

AFSC 1A8X1X

Airborne Cryptologic Language Analyst (ACLA) Specialty



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AIRBORNE CRYPTOLOGIC LANGUAGE ANALYST (ACLA): 1A8X1X CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)

PART I

1. Preface. This CFETP is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP provides personnel with a career path to guide success and should instill rigor in all aspects of career field training. The CFETP parent publication is DAFMAN 36-2689, *Training Program*.

2. The CFETP consists of two parts; both parts are used by supervisors to plan, manage, and direct training within the specialty.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how individuals will use the CFETP; Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, experience, training, and other); Section D indicates resource constraints (some examples are funds, manpower, equipment, facilities); and Section E identifies transition training guide requirements for E-5 through E-7.

2.2. Part II includes the following: Section A identifies the STS and includes duties, tasks, and Technical References to support training, Air Education and Training Command (AETC) conducted training, wartime course and core task and correspondence course requirements; Section B contains the course objective list and training standards supervisors use to determine if service members satisfied training requirements; Section C identifies available support materials. An example is a qualification training package, which may be developed to support proficiency training; Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; section E identifies Major Command (MAJCOM) unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers use Part 2 to identify, plan, and conduct training commensurate with the overall goals of this plan.

3. Use of the guidance provided in this CFETP provides the foundation for effective training for individuals in this specialty at the appropriate points in their careers. This plan enables the AF to train today's work force for tomorrow's requirements.

4. Chemical, Biological, Radiological, and Nuclear (CBRN) Training Requirements. DAFI 10-2503, Chemical, Biological, Radiological, or Nuclear (CBRN) Defense Program, highlights the need to prioritize preparedness for war. Intelligence personnel and operations are vital to gaining and maintaining air superiority during conflict. In an effort to maintain mission readiness and sustain mission assurance, intelligence Airmen must be able to perform intelligence functions despite the threat environment. Unit Commanders will identify tasks within their Master Training Plans (MTP) and ensure Airmen can perform these tasks if chemical, biological, radiological or nuclear (CBRN) warfare hazards are present based on their mission requirements. Units will periodically exercise the performance of these tasks while wearing Individual Protective Equipment (IPE) IAW DAFI 10-2501 to ensure sustained unit readiness.

ABBREVIATIONS/TERMS EXPLAINED

Advanced Training. Formal specialty training providing airmen additional skills/knowledge to enhance their expertise in the career field.

Department of the Air Force Enlisted Classification Directory (DAFECD). The directory containing the official specialty descriptions for all enlisted military classification codes and identifiers used to identify an AF occupation. The DAFECD outlines the minimum mandatory qualifications necessary to fill a particular job. These standards are used to procure, classify, and employ personnel. This document can be found by searching “DAFECD” in MyFSS.

Air Force Service Cryptologic Component (AF SCC). Principal advisor to Headquarters Air Force (HAF), A2 Directorate for all cryptologic programming, budgeting, training, personnel, policy, doctrine, governance and foreign relationships for USAF cryptologic activities. Service lead for USAF cryptologic activities and has management oversight of those elements of the USAF performing cryptologic functions. This applies to the cryptologic staff of the 16 AF, its subordinate elements, and cryptologic elements assigned to other USAF organizations. The 16 AF Commander is the AF/SCC Commander and principal USAF advisor to The Director, National Security Agency (DIRNSA)/Chief of Central Security Service (CHCSS) for USAF cryptologic matters (Ref: AFMAN 14-405).

Air Force Specialty Code (AFSC). A combination of alpha-numeric characters which are used to identify an Air Force Specialty (AFS). (Ref: DAFMAN 36-2100, *Military Utilization and Classification*, Table 2.1 and Table 2.2)

Control Air Force Specialty Code (CAFSC). A management tool used to make enlisted airman assignments, to assist in determining training requirements, and to consider individuals for promotion.

NOTE: 1A8X1X Airmen who do not have a language suffix in their CAFSC will not be considered for promotion.

Primary Air Force Specialty Code (PAFSC). The designation for the specialty in which the individual possesses the highest skill level. This should reflect the member’s skill level and language suffix as well as any AFS-applicable prefixes, such as Q for Evaluator (ex: Q1A871K)

Duty Air Force Specialty Code (DAFSC). Reflects the actual manpower position an airman is assigned to. It is not uncommon for a member’s DAFSC to not match their CAFSC, which is dependent upon available billets in the unit.

Airborne Cryptologic Skills Program (Airborne CSP). An AF/AFCO proficiency program designed to promote, develop and maintain a high state of cryptologic mission readiness to facilitate immediate and effective employment of ACLAs on operational missions. Airborne CSP consists of Intermediate Level Cryptologic Training (ILCT) and Advanced Level Cryptologic Training (ALCT). More information can be found in the latest 16 AF/AFCO CSP Manual.

Aircrew Position Indicator (API). The API is a single-digit code that identifies the type and level of flying duty or responsibility associated with a rated/career enlisted aviator authorization. (Ref: DAFMAN 11-402, *Aviation and Parachutist Service*)

Career Development Plan (CDP). The CDP was first developed in October 2018 and has evolved into a continuum of learning designed to enhance skill development and unit effectiveness, allowing for a more proficient ISR professional. Mandatory requirements are covered in Part I, Section C of this publication.

Career Enlisted Aviator Fundamentals Course (CEAFC). An enlisted undergraduate flying training course which prepares enlisted personnel for a career in aviation. The knowledge presented in the course includes physiological, survival, aircrew mission, anti-hijacking and anti-terrorism, aircrew coordination, aircrew training, basic aerodynamics, aircraft publications, safety, and flight medicine. This course screens for the ability to handle the rigor of aircrew duties prior to entering costly follow-on training.

Career Enlisted Aviator (CEA). An enlisted Airman awarded and performing permanent duty in AFSCs 1AXXX. (Ref: DAFPD 11-4)

Career Field Education and Training Plan (CFETP). A CFETP is a comprehensive, multipurpose document encapsulates the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

Career Field Manager (CFM). An individual on the HAF staff who is responsible for career development programs, functional management and utilization, specialty standards and requirements, training, and force management for an AFS. This includes identifying the task requirements and training for an AFS or occupational series. This individual will review and/or approve all proposed changes to specialties within their assigned career field(s).

Command Language Program (CLP). A program operated by commanders to ensure assigned personnel requiring foreign language proficiency are trained and qualified to perform missions and managed by a CLP Manager (CLPM). (Ref: DoDI 3300.07)

Course Objective List. A publication derived from initial and advanced skills Course Training Standard, identifying the competency tasks and knowledge requirements and respective standards provided to achieve a 3-, 5- or 7-skill level in this career field. Supervisors use the continuum of learning to assist in conducting graduate evaluations. (Ref: DAFMAN 36-2689)

Continuation Training (CT). Provides Airmen with the volume, frequency, and mix of training necessary to maintain proficiency in the assigned qualification, skill level or certification.

Core Task. A minimum qualification requirement 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 and must be trained, maintained and certified, regardless of duty position/location. (Ref: DAFMAN 36-2689).

Cryptologic Language Training. Language training that provides and improves institutional knowledge and skills unique to the cryptologic language mission.

Cryptologic Training Advisory Group (CTAG). A group composed of decision-makers and representative Subject Matter Experts (SMEs) from higher headquarters and NSA/CSS, for the purpose of establishing, revising, reviewing, and validating cryptologic training conducted under the auspices of an Executive Agent or Responsible Training Authority to ensure technical adequacy (Ref: NSA/CSS Policy 13-3)

Cryptologic Training System-Training Standard (CTS-TS). Tasks and knowledge that personnel in a given specialty may be expected to perform or to know on the job, which are developed through the

Cryptologic Training Advisory Group (CTAG). These standards are common to all NSA/CSS personnel and service members for all Cryptologic Language Analysts. Any Air Force training requirements that are not common to NSA/CSS personnel or the other Services are developed through the STRT/U&TW process (Ref: CTS-TS at "go ctsts" on NSAnet, DODI 3305.09, NSA/CSS Policy 13-3).

Defense Language Institute Foreign Language Center (DLIFLC). Managed by the U.S. Army, DLIFLC is the executive agent (EA) within the DoD and primary institution for foreign language training.

Defense Language Proficiency Test (DLPT). DoD standardized testing system for measuring an individual's proficiency in a foreign language. (Ref: DoDI 5160.71)

Developmental Duty (DD). Positions which are focused on growth and skill development of our airmen. See Part I, Section 11 of this publication for more information.

Diagnostic Language Assessment. An academic tool designed to identify strengths and needs in a foreign language and provides members with individualized, relevant feedback. The DLIFLC Online Diagnostic Assessment (ODA) is an example that can be accessed via <https://www.dliflc.edu/elearning/>.

Education and Training Course Announcement (ETCA). ETCA contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses the MAJCOMs or FOAs conduct or manage. ETCA also contains courses the Air Force and reserve forces conduct or administer and serves as a reference for the Air Force DoD, other military services, government agencies, and security assistance programs. <https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx?isdlg=1&IsDlg=1>

Enlisted Development Team (EDT). Provides key input on functional progression and succession planning, executes enlisted vectoring and identifies key developmental positions in their functional communities. The CFM collaborates with the EDT to develop and adjust the career field progression plan as needed. (Ref: DAFI 36-2670).

