseded per direction of convening authorities.

Purpose: This charter gives authorization to the development team to provide necessary tools and formal guidance to Citizen Airmen to maximize capabilities that ensure the Air Force Reserve provides air, space, and cyberspace power in support of our nation's security. Implementation is through a series of deliberate and rewarding challenges in education, training, and experiences.

Roles and Responsibilities: Areas within the purview and influence of the development team include but are not limited to:

Identify the education, training, and experiences (both self-development and corporately resourced) appropriate for Citizen Airmen within each functional community based on current and future requirements.

Development Teams make vectors based on projected requirements by level and position type, and use career path diagrams to inform their vector recommendations.

Will consider and address cross-functional utilization requirements.

Terms of Agreement: This charter is subject to annual review, renewal or amendment at such time that is deemed necessary. If a requirement changes, any signatory to this agreement may initiate changes.

                                        Career Field Manager or Development
                                        Team Chair Signature Block

Attachment 17

AIR FORCE RESERVE DEVELOPEMNT TEAM CHARTER TEMPLATE

Air Force Reserve (Insert career field and Air Force specialty code) Development Team

Mission: Provide direction in the development of Air Force Reserve (insert Air Force specialty code) officers/enlisted/civilians to meet current and future mission requirements.

Authority: The Air Force Reserve (insert Air Force specialty code) Development Team charter is based on Air Force Policy Directive 36-26, *Total Force Development*, AFI 36-XX7, *Total Force Development*, U.S. Air Force Doctrine, Core Doctrine, Volume 2, *Leadership* and Annex 1-1, *Force Development*; the Air Force Reserve Command Enlisted Force Development Concept of Operations; and the Chief of the Air Force Reserve Memorandum dated 25 Jan 05.

Purpose: The (insert Air Force specialty code) development team will recommend deliberate tactical, operational, strategic level experiences and education and training opportunities to Air Force Reserve officers so they may acquire the knowledge, skills, and experience to assume increasing leadership roles.

Roles and Responsibilities (for officer development teams): The (insert Air Force specialty code) development team will meet to accomplish force development goals by:
- Acquiring and promoting awareness of the (insert Air Force specialty code) career field policies, plans, programs, and training
- Providing advice, guidance, and assistance from the Reserve Career Field Manager in coordination with the RegAF Career Field Manager
- Reviewing career planning guides (insert Air Force specialty code) as created by the RegAF Career Field Manager and modified by the Reserve Career Field Manager for Air Force Reserve requirements
- Identifying developmental knowledge, skills, experiences for key (insert Air Force specialty code) career field positions
- Maintaining a (insert Air Force specialty code) Key Position List with the assistance of the Air Reserve Personnel Center (insert Air Force specialty code) Assignment Facilitator
- Considering the needs of the Air Force Reserve and the needs of the individual when recommending developmental assignments/experiences
  - Use the Reserve Officer Development Plan to issue developmental feedback in the form of vectors for individual officers to optimize their knowledge, skills, and experiences
  - Take into account commander/senior rater recommendations and assessments of developmental potential
  - Evaluate (score) and certify top ranked officers for special developmental opportunities to include developmental education and command/key positions
  - Recommend and facilitate assignment of high potential officers to key positions

    o   Review (insert Air Force specialty code) Colonel records and projected vacancies at least annually to develop lists of potential candidates to fill vacancies. A subpanel of senior (insert Air Force specialty code) leaders will conduct the review

Roles and Responsibilities (for enlisted development teams): The (insert Air Force specialty code) development team will meet at Air Reserve Personnel Code to accomplish force development goals by (**Note**: For career fields reviewing less than 200 records, the development team may be held at Air Force Reserve Center):

- Acquiring and promoting awareness of the (insert Air Force specialty code) career field policies, plans, programs, and training
- Providing advice, guidance, and assistance from the major command functional manager
- Reviewing the (insert career field) career field pyramid and development plans for Air Force Reserve requirements
- Identifying developmental knowledge, skills, experiences for key (insert Air Force specialty code) career field positions
- Maintaining a (insert Air Force specialty code) Key Position List with the assistance of HQ AFRC/A1KO
- Considering the needs of the Air Force Reserve and the needs of the individual when recommending developmental assignments/experiences
  - o   Use the Reserve enlisted development plan to issue developmental feedback in the form of vectors for individuals to optimize their knowledge, skills, and experiences
  - o   Take into account commander/senior rater recommendations and assessments of developmental potential
  - o   Evaluate (score) and certify top ranked individuals for special developmental opportunities to include developmental education and key Positions

Key Positions: (insert Air Force specialty code) Career Field
Command Positions: (insert Air Force specialty code) Career Field (O-6 command and possibly a **limited** number of SQ/CC/DO positions)
Joint Duty Assignment List Positions: (insert Air Force specialty code) Career Field

Membership: (insert Air Force specialty code) Development Team

Table A17.1. Voting Members.

Voting Members
Insert (Chair /CFM)
Insert voting member list

Terms of Agreement: This charter will be subject to renewal, review, and amendment by the career field manager and (insert Air Force specialty code) development team as necessary. Changes will be documented in writing with an updated charter.

                                          Career Field Manager/Major Command
                                          Functional Manager Signature Block

Attachments
Career Field Planning Guide
Key Position List

Attachment 18

COMPLETING AIR FORCE FORM 158, *UNITED STATES AIR FORCE RESERVE CONTACT AND COUNSELING RECORD*

A18.1. General Instructions.

A18.1.1. Type or print the form.

A18.1.2. Get the personal data required to complete the form from current alpha roster or personnel records.

A18.1.3. File the complete original forms in the career enhancement section.

A18.1.4. Use each form for three contacts for counseling. If you need more than three contacts, put only the name on the second or subsequent forms. Number pages accordingly in the upper right hand corner where specified.

Notes: 1. All entries on the form are self-explanatory, except for recording contact and counseling. 2. If other documentation is available, (such as a letter from the member requesting reassignment to Air Reserve Personnel Center), complete the top section of AF Form 158, *United States Air Force Reserve Contact and Counseling Record* (see **Table 2.1**), add relevant comments and attach to Air Force Form 158.

Attachment 19

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Attachment 20

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Attachment 21

AIR FORCE EDUCATION REQUIREMENTS BOARD

A21.1. As a mechanism of force development policy, the Air Force Education Requirements Board is conducted annually to prioritize and fund graduate education (formerly referred to as Advanced Academic Degrees) and experiential programs as well as professional continuing education courses in accordance with Department of Defense Instruction 1322.10 and requirements as defined by extant unit manpower documents and/or secretary of the Air Force and Air Force Chief of Staff initiatives. As such, the Air Force Education Requirements Board operates with a limited budget to adjudicate competing interests within the larger strategy of the force development enterprise to help achieve Air Force objectives. The board's structure and processes are outlined in the Air Force Education Requirements Board Concept of Operations, currently maintained by AF/A1DL. The board is divided into two bodies: 1) a working group, composed of career field managers and professional continuing education course owners and 2) the executive session (ES), made up of functional managers and chaired by AF/A1D, who reviews and approves education priorities and resources for the requisite fiscal year.

A21.2. The Air Force Education Requirements Board supports any number of a wide array of graduate education requirements that provide for the particular and broad development strategy of the force outlined by AF/A1D and the career field managers. The Air Force Education Requirements Board is not, however, designed nor resourced to support the full contingent of any career field manager's and organization's developmental needs. As such, requests for graduate education quotas requires career field managers and institutions to present 1) a legible review of present and projected inventory possessing the minimum qualifications to meet valid requirements, 2) historical utilization rates, and 3) a brief of the requirements per se (Unit Manpower Document data, signed correspondence from senior leadership, etc.). **Note**: Air Force Education Requirements Board-funded graduate education is reserved for RegAF (non-medical) officers and enlisted in the grade O-5 and below. Career field managers allowing officers or enlisted personnel to attend graduate education programs (in any grade) who will become retirement eligible during their tenure as students or while completing their requisite active duty service commitment need to submit a waiver through AFPC to AF/A1D for approval prior to assigning the quota. That waiver must be signed by the functional manager and indicate coordination with the requisite functional authority.

A21.3. Professional continuing education consists of courses that are 20 weeks in duration or less and available to all officer, enlisted, and civil service personnel in all components of the Air Force. Individual professional continuing education courses are not necessarily open to all career fields across the enterprise. However, professional continuing education directly supports the execution and/or sustainment of enterprise-wide missions and contributes to the enhancement and professional development of personnel.

A21.4. The Air Force Education Requirements Board is not funded on a scale commensurate with Air Force formal education and training and does not, therefore, admit graduate education or professional continuing education that is directly tied to the award of an Air Force specialty code and/or an increase in skill level. Training and/or education required by career field leadership for core Air Force specialty development falls within the purview and funding obligation of formal education and training.

Attachment 22

(DELETED)

(DELETED)

Attachment 23

(DELETED)

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Attachment 24

(DELETED)

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Attachment 25

(DELETED)

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Attachment 26

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Attachment 29

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