Foreign Language Proficiency Bonus (FLPB). The objective of FLPB is to increase capabilities and proficiencies of foreign language skills vital to national defense. HAF/A1D determines which languages are authorized FLPB within the USAF and the pay rate for each language. This monetary incentive is paid to eligible and qualified military who possess foreign language proficiency. An Airman's application, qualification for and receipt of FLPB constitute acknowledgment that he or she may be called upon to respond to global contingency requirements (Ref: DoDI 1340.27, DAFI 36-4005)

Formal Training Unit (FTU). Unit tasked with training weapon system specific knowledge and skills necessary to execute a mission.

Functional Area Manager (FAM). The individual accountable for the management and oversight of all personnel and equipment within a specific functional area to support operational planning and execution.

Global Language Training. Separate from job-specific cryptologic language training, this training is designed to improve fundamental language skills such as reading, listening comprehension, translation, transcription, grammar, vocabulary, and speaking.

Individual Language Training Plan (ILTP). Language training plan developed by the member and their supervisor, in coordination with SMEs and CLPMs, that provides a path to increasing foreign language proficiency. All 1A8X1Xs will have an ILTP stored within the prescribed foreign language training databases as directed by 16 AF/AFCO.

Initial Qualification Training (IQT). Training needed to qualify for basic aircrew duties in an assigned position for a specific aircraft, without regard for the unit's operational mission. (Ref: AFMAN 11-202V1)

Initial Skills Training. A formal school course(s) that results in an AFSC 3-skill level award for enlisted. Initial Skills Training for 1A8X1X is described in Part I, Paragraph 6 of this document.

Instructional System Development (ISD). A systematic approach to plan, develop, and implement instruction. The goal of ISD is to increase the effectiveness and cost-efficiency of training by developing instruction based on job performance requirements, eliminating irrelevant knowledge and skills from courses and ensuring that graduates acquire the necessary knowledge, skills, and attitudes to do the job. (Ref: DAFMAN 36-2689; DAFH 36-2675, *Information for Designers of Instructional Systems*)

Interagency Language Roundtable (ILR) Scale. Set of skill specific descriptions of eleven proficiency levels which characterize abilities to communicate in a language. The levels are: 0 through 5. For more information on ILR levels go to <http://www.govtilr.org>

Job Qualification Standard (JQS). A comprehensive task list that describes a particular job type or duty position. It is used by supervisors to document task qualifications. The tasks on the AFJQS are common to all persons serving in the described duty position.

Language Training Activities. Language training activities are those that increase proficiency. All activities will be documented. Suggested activities include but are not limited to: DLIFLC resident and non-resident courses, National Cryptologic University (NCU) courses, language center materials, Partner Language Training Center-Europe, local college courses, and Internet sources.

Acquisition Language Training. Any formal language training program designed to achieve a minimum ILR skill level L2/R2/S1+ upon completion. Short-term, accelerated courses, sometimes known as turbo courses, are not considered to be acquisition-level training unless determined by the CFM.

Language Conversion Training. Formal acquisition-level training designed to achieve proficiency in a language or dialect that is similar to a language or dialect for which ILR skill level L2/R2 has already been achieved (e.g. Modern Standard Arabic to Levantine Arabic; Persian Farsi to Persian Dari, Russian to Ukrainian). Conversion training normally occurs when additional language skill is required to complement existing skills to meet mission requirements. Training is typically shorter in duration than that which would be required if a minimum ILR skill level L2/R2 in a similar language did not exist. Conversion training will not result in a change to an individual's AFSC.

Language Enhancement Training. Generic term for training designed to increase global and/or cryptologic foreign language proficiency after completion of acquisition training. Examples include: ILTP ongoing maintenance, SLTE, DLI Intermediate/Advanced, and other intermediate- and advanced-level language training.

MAJCOM Functional Manager (MFM). An individual at the MAJCOM/Joint activity command level who is responsible for identifying task and training requirements for an AFS or Occupational Series and is responsible for validating intelligence requirements, command assignment entitlements, technical school graduate assignments and matching available manpower resources to meet the MAJCOM's needs.

Major Weapons Systems (MWS). For the purposes of this CFETP, MWS consists of all applicable airborne platforms (e.g., Rivet Joint) with a crew complement including at least one 1A8X1X.

Mission Design Series (MDS). A term used to identify a specific aircraft designation (e.g., EA-37B, RC-135U, and AC-130J).

Mission Qualification Training (MQT). Training necessary to qualify a crew member in a specific aircrew position to perform the commands or units' operational mission. MQT completion is a prerequisite for Mission Ready (MR) status. (Ref: AFMAN 11-202V1)

Oral Proficiency Interview (OPI). A test administered in person, by telephone, or other approved means to measure an individual's foreign language proficiency in the speaking modality. (Ref: DoDI 5160.71)

Proficiency Training. Additional training, either in-residence, exportable advanced training courses, or OJT provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

Qualification Training (QT). Performance training designed to qualify an airman in a specific position. This training occurs both during and after upgrade training to maintain up-to-date qualifications. (Ref: DAFMAN 36-2689)

Resource Constraints. Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

Significant Language Training Event (SLTE). At least 150 hours of immersion training, 6 consecutive weeks of 5-hour-a-day classroom training, or another significant event defined by the Secretaries of the Military Departments and the directors of the Defense Agencies and DoD Field Activities. (Ref: DoDI 5160.71)

Specialty Training Requirements Team (STRT)/Utilization and Training Workshop (U&TW). Forums co-chaired by the CFM and AF Training Pipeline Manager comprised of MAJCOM Functional Managers, SMEs, and AETC training personnel that determine education and training requirements and establish the most effective mix of formal and on-the-job training for each AFSC. They will create or revise training standards and set responsibilities for providing training and be used to ensure the validity and viability of the AFSC training that determines career ladder training requirements (Ref: DAFMAN 36-2689).

Special Experience Identifier (SEI). A code used to identify special experience and training not otherwise identified within the military personnel data system (MilPDS). SEIs complement the assignment process but are not substitutes for AFSCs, CEM codes, prefixes, suffixes, SDIs, RIs, personnel processing codes, and professional specialty course codes. They are established when identifying experience or training is critical to the job and person assignment match, and no other identification is appropriate or available. (Ref: DAFMAN 36-2100 and the DAFECD)

Specialty Training Standard (STS). An AF publication that describes the tasks and knowledge behavior outcomes that an airman in a 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 AFSC. Further, it 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. (Ref: DAFMAN 36-2689)

Test Control Officer (TCO). An individual assigned the responsibility for controlling and safeguarding all test materials, schedules, and proctoring.

Upgrade Training (UGT). Mandatory courses, tasks and qualification requirements that lead to the award of the 5-, 7- and 9-skill levels.

Wartime Skills. Wartime skills are initiated based upon a national emergency. These wartime skills are identified by the letter “w” in the 3-level position of the STS and will be taught at an accelerated course at Goodfellow AFB while the trainee is going through technical training.

Section A – General Information

1. **Purpose.** This CFETP provides the information necessary for CFMs, MFMs, commanders, unit training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training that individuals in this Air Force Specialty (AFS) should receive to develop and progress throughout their career, and identifies initial skills, upgrade, qualification, proficiency and advanced training. Initial skills training is the Air Force specialty specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill level. Qualification training is actual hands-on task performance training designed to qualify a member in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. Advanced training is formal specialty training used for selected service members. Proficiency training is additional training, either in-residence or exportable advanced training courses, or OJT provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes—some are:

1.1. Serves as a management tool to plan, conduct, and evaluate a career field training program, as well as a tool to help supervisors identify training at the appropriate point in an individual's career.

1.2. Identifies tasks, knowledge and training requirements for each skill level in the AFS and recommends education and training throughout each phase of an individual's career.

1.3. Lists training courses available in the specialty; identifies sources of training and the training delivery method.

1.4. Identifies major resource constraints which impact full implementation of the desired career field training process.

2. **Use of CFETP.** The plan will be used by MFMs down through supervisors at all levels to ensure comprehensive and cohesive training programs are available for all members in the specialty.

2.1. AETC training personnel will develop and/or revise formal resident, non-resident, field, and exportable training based upon requirements established by the users and documented in Part II of the CFETP. AETC will work with the CFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training, contract training or exportable courses can satisfy identified requirements. MAJCOM-developed training used to support this AFSC must be identified for inclusion in the plan.

2.3. Individuals will complete the mandatory training requirements specified in this plan. The list of courses in Part II will be used as a reference to support training.

2.4. Personnel in AFSC 1A8XX are required to document upgrade training progress, at a minimum, via AF Form 623 IAW DAFMAN 36-2689. All training not documented in Artemis will be documented in the DAF system of record (which is TBA 2.0 as of publication of this document).

2.5. All aircrew training is certified via AF Form 8/8a, Certificate of Aircrew Qualification, by trained evaluators. Certification of the AF Form 8/8a does not eliminate the requirement to document STS items in this CFETP.

2.6. A JQS may be used in conjunction with Part II of the CFETP upon approval of the CFM. The CFM may supplement these minimum documentation procedures as needed or deemed necessary for the career field.

3. **Coordination and Approval.** The CFM is the approval authority. Also, the CFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM representatives and AETC training personnel will identify and coordinate the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training.

Section B - Career Progression and Information

4. **Specialty Description.** This information supplements the DAFECD. A description of AFS-specific duties and responsibilities are in the DAFECD, which can be found in [MyFSS](#). 1A8X1s operate, evaluate and manage airborne SIGINT information systems and operations activities as well as related ground processing activities, and perform identification, acquisition, recording, translating, analyzing, and reporting of assigned voice communications as required by their mission. (Related DoD Occupational Subgroup: 123200)

4.1. **Airborne Intelligence Surveillance and Reconnaissance (A-ISR).** Airborne ISR activities are distinguished from non-A-ISR activities by the fusion of A2 and A3 equities and encompass a mix of Career Enlisted Aviator (CEA) and ISR skills that enable capabilities in an operational and strategic capacity.

4.2. **Airborne Cryptologic Language Analyst.** The 1A8X1X shreds are aligned to the National Defense Strategy and future operating priorities depicted by senior AF and DoD leaders. 1A8X1s must be prepared for wartime environments, continually training and gaining new experiences and skills through study, training scenarios and/or operational missions to develop a stronger, more capable warrior.

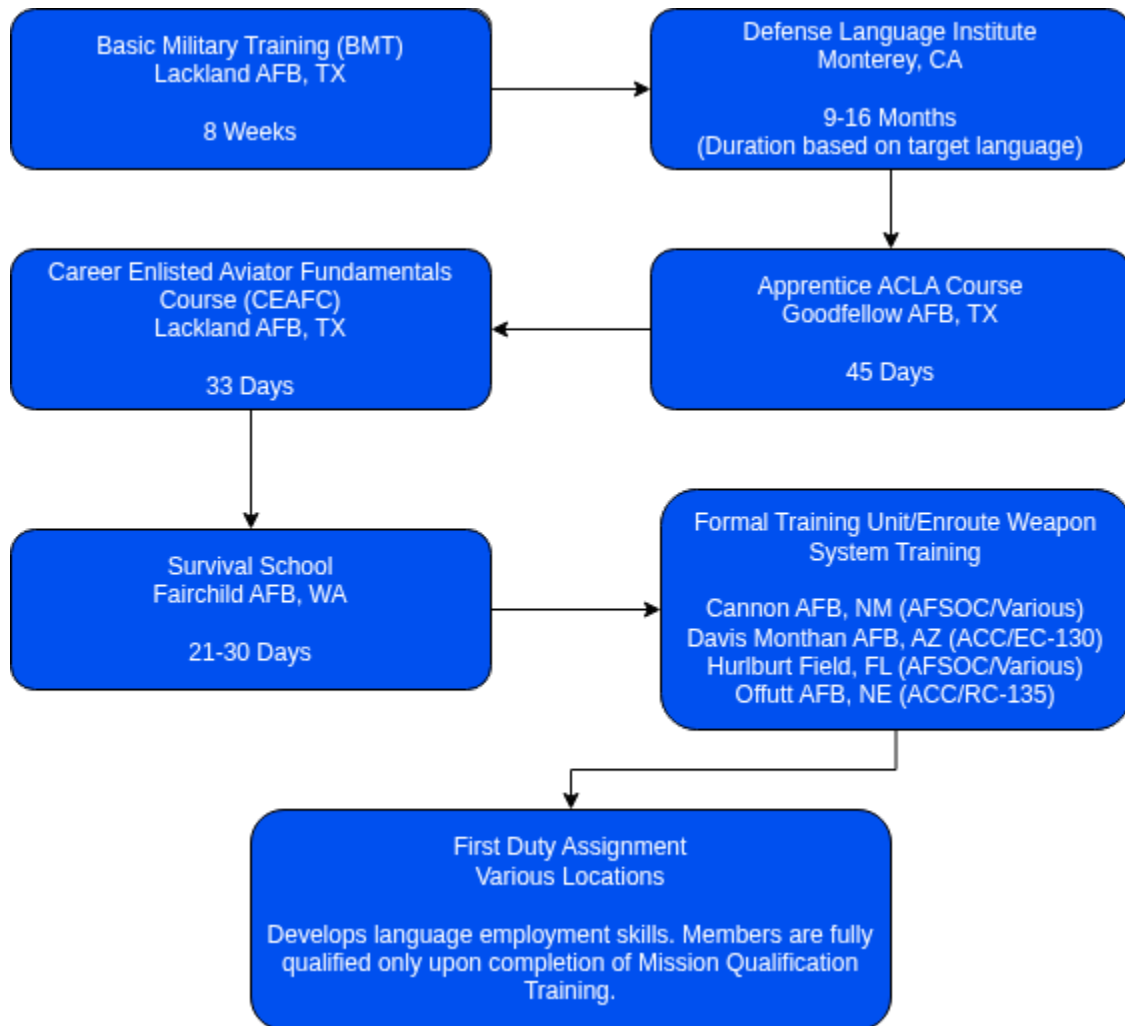
5. **Occupational Badges.** Airborne ISR Airmen are required to wear Enlisted Aircrew Badge as a CEA and authorized to wear the Intelligence Badge as an enlisted ISR Airman. For proper wear of occupational badges, see DAFI 36-2903.

5.1. **Career Enlisted Aviator Occupational Badge.** The CEA “wings” are a mandatory uniform item for the 1A8X1X AFSC upon graduation from the 3-level awarding course. For 1A8X1s, this badge is earned after completion, or bypass of, the Basic Language Course at DLI, Apprentice ACLA (non-target) course at Goodfellow AFB, and CEA Fundamentals Course, and will only be awarded after the last of these courses is completed (regardless of order). Wear and permanent awarding requirements of the Basic/Senior/Chief Aircrew Member Badge will be IAW DAFMAN 11-402 Aviation, Missile, and Parachutist Service. Failure to complete IQT provides the authority for supervisors to recommend revocation of wear of the aircrew member badge.

5.2. **Intelligence Occupational Badge.** 1A8X1X Airmen are authorized to wear the Intelligence Occupational Badge at the applicable skill level. Wear the basic badge after completing technical school at Goodfellow AFB. Wear the senior badge after award of the 7-skill level. Wear the master badge as a Master Sergeant or above with 5 years in the specialty from award of the 7-skill level.

6. Initial Skills Training (IST). For ACLAs, initial skills training is a combination of Basic Military Training, Career Enlisted Aviator Fundamentals, Language Acquisition, and Apprentice ACLA Training, culminating in the award of 3-skill level and CEA basic wings after successful completion of technical training. Initial Skills Training continues with Survival Courses and FTU training until I/MQT completion. Normally initial skills training is conducted by AETC at a technical training center, but 1A8X1X FTUs fall under a lead command to complete IQT. (Ref: DAFMAN 36-2689).

Figure 6. Initial Skills Path



NOTE: The flow outlined in Figure 6 represents the formal training courses required for personnel entering and becoming fully qualified in the 1A8X1 specialty. The locations, course lengths, course order, and titles are subject to change. Changes will be updated in the Education Training Course Announcement by the course owner.

7. Enlisted Deliberate Development (EDD). Realized through the Functional Advisory Council (FAC) and Enlisted Development Team (EDT), this process executes *progression* and *succession* planning to

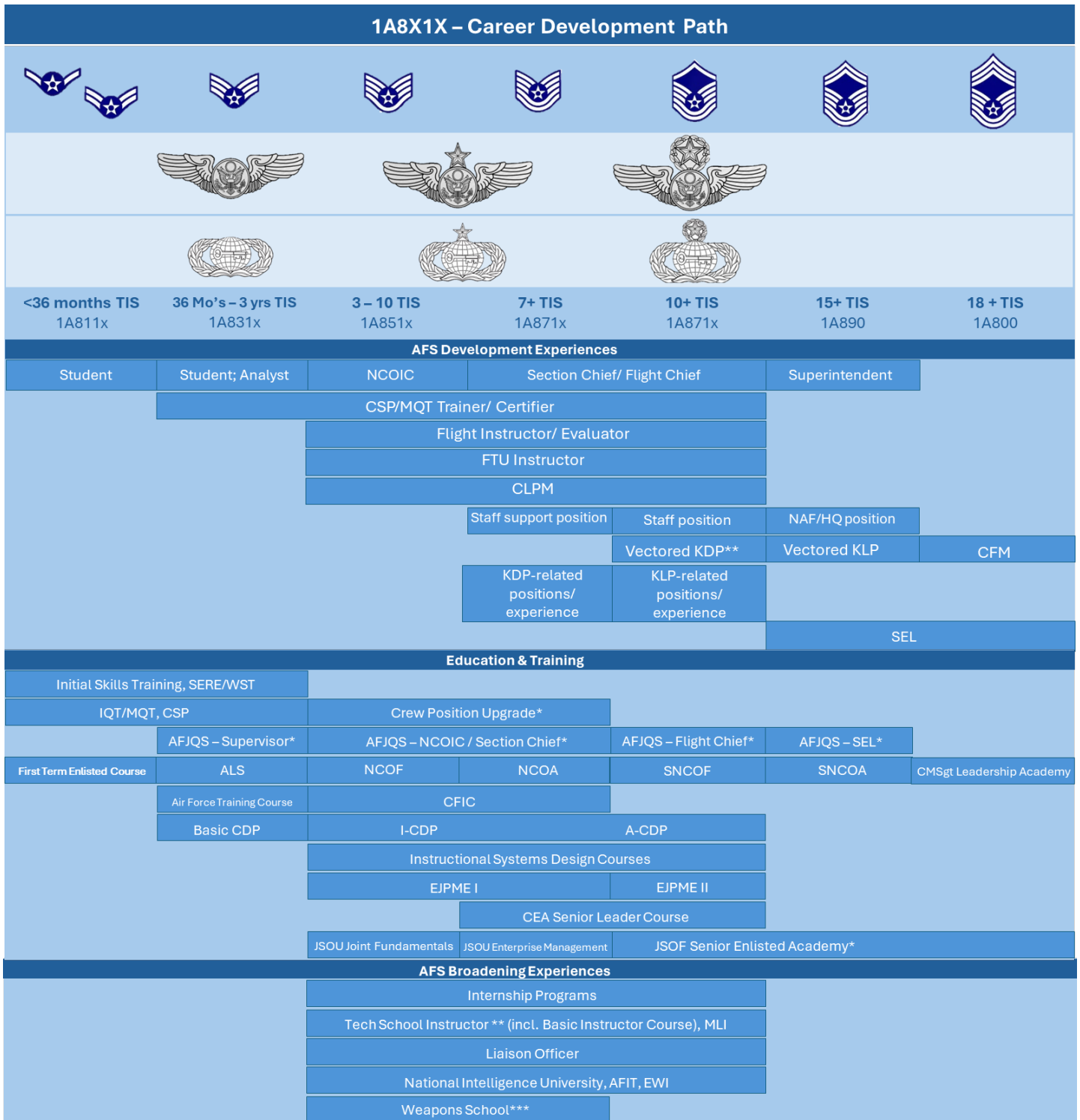
ensure there are sufficient personnel and skillsets available to accomplish the mission. The EDD is driven by DAFI 36-2670, the 1A8 Enlisted Development Team Charter, and CFM guidance.

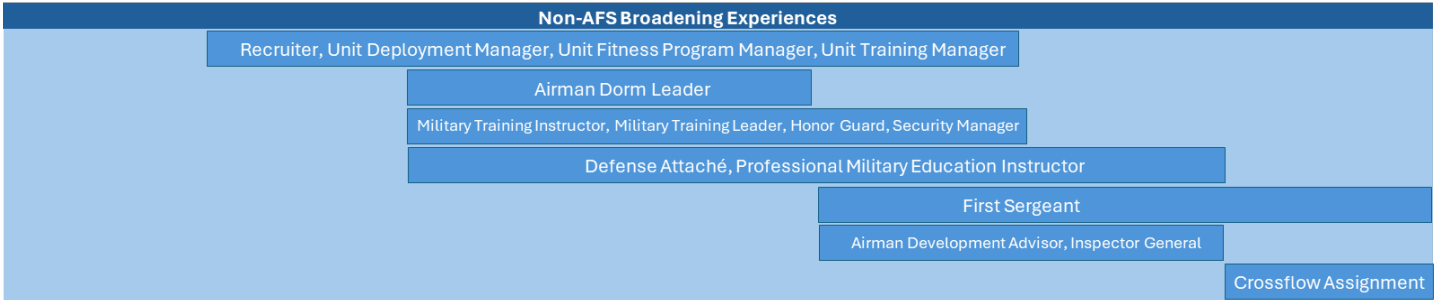
7.1. Progression Planning. Responsibility of the CFM utilizing inputs from the FAC and EDT, it is executed through the Specialty Training Requirements Team (STRT) and Utilization & Training Workshop (UT&W) and applies to all personnel in the career field. Requirements are outlined in the CFETP.

7.1.1. Career Development Path. Validated by the Functional Advisory Council (FAC), the 1A8X1 Career Development Path depicts a generalized career progression timeline for an ACLA. The guidance provided in this part of the CFETP will enable individuals to visualize training milestones and developmental opportunities at appropriate points in their functional career path. Additionally, it depicts AF institutional growth through Professional Military Education (PME) that culminate into our professional growth as Airmen.

NOTE: Options listed in the chart are not all-inclusive and are subject to change. Some opportunities may not be feasible for all personnel but are highly encouraged, and timelines do not have to match the chart exactly.

Figure 7.1.1. 1A8X1X Career Development Path.





*Optional
 **Associates Degree Required
 ***Limited to MDS-specific seats. Must meet minimum instructor hours per WPS class requirements.

7.1.2. **Skills and Career Progression.** Adequate training and timely progression from the apprentice to the craftsman skill level play an important role in the AF’s ability to accomplish its functional mission. It is essential that all Airmen do their part to participate in, plan, manage, and conduct an effective training program.

7.1.2.1. **3-Skill Level Recommendations: 1A831X.** Qualified individuals who are awaiting upgrade should focus efforts on Airborne-ISR operations (ground and airborne) to develop their foundational skills prior to moving into support offices such as scheduling, training, analysis, and mission management. Apprentices should be considered for development as CSP trainers and instructors, and enrollment in additional intelligence and cryptologic training.

7.1.2.2. **5-Skill Level Recommendations: 1A851X.** Qualified individuals should be considered for movement into support offices such as scheduling, training, analysis, and mission management. Journeymen should be considered for candidacy as CSP trainers and flight instructors and/or evaluators, crew position upgrade, and enrollment into advanced intelligence and cryptologic training. Individuals in this skill level should strive to achieve higher language proficiency scores of L2+/R2+ in their primary language (as defined by their CAFSC) and any additional foreign languages, if applicable, and continue developing their ISR and cryptologic skills through training and experience.

7.1.2.3. **7-Skill Level Recommendations: 1A871X.** Newly upgraded personnel should be looked at for expanded breadth across support office functions; seasoned Craftsmen are ideal candidates for Technical School Instructors. Individuals should be considered for candidacy as CSP trainers and flight instructors and/or evaluators, crew position upgrade, and enrollment into advanced intelligence and cryptologic training. Individuals in this skill level should strive to achieve L3/R3 in their primary language (as defined by their CAFSC) and any additional foreign languages, if applicable, and continue refining their ISR and cryptologic skills through training and experience.

7.2. **Succession Planning.** The responsibility of the Enlisted Development Team, succession planning is the process of identifying long-range AFS needs and cultivating a supply of talent to meet those needs, culminating in the identification and vectoring of personnel to fill Key Positions. The purpose of this process is to produce highly qualified ISR senior enlisted leaders to execute joint and Air Force missions.

7.2.1. **The 1A8 Enlisted Development Team (EDT).** As directed by DAFI 36-2670, the EDT meets annually with the FAC to identify succession planning requirements, validate key positions, and vector

eligible candidates. Additional details can be found in the latest 1A8 EDT Charter located in the “1A8XX Forum” Microsoft Teams page.

7.2.2. Key Positions. Key positions are SNCO leadership positions provided within a career field, often held at a strategic level, which provide both the members and the AFS with valuable experience to fulfill the successional development needs of an AFS. Key positions are held by the ranks MSgt through CMSgt.

7.2.2.1. MAJCOM Functional Manager: The MFM is typically appointed by the MAJCOM Director of ISR (A2) or equivalent, although the 1A8XX MFM is appointed by the AFCO director. The MFM advises the MAJCOM directorates and staff on 1A8 utilization and training issues; serves as the MAJCOM voting representative during career field STRT/U&TW; assists in gathering inputs and data to complete enlisted grade allocation for Career Progression Group (CPG) reviews; provides guidance to field units on 1A8 personnel utilization; assists with the dissemination of information regarding AF and career field policies, plans, programs, and procedures to field units; assists in identifying qualified SMEs to help with the development of CDPs; acts as the primary MAJCOM reviewer on CDP training and classification waiver request packages; coordinates on 1A8 staffing and manpower issues. 1A8 MAJCOM processes and functional area management is split between MAJCOM A2, MAJCOM A3, and 16 AF/AFCO, with 16 AF/AFCO executing MFM responsibilities and executing cryptologic authority to support the CFM. (Ref: DAFI 36-2670, DAFMAN 36-2100, Enlisted Force Structure, and the DAFECD)

7.2.2.2. Airborne ISR Career Field Manager. The CFM is appointed by the Deputy Chief of Staff, Intelligence (AF A2). The CFM: advises the FAM and MFMs on all matters affecting the 1A8 Airborne ISR career fields; communicates directly with MFMs and AETC to disseminate AF and career field policies and program requirements; ensures development, implementation, and maintenance of the CFETP; serves as the chairperson for the STRT/U&TW and uses it as a forum to determine and manage career field education and training requirements as they apply to mission needs; possesses final authority to waive CFETP requirements, including Learning Programs & CDPs; assists AETC training managers and course supervisors with planning, developing, implementing, and maintaining all AFSC-specific training courses; assists in the development of AFSC-related manpower; coordinates across HAF directorates to drive force health initiatives (Ref: DAFI 36-2670, DAFMAN 36-2689, DAFMAN 36-2100 and the DAFECD)

7.2.2.3 Key Leadership Position (KLP). E-8. KLPs are unique, no-fail positions with distinguishing responsibilities and education, training, experience, and/or performance requirements that cannot be realized through normal progression planning.

7.2.2.4. Key Development Position (KDP). E-7. KDPs are utilized to ready airmen for KLP selection, providing experiences, training and/or education which may not be gained through the normal assignment system.

NOTE: A current listing and description of all KLP and KDPs available to 1A8XXs and their corresponding Knowledge, Skills and Abilities is stored in the Developmental Opportunities section of the [“1A8XX Forum” Microsoft Teams Page](#).

7.2.3. NCOs and Successional Development. While NCOs are not in consideration for KDPs, it is important that airmen, their supervisors and their leadership deliberately create strategies and provide opportunities to develop the knowledge, skills and abilities that will directly correlate to those Key Development Positions to maximize the potential for future selection.

8. ISR Career Development Plan (CDP). The ISR CDP is broken into three courses which are designed to impart information for use throughout the career of an ISR Airman, centered on the improvement of critical thinking skills, National and AF strategic guidance and organization, and managing the ISR Force. The ISR Basic (3-level) and ISR Intermediate (5-level) CDPs are online, scenario-based training. ISR Advanced CDP (7-level) is an in-person course held at Goodfellow AFB, designed to expand knowledge of ISR core competencies and capabilities in preparation for the increased leadership and responsibilities of Senior Non-Commissioned Officers. Airmen should contact their unit training manger to enroll in the ISR Basic and ISR Intermediate CDP through MyLearning (<https://lms-jets.cce.af.mil/moodle/>). AETC/A2 will solicit volunteers and schedule members for A-CDP based on priority – SMSgts, SMSgt selects, and MSgt based on TIG. Contact 17TRSS.ISRCareer.DevelopmentProgram@us.af.mil for additional information.

9. Foundational Development. 1A8X1X airmen should develop their institutional leadership skills IAW AFDP-1, The Enlisted Force Structure, A Profession of Arms: Our Core Values, The Joint Team, The Blueprint, and Air Force Job Qualification Standards for Supervisors through SELs. All items can be found at <https://www.airuniversity.af.edu/Foundational-Resources/>

10. Professional Military Education (PME). PME is an ongoing, necessary part of enlisted development and progression, and many AF, Joint, and Foreign Parter opportunities can be used to enhance a member’s leadership skills. PME requirements are described in DAFI 36-2685, *Total Force Enlisted Developmental Education*. A listing of AF offerings can be found in the Air University Catalogue, and Joint and Sister Service opportunities are described here: <https://www.afdw.af.mil/AFDW-University/Training/Military/#professional-development-resources>.

Figure 10. Additional PME Opportunities

COURSE	LOCATION
EJPME I (IAW CJCSI 1805.01)	https://jkodirect.jten.mil/Atlas2/page/login/Login.jsf
EJPME II (IAW CJCSI 1805.01)	https://jkodirect.jten.mil/Atlas2/page/login/Login.jsf
JSOU Fundamentals	https://jsou.edu/
JSOU Enterprise Management	https://jsou.edu/
JSOF Senior Enlisted Academy	https://jsou.edu/
Joint and Sister Service PME	https://www.ncoworldwide.army.mil/Academics/Sergeants-Major-Academy/ https://www.netc.navy.mil/SEA/ https://www.usmcu.edu/CEME/#tab/nbspnbspothor-services https://www.forcecom.uscg.mil/Our-Organization/FORCECOM-UNITS/TraCen-Petaluma/Training/CPOA/
Inter-American Air Forces Academy (IAAFA)*	https://www.37trw.af.mil/Units/Inter-American-Air-Forces-Academy/

*Requires Spanish Proficiency

NOTE: Additional course and course descriptions can be found at the Education and Training Course Announcements (ETCA) page: <https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx?isdlg=1>

10.1. EPME Foundations Courses. As part of the changes to the Enlisted Airmanship Continuum, Foundations Courses began to replace base-level professional enhancement seminars and will become a prerequisite for AF PME in Fiscal Year 2025. More information can be found in DAFI 36-2685, and courses and syllabi can be found at: <https://www.airuniversity.af.edu/Barnes/Foundations/>

10.2. Air Force Job Qualification Standard (AFJQS). Developed as part of the Prepping the Line initiative, the Air Force Job Qualification Standards (AFJQS) offer a framework of tangible tasks to bridge the gap between Enlisted Professional Military Education (PME) and on the job experience. The AFJQS allows individuals stepping into these new roles to develop some key skills, knowledge, and abilities prior and during the assumption of responsibilities. The AFJQS is voluntary, unless required per Wing Command Chief, and implementation is subject to change at the discretion of the installation Command Chief. AFJQS can be found here: <https://www.airuniversity.af.edu/Foundational-Resources/>

11. Assignments. Members interested in assignments should update their Base of Preference (in vMPF) and consult their Senior Enlisted Leader (SEL) for more detailed information about assignment opportunities. SELs can engage with AFPC Functional Assignments Manager (FAM) as needed to support **unique** circumstances. 1A8 broadening assignments are advertised on MyVector at: <https://myvector.us.af.mil/myvector/Talentmarketplace/Home>. Additional information can be found in the Active Duty: Assignments Home Page in MyFSS. (Ref: DAFI 36-2110, *Total Force Assignments*)

11.1. Special Duties. There are certain requirements both within and outside the Air Force which cannot be satisfied by normal allocation and assignment selection criteria because the duties require airmen with unique qualifications. There are two forms of special duties intended to meet these requirements: Developmental Special Duty and Special Duty.

11.1.1 Developmental Duty. The Air Force has currently identified several special duties as Enlisted Developmental Positions due to their unique leadership roles and the Airman's responsibility to mentor and mold future leaders. Nominated through a formalized process, airmen will spend up to four years in one of these critical positions. For more details, go to MyFSS and search "Developmental Duty".

11.1.2. Special Duty Assignments. Some agencies, MAJCOMs, organizations, departments, and activities have Special Duty Assignments and advertise requirements through Talent Marketplace on MyVector, while others solicit applications directly from Airmen.

11.2. Joint Assignments. In addition to special duties within the Air Force, there are opportunities for 1A8X1X airmen to be placed in Joint Assignments (as of CFETP publication, this includes JPRA). The AFPC eJDA Assignment Branch manages these assignments for AB-SMSGT, with requisition requests being submitted via MyVector Talent Marketplace. More information can be found in the latest PSDG publication for EQUAL-Plus Assignments.

NOTE: Authorizations are subject to change without notice. Career broadening opportunities usually require release from the career field. If a release is needed, your SEL will engage with the CFM.

12. On-the-Job Training. For ACLAs, on-the-job training is conducted through CSP and CMR requirements. Each MAJCOM and MWS has its own training mechanism that combines requirements from aviation, MWS, intelligence and cryptology into a cohesive training framework that enables mission capability.

13. Foreign Language Skills. Foreign language is an inherent skill in 1A8X1X AFSC and must be developed into a life-long language learning continuum. There are a significant amount of DoD, IC, and AF regulations that govern CLA language requirements, to include (but not limited to) USC 50 Ch. 47 Sec. 3608, DoDI 1340.27, DoDI 3300.07, DoDI 5160.70, DoDI 5160.71, DoDD 5160.41E, AFI 36-4004 (AR 350-20) and DAFI 36-4005.

13.1. Language Standard. The DIRNSA proficiency standard for a fully qualified, professional-level CLA is L3/R3, and it is the expectation that all ACLAs will strive to meet that standard. The AF minimum CLA proficiency requirement to maintain the CAFSC is L2/R2, and this requirement also applies to personnel who were accepted into the CAFSC without attending formal language training at DLIFLC (e.g. DLI bypass).

NOTE: ARC - Guard and Reserve ACLAs must maintain the minimum proficiency standard in the language to which they are assigned in their current duty position. The waiver authority for the ARC Guard and Reserve is the respective MFM.

13.2. Testing. Unless otherwise directed, the DLPT and OPI are the primary methods for testing language proficiency. All MSgt and below ACLAs, including DLI bypass members, must test annually in their CAFSC, unless they score L3/R3 or better, in which case they are only required to test every 24 months (Ref: DoDI 5160.71 and DAFI 36-4005). Members who score L3/R3 or higher in their CAFSC are authorized FLPB for OPI S2 or higher. SMSgts and CMSgts are not required to maintain proficiency or enter RLTP. ACLAs failing to test within the required timeframe will be considered sub-proficient and entered into RLTP, unless they have not completed IST (e.g. I/MQT). Testing results will be documented in foreign language training databases as directed by 16 AF/AFCO. (Ref: DoDI 3300.07)

13.2.1. Exceptions. ACLAs who are unable to re-certify due to deployment, ad hoc operations, or duty assignments where DLPT facilities are not available or accessible within a 50-mile radius may apply for a waiver IAW DAFI 36-4005. ACLAs whose certification will expire within 120 days of arrival at a location where such facilities are unavailable or inaccessible must retest prior to departure. If an OCONUS deployment waiver is approved, the member will retain their certification up to 180 days after their return but must regain currency before follow-on deployments.

13.2.2. Separations and Retirements. ACLAs who have approved retirement or separation orders are not required to maintain a DLPT. Members who do not have a current score during this period will not receive FLPB.

13.2.3. CLAs Returning from Developmental Duty (DD). CLAs who were previously released to serve in DDs are afforded six months to obtain proficiency in their CLANG after returning to a 1A8X1X position at an operational unit. If the member does not regain proficiency in six months, they will be enrolled in RLTP.

NOTE: ARC - Guard and Reserve ACLAs are only required to test annually in the language assigned in their current duty position, though they are welcome to test in other languages to highlight their other proficiencies.

13.3. Language Training.

13.3.1. Global Language Maintenance. ACLAs must be committed to autonomous language learning throughout their careers in order to continuously hone their language skills and prepare for demanding

national and tactical missions. Independent language training must include oversight by language mentors and time during the duty day for both students and instructors.

13.3.1. Individual Language Training Plan (ILTP). An ILTP is required for all MSgt and below and must be developed and maintained per AF CLP guidance (Ref: DODI 5160.70, DODD 5160.41E, DoDI 3300.07). The ILTP will be developed and modified by the ACLAs, in conjunction with their supervisor, language mentor and CLPM to provide a path to improving an ACLAs foreign language skills, and it will be loaded to the Joint CLPM Database (JCD) or as dictated by Air Force CLP and local guidance. An initial ILTP must be developed before departing Goodfellow AFB and will be updated after every DLPT afterward. For ACLAs who have retrained into another language shred, an ILTP for the new language must be developed within 90 days of arrival at the assigned duty station. Templates are provided by 16 AF via JCD.

13.3.2. Monthly Enhancement. Language enhancement requirements for MSgt and below are 12 hours per month. An equal balance between global skills and cryptologic skills training must be maintained. CT events may be used to meet this requirement, up to six hours. Monthly enhancement will be documented per local command guidance. Commanders are responsible for maintaining a Command Language Program and will provide opportunities for language maintenance and enhancement of language proficiency and associated analytical skills and knowledge IAW DODI 3300.07 and DODI 5160.70.

13.3.3. Significant Language Training Events (SLTEs). SLTE hour requirements are defined as a minimum of 150 hours of enhancement training. MSgt and below ACLAs will meet SLTE requirements established in DoDI 5160.71. Pipeline Airmen must accomplish a SLTE within 12 months of arrival to first duty station. An additional 6 months may be granted, and the waiver approval authority for this is 16 AF/AFCO-CF. Members will attend a SLTE in the member’s assigned CAFSC using the score and timeline guidance in Table 13.1 (Table 13.2. for ARC). This applies to members who were accepted into the AFSC without attending formal language training at DLIFLC (e.g. DLI bypass). Sub-proficient ACLAs must adhere to the SLTE requirements of the Remedial Language Training Program (RLTP). Any unit or location that cannot meet the required SLTE schedule will submit a request for a training delay to 16 AF/AFCO-CF. SLTE attendance will be documented in the foreign language training database identified by 16 AF/AFCO. (Ref: DAFI 36-4005)

13.3.3.1. SLTE Exception. An ACLA returning from a SLTE whose DLPT currency expired during the SLTE may be afforded up to 45 days to re-obtain currency upon their return, and 90 calendar days for a course that required a Permanent Change of Station (PCS). Given that DLPT scores are tied to SLTE frequency requirements, members whose scores have dropped will receive a 6-month grace period before being considered overdue for their SLTE.

13.3.3.1. SLTE Waiver. Units will submit a waiver at least 30 calendar days prior to a member’s annual recertification date for a member who has exceeded SLTE timeline or frequency requirements.

Table 13.1. Active-Duty SLTE Frequency

DLPT SCORE	FREQUENCY
At least 2/2	Not to exceed 12 Months
At least 2+/2+	Not to exceed 18 Months
3/3 and above	Not to exceed 24 Months

Table 13.2. ARC SLTE Frequency

DLPT SCORE	FREQUENCY
At least 2/2	Not to exceed 18 Months
At least 2+/2+	Not to exceed 18 Months
3/3 and above	Not to exceed 36 Months

NOTE: ARC - Guard and Reserve ACLAs with scores below L3/R3 must attend a SLTE for their operationally assigned language every 18 months. Those who maintain L3/R3 or better may be directed to attend a SLTE every 24 months.

13.4. Remedial Language Training Program (RLTP). All MSgt and below ACLAs who fail to meet the minimum proficiency standard in their primary CAFSC language will enter RLTP status. Official entry into the program will be recognized from the date the ACLA records a sub-proficient score on the DLPT/OPI, or upon completion of I/MQT, as applicable. An RLTP entry document is highly encouraged to provide situational awareness to the ACLA and chain of command, however, lack of an entry does not preclude adherence to the one-year proficiency requirement. Extenuating circumstances negatively affecting RLTP progress shall be annotated in their records. RLTP training will last no more than 12 months unless otherwise specified by CFM.

EXCEPTION: Members arriving at their first duty station upon completion of Initial Skills Training will not be entered into RLTP until completion of I/MQT. Members returning from DDs are afforded six months after returning to a 1A8X1X position to obtain language proficiency without enrollment in RLTP. If members do not regain proficiency at the end of the six months, they will be enrolled in RLTP. This period begins the day the member arrives at their gaining operational unit following their DD tour.

NOTE: ARC - Guard and Reserve MSgt and below ACLAs who do not meet the minimum proficiency standard will enter RLTP only in the language assigned in the current duty position. The training window will last no greater than two years unless otherwise specified by the respective Guard or Reserve MFM.

13.4.1. RLTP Process. The RLTP is a process that lasts either until the member achieves proficiency in that language or until the end of the RLTP period, not to exceed 13 months. CLPMs should direct the ACLA to conduct an Online Diagnostic Assessment, if available, and interview the supervisor and the ACLA within 10 duty days from entry into RLTP to determine reasons for failure and provide guidance. At a minimum, the ACLA's remedial ILTP will include 24 hours of supervisor-directed, tailored language training per month and one, 150-hour SLTE funded by 16 AF/AFCO. Extenuating circumstances negatively affecting RLTP progress shall be annotated in training records. Local commanders may schedule a SLTE and DLPT at any point within the 13-month RLTP window; however, any additional SLTEs within this period must be unit funded, and no more than 2 DLPTs can be conducted within a 12-month window. ACLAs that retest and attain the minimum proficiency standard will be removed from the RLTP. The ILTP should be revised at that time to ensure the ACLA does not again fall below the minimum proficiency standard.

13.4.1.1. **PCS/Deployment.** ACLAs who PCS while enrolled in remedial status will transfer in status. An ACLA who is not proficient in the language tied to their CAFSC should not volunteer for or be considered for deployments, but final determination will be made by the local commander based on weapons system CMR requirements.

NOTE: Guard and Reserve members. Once a sub-proficient DLPT/OPI score is recorded by the ACLA, the interview should be conducted within 60 days. The ILTP will include at a minimum of 12 hours per month of directed supervised, tailored language training and one SLTE.

13.4.2. **Post RLTP.** Upon completion of remedial status, Airmen remaining below standards must be immediately processed for reclassification unless otherwise determined by the local commander and in conjunction with the CFM. DAFMAN 36-2100, *Military Utilization and Classification*, contains procedures for these actions.

NOTE: ARC - Guard and Reserve members who do not achieve language proficiency scores of L2/R2, as measured by the DLPT, or level 2 for OPI-only languages or those with only one testing modality within 2 years of enrollment must request a waiver of mandatory AFSC requirement or reclassification from HQAFRC/A2CEM/MFM or be reassigned to HQ ARPC (IRR).

13.4.3. **Waiver Consideration.** In the event of significant extenuating circumstances, the ACLA may be submitted for waiver consideration for AFS retainment, as well as FLPB continuance. However, the process for each is different and falls under separate authorities.

13.4.3.1. **AFS Waiver.** For ACLAs who fail or lapse in their DLPT recertification and are enrolled in RLTP, this waiver may be requested to continue in their AFS for up to, but not to exceed, an additional six months to retest and attain proficiency. Commanders will determine whether a waiver is desired and/or warranted and provide input to the waiver request. Requests for waivers must be submitted to 16AF/AFCO-CF for approval, within 30 days upon completion of RLTP. If an AFS waiver is granted by the CFM, the ACLA will be considered for decertification from mission positions requiring language proficiency and should not be considered for deployments. For this period, the ILTP at a minimum will include 30 hours per month of directed, supervised and tailored language training and a minimum of one 150-hour SLTE. ACLAs that retest at the end of six months and do not remediate their language scores to the minimum proficiency standard will be immediately processed for reclassification or separation. ACLAs that retest and attain the minimum proficiency standard should be removed from the RLTP for that language and, if decertified, reinstated as appropriate. An ACLA's ILTP should be revised at this time to ensure the ACLA does not again fall below the minimum proficiency standard.

13.4.3.2. **FLPB Waiver.** ACLAs who are unable to recertify within prescribed timelines may submit a waiver for FLPB continuance IAW DAFI 36-4005.

13.4.4. **Repeated Failures.** Commanders must consider AFSC disqualification for MSgt and below ACLAs placed on remedial status 3 times within 5 years for the same language following the award of the 3-level.

13.5. Cryptologic/Global Language Training Resources.

13.5.1. **National Cryptologic University (NCU).** The NCU offers a variety of in-residence, exportable, self-paced, or distance learning courses. These courses provide training across a broad spectrum of topics. Local training managers maintain information on course listings.

13.5.2. **The Defense Language Institute, Foreign Language Center (DLIFLC).** DLIFLC offers resident, virtual, and mobile training team (MTT) global language instruction, assessment and materials through a variety of programs and Language Training Detachments (LTD), both CONUS and OCONUS. For resident courses at DLIFLC at the Presidio of Monterey (i.e. Basic, Intermediate, and Advanced resident courses), the Unit Training Managers (UTMs) are the initial points of contact for scheduling and registration for these courses. For all other training, such as local and LTD significant language training events (SLTEs), the unit Command Language Program Manager (CLPM) will coordinate DLIFLC global language training services through the nearest LTD site that supports that unit.

14. **Community College of the Air Force (CCAF).** CCAF is one of several federally chartered, degree-granting institutions; however, it is the only 2-year institution exclusively serving military enlisted personnel. The college is regionally accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award AAS degrees designed for specific AF occupational specialties and is the largest multi-campus community college in the world. Upon completion of basic military training and assignment to an AF career field, all enlisted personnel are registered in a CCAF degree program and are afforded the opportunity to obtain an associate in applied science degree. In order to be awarded, degree requirements must be successfully completed before the student separates from the AF, retires, or is commissioned as an Officer. See the CCAF website for details regarding degree programs and other opportunities at: <https://www.airuniversity.af.edu/Barnes/CCAF/>

14.1. **CCAF Degree Requirements.** Although off-duty education is a personal choice that is encouraged for all, all enlisted Airmen are automatically entered into the CCAF program. Prior to completing an associate degree, the 5-level must be awarded, and the following requirements must be met:

Degree Requirements	Semester Hours
Technical Education	24
Leadership, Management, and Military Studies	6
General Education	15
Program Elective: Technical Education; Leadership, Management, and Military Studies; or General Education	15
Total	60

NOTE: CCAF is a requirement for assignment as a Technical School Instructor.

14.1.1. **Technical Education (24 Semester Hours):** Completion of the career field apprentice course satisfies some semester hours of the technical education requirements. 24 Semester Hours are required to fulfill the technical education requirement. A minimum of 9 Semester Hours must be applied in the technical core area, with the remaining 15 Semester Hours applied in either the technical core or the technical elective areas.

14.1.2. **Leadership, Management, and Military Studies (6 Semester Hours):** The preferred method for completing the LMMS requirement is by completing USAF PME courses, either in-resident or distance learning. However, civilian management courses, and CLEPS/DSST are accepted. Civilian courses must emphasize the fundamentals of management and management of human resources (processes and people). Air and Space professionals who complete USAF BMT after 17 October 2019 will earn academic credit in Military Studies that can be applied toward the CCAF Leadership, Management and Military Studies (LMMS) requirement in all AAS degree programs. The number of semester hour earned will be based on course evaluation at time of attendance.

14.1.3. General Education (15 Semester Hours): A student must fulfill the General Education Requirements (GER) through acceptable freshman- or sophomore-level civilian courses in transfer and/or college level exams. Per Public Law, CCAF is not authorized to offer general education courses. Credit from AF or other service coursework cannot be used to fulfill the GER.

14.1.4. Program Elective (15 Semester Hours): Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. A maximum of nine semester hours of CCAF degree applicable technical credit otherwise not applicable to the program of enrollment may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Science for this specialty.

14.1.5. Residency Requirement (16 Semester Hours): Satisfied by credit earned for coursework completed in an affiliated school or through internship credit awarded for progression in an AF occupation specialty. Enlisted members attending Army, Navy, and/or DOD initial or advanced training do not receive resident credit since these schools are not part of the CCAF system. However, the college awards proficiency credit to AF enlisted members completing these courses. Note: Physical education credit awarded for basic military training is not resident credit.

14.2. Professional Certifications. Certifications assist the professional development of our airmen by broadening their knowledge and skills. Additionally, specific certifications may award collegiate credit by CCAF and civilian colleges, saving time and AF tuition assistance funds. It also helps Airmen to be better prepared for transition to civilian life. To learn more about professional certifications and certification programs offered by CCAF, visit

<https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803252/credentialing-programs-flight/>.

14.2.1. CCAF Instructor Certification (CIC). Replacing the CCAF Occupational Instructor Certification (OIC) Program, CIC is offered to qualified faculty who teach CCAF collegiate-level credit-awarding courses at a CCAF off-campus instructional site. The CIC is a professional credential that recognizes the instructor's extensive faculty development training, education and qualification required to teach a CCAF course and formally acknowledges a faculty member's practical teaching experience. 1A8XX instructors in AETC T-coded billets are eligible for this opportunity.

14.2.1.1. The CIC Program is a multi-level program consisting of three specific levels of achievement: CIC-1, CIC-II, and CIC-III. Credit/certification can only be granted while on faculty duty; once the member has left that duty, they are no longer eligible. Further information can be obtained through the CCAF course catalogue located at <https://www.airuniversity.af.edu/Barnes/CCAF/>

14.2.2. CCAF Instructional Systems Development (ISD) Certification Program. CCAF offers the ISD Certification Program for qualified curriculum developers and managers who are formally assigned at CCAF affiliated schools to develop and manage CCAF collegiate courses. The ISD Certification is a professional credential that recognizes the curriculum developers' or managers' extensive training, education, qualifications and experience required to develop and manage CCAF courses. The certification also recognizes the individual's ISD qualifications and experience in planning, developing, implementing and managing instructional systems.

14.3. Air Force Credentialing Opportunities On-Line (AF COOL). The AF COOL Program is managed by CCAF and provides a research tool designed to increase an airman's awareness of national professional credentialing and funding opportunities available for all AF occupational specialties. AF COOL also provides information on specific occupational specialties, civilian occupational equivalencies,

AFSC-related national professional credentials, credentialing agencies, and professional organizations. To learn more about AF COOL visit <https://afvec.us.af.mil/afvec/af-cool/welcome>.

Table 14.3. Examples of 1A8X1X-applicable AFCOOL Certifications

Certified Collection Management Professional - Fundamental (CCMP-F)
Certified in Open-Source Intelligence (C/OSINT)
Intelligence Fundamentals Professional Certification (IFPC)
Joint Intelligence Planner-Proficiency Level I (JIP-I)
Project Management Professional (PMP)

14.4. Air University Associate to Baccalaureate Cooperative Program (AU ABC Program). Directs Airmen with an associate in applied science Degrees from the CCAF to a collection of accredited military friendly colleges and universities to consider when completing a four-year degree. The program maximizes the application of military career education and training and provides a multitude of online academic and support services for enlisted members. For more information visit <https://afvec.us.af.mil/afvec/au-abc/how-to-apply>.

14.5. Trade Skill Certification. When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational specialty. The College uses a competency- based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman (Supervisor), or Master Craftsman (Manager). All are transcribed on the CCAF transcript.

15. Degree and Certification Programs. The below listed opportunities are available to 1A8 Airmen within the larger AF or DoD framework.

15.1. Intelligence Fundamentals Professional Certification (IFPC). The Intelligence Fundamentals Professional Certification (IFPC) was developed to accomplish the goal set forth by the Under Secretary of Defense for Intelligence and Security (USDI&S) to professionalize the defense intelligence workforce. The IFPC has established a common standard of the fundamental knowledge and skills expected of all who currently serve in and support, and those who hope to serve in and support, the DoD Intelligence Enterprise (DIE). The IFPC is based on cross-cutting and enterprise-wide Defense Intelligence Fundamentals standards, which depict the core expectations of what all Defense Intelligence Professionals, regardless of Service/Agency, Function/Specialty and experience level, must know and be able to do to successfully execute and contribute to the execution of intelligence missions, functions, and activities at the fundamental level. The IFPC will also serve to ensure incoming defense intelligence professionals meet knowledge standards. For more information visit <https://dodcertpmo.defense.gov/IFPC/>

15.2. Air Force Institute of Technology (AFIT). Located at Wright-Patterson AFB, Ohio, AFIT offers defense-focused graduate, professional continuing education and certificate programs in a host of technical areas, to include Cyber, data science and computer technology. Applicants are competitively boarded at the Air Force level. More information can be found in DAFI 36-2685 and at: <http://www.afit.edu/>

15.3. Education with Industry (EWI). A highly selective and competitive non-degree educational assignment within an industry related to the student’s career field. The program uses a hands-on educational experience to provide students with management skills and technical expertise as they study best practices with leaders of industry. The assignment is ten months in length and, in most cases, involves a Permanent Change of Station (PCS) both before and after the EWI assignment. More information can be found in DAFI 36-2685 and at: <https://www.afit.edu/CIP/page.cfm?page=1567>

15.3.1. The CFM Team will provide annual updates of the Desired Learning Objectives (DLO) for this program. Current DLOs can be found in the Development Opportunities section of the “1A8XX Forum” Microsoft Teams page. Feedback on the DLOs can be provided through the annual CFETP review process.

15.4. Internship Programs. The following internship programs are run by the National Cryptologic University (NCU) and are for Active Duty only. Airmen should pursue these programs to advance their analytic tradecraft. Active-Duty Service Commitments (ADSC) and follow-on assignments are managed by the respective program owners. Applicants are competitively boarded at the Air Force level. More information can be found at: <https://www.nsa.gov/academics/national-cryptologic-university/>

15.4.1. Military Language Analyst Program (MLAP). This 3-year internship for 1A8X1X (and 1N3) Airmen at NSA prepares language analysts to deal with the increasingly complex tasks facing the cryptologic community. As technical leaders, graduates of this program will be expected to assist in developing the technical skills of junior language analysts and resolve substantive language problems. For further information on how to apply for MLAP, contact your supervisor, superintendent, or functional manager. Calls for packages take place every fall with an RNLTD the following summer. Management and outplacement are directed by 16 AF/AFCO.

15.5. Military Cryptologic Continuing Education Program (MCCEP). This career-long development program is managed by NSA/CSS to provide cryptologic development for 1A8XX, 1N2XX, 1N3XX, and 1N4XX Airmen. Progression is based on skill proficiency, training history, and mission experience. Enrollment can be done through NSANet VuPORT. Management and outplacement are directed by 16 AF/AFCO.

15.6. National Intelligence University (NIU). Owned and operated by the Office of the Director of National Intelligence (ODNI), NIU is an accredited institution that provides additional training and resources tailored to intelligence career fields. Attendees are competitively boarded at the Air Force level. For more information, visit <http://ni-u.edu/wp>

15.7. DLI Degrees. The DLIFLC is fully accredited by the AACJC of the Western Association of Schools and Colleges as a specialized post-secondary institution. More information can be found at: <https://www.dliflc.edu/administration/registrar/>

15.7.1. DLI Associate of Arts Degree. Students must have attended a Basic Course or Defense Threat Reduction Agency (DTRA) course in-residence at the Monterey DLIFLC location to obtain an Associate of Arts degree. This program is not open to other DLIFLC locations.

15.7.2. DLI Bachelor of Arts Degree. Students must have attended a Basic Course or Defense Threat Reduction Agency (DTRA) course in-residence at the Monterey DLIFLC location to obtain a Bachelor of Arts degree. The Intermediate or Advanced Course may be completed in Monterey or at one of the language training detachments (LTDs) which offer the 19-week course. All other criteria are listed on the DLIFLC registrar website.

15.8. **All-Source Analysis Professional Certification.** The ASA assesses candidates' knowledge and performance of all-source analysis and promotes workforce professionalism by emphasizing continued analytic competence through lifelong learning and practice. More information can be found at <https://dodcertpmo.defense.gov/CDASA/>, or on JWICS at <https://intelshare.intelink.ic.gov/sites/dia-training/ADI/adi1/Pages/All-Source.aspx>

15.9. **Instructor of Technology and Military Science (ITMS) degree.** Service members currently assigned to a CCAF affiliated course are eligible for the ITMS degree program.

Section C – Skill Level Training Requirements

16. **Purpose.** Skill level training requirements in this specialty are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms, and establishes the mandatory requirements for entry, award and retention of each skill level. The specific task and knowledge training requirements are defined in the Specialty Training Standard at Part 2 of this CFETP.

17. **Specialty Qualification Requirements.** This information supplements the DAFECD, which provides AFS-specific specialty qualification information and can be found in MyFSS.

18. **Competencies.** The Air Force defines competencies as a combination of knowledge, skills, abilities, and other characteristics that manifest in observable and measurable patterns of behaviors required for mission success. The Airborne Cryptologic Language Analyst community has rebuilt the entire training platform by using competencies to identify the behaviors that are needed to be successful on the job. This has been accomplished by identifying and integrating the 1A8X1, Airborne Cryptologic Language Analyst occupational competencies and integrating them with the Air Force's foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

18.1. **Airmen's Foundational Competencies.** The foundational competencies are a set of accepted and valued competencies, which enable success across a wide array of DAF missions, roles, functions, and duties. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible via AF Portal) to complete a self-assessment, which will have them evaluate themselves on the 23 Airman's Foundational Competencies or a 360-degree assessment, where subordinates, peers, and leaders can also provide feedback. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a personal improvement plan with targeted resources (videos, reading content, developmental opportunities) are provided for continued self-development. In-depth information can be found in AFH 36-2647, Attachments 2-7.

Figure 1. Airman’s Foundational Competencies



18.2. **Occupational Competencies.** Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. These competencies provide a framework that describes the knowledge, skills, abilities, and other characteristics needed to perform that function’s mission successfully.

18.2.1. **Occupational Competency Model.** A career field’s competencies can be viewed in a competency model, which is an organized collection of competencies pertinent to the career field. The occupational competency model provides a framework to effectively assess, maintain, and monitor the competencies required for mission success for Airmen within the Avionics community. The occupational competency modeling process follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field’s strategic objectives.

18.2.2. Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models will be different for each career field. The model focuses on integrating not just the technical components, but also leadership, management, combat, joint, all-domain, and social mastery competencies required for Airmen to succeed in their career field.

Figure 2. 1A8X1 Occupational Competency Model

Competency	Sub-Competency	Sub-Competency Description
Management	Resource Management	Processes and techniques used to ensure necessary resources are available and appropriately utilized to achieve desired outcomes
	Personnel Management	The process of planning, scheduling, and allocating manpower to projects and programs to achieve mission objectives
	Program Management	The process of controlling and guiding a program's outcome through adherence to applicable guidance and directives and the leveraging of allocated manpower and resources.
Leadership	Leadership	The ability of an individual to influence, motivate, and empower others to contribute toward the effectiveness and success of an organization
Mission Operations	Pre-Mission	Deliberate coordination of actions to prepare and facilitate successful mission execution
	Mission Execution	Employment of aggregate knowledge, skills, abilities, and tools to establish and maintain information dominance to meet tactical, theater, and national mission objectives
	Mission Development	Assessment of mission effectiveness and utilization of findings to inform and develop tactics, techniques, procedures, and capabilities for future operations
Tradecraft	Language Operations	The development, maintenance, and utilization of global and cryptologic language skills in order to execute the mission
	Aircrew Operations	The process of developing and maintaining aircrew skills for safe and effective employment of the aircraft.
	ISR-T	The process of discovering, assessing, explaining and delivering actionable intelligence according to customer requirements and preferences.
Engagement	Communication	The process of receiving, interpreting, presenting, promoting, and prioritizing clear, concise, and correct messaging through tailored verbal, nonverbal, and written information to achieve desired outcomes for the appropriate audience and organizational levels
	Collaboration	The deliberate exchange of information, ideas, expertise, and best practices to bridge gaps, improve effectiveness, and fulfill mission accomplishment

18.2.3. **Occupational Competency Rubric.** After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of the competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn which behaviors are aligned to the career field's strategic direction, the professional developmental expectations, and the criteria for success. Figure 3 provides an example of a competency rubric for 1A8X1 career field.

Figure 3. 1A8X1, Airborne Cryptologic Language Analyst, Occupational Competency Rubric for Maintenance

Competency	Proficiency Levels	Observable Behaviors
Tradecraft	<p><i>Expert</i> Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</p>	<ul style="list-style-type: none"> - Evaluates analytical processes to improve tradecraft standards - Conducts long-term analysis to steer strategic imperatives and mission focus - Innovate targeting/collection methodologies, tactics, and systems to enhance operational capabilities
Sub-Competency	<p><i>Advanced</i> Depth of Knowledge: New practices of all workplace elements</p>	<ul style="list-style-type: none"> - Tracks reporting trends and feedback to train reporters - Coordinates with partners and customers to release intelligence reports - Conducts multi-source analysis to contextualize overall intelligence reporting - Expands analytic toolset through external opportunities (e.g. NIU, MCCEP, MLAP) to integrate practices within the unit
Analysis & Reporting		
Description	<p><i>Intermediate</i> Depth of Knowledge: Established practices of all workplace elements</p>	<ul style="list-style-type: none"> - Analyzes data to develop targets - Develops analysis products (e.g., reports, working aids) to improve reporting relevance - Trains analysts on the use of tools to facilitate intelligence gathering - Performs quality control of gathered intelligence to ensure factual intelligence reporting
The process of discovering, assessing, explaining and delivering actionable intelligence according to customer requirements and preferences		
Supporting Competencies	<p><i>Basic</i> Depth of Knowledge: Established practice with some workplace elements</p>	<ul style="list-style-type: none"> - Applies analytic skills to process reportable intelligence - Recognizes intelligence knowledge gaps to refine analysis focus - Uses intelligence community analysis tools to access datasets
Accountability Analytical Thinking		

Communication Creative Thinking		- Uses methodologies to reach conclusions that are logical and plausible
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18.2.4. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in Figure 4a-c.

Figure 4a. Competency Rubric Section 1

Competency	←	The competency section states the competency group.
Tradecraft		
Sub-Competency	←	The sub-competency section states the narrower category that forms part of the competency group. Note: Some models may only consist of a competency and not include a sub-competency.
Analysis & Reporting		
Description	←	The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
The process of discovering, assessing, explaining and delivering actionable intelligence according to customer requirements and preferences.		
Supporting Competencies	←	The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will contribute to higher successful performance within the sub-competency.
Analytical Thinking Communication Information Seeking Digital Literacy		

Figure 4b. Competency Rubric Section 2



Proficiency Levels		<p>The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.</p>
<p><i>Expert</i> Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</p>		<p>Under each proficiency level are predetermined criteria selected by a group of SMEs from your career field and validated by the career field. The criteria were used as the basis to develop the observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert.</p>
<p><i>Advanced</i> Depth of Knowledge: New practices of all workplace elements</p>		<p>Some of the criteria (e.g. depth of knowledge, consistency of application/complexity, and thinking challenge) allows an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly move up different proficiency levels while they are serving as a technician at a flight; they move quickly because they are exposed to a variety of situations.</p>
<p><i>Intermediate</i> Depth of Knowledge: Established practices of all workplace elements</p>		
<p><i>Basic</i> Depth of Knowledge: Established practice with some workplace elements</p>		<p>While other criteria (e.g. scope, impact, and reach of influence) requires more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do in certain jobs. For example, if scope at the expert level requires job integration with the AF-level, then the individual may have to be in a position where they can gain that experience (i.e. at HHQ, Wing, or an organization with far reaching capabilities).</p>

Figure 4c. Competency Section 3

Observable Behaviors		<p>Observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p>
<ul style="list-style-type: none"> - Evaluates analytical process to improve tradecraft standards - Conducts long-term analysis to steer strategic imperatives and drive Intelligence Community mission focus - Innovate targeting/collection methodologies, tactics, and systems to enhance operational capabilities 		
<ul style="list-style-type: none"> - Tracks reporting trends and feedback to train reporters in higher quality report writing - Coordinates and deconflicts with partners and customers to release intelligence reports - Conducts multi-source analysis to contextualize overall 		<p>They provide objective evidence that the individual possesses the competency level, and</p>

intelligence reporting - Expands analytic toolset through external opportunities (e.g. NIU, MCCEP, MLAP) to integrate practices within the unit		show what effective performance looks like. The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.
- Analyzes data to develop targets (e.g., report writing) - Develops analysis products (e.g., reports, working aids) to improve reporting relevance - Trains analysts on the use of tools to facilitate intelligence gathering - Performs quality control of gathered intelligence to ensure factual intelligence reporting		
- Applies analytic skills to process reportable intelligence - Recognizes intelligence knowledge gaps to refine analysis focus - Uses intelligence community analysis tools to access datasets - Uses methodologies to reach conclusions that are logical and plausible		

18.3. Another key component within the rubric is the supporting competencies section at the bottom left-hand corner. These are the top four supporting competencies that can help members excel and be successful in that particular sub-competency. Some of these supporting competencies are tied directly to the Airmen’s Foundational Competencies, while others may be unique to the career field. Having these supporting competencies identified and linked to a career field’s competency model can cultivate those underlying characteristics needed to succeed on the job. Leaders, supervisors, trainers, instructors, or mentors can now set members up for greater success by building these supporting competencies and placing their airmen in situations where they can apply those strategies. All of these elements come together to ensure we can develop Airmen who are better prepared, present and future mission focused, and ready to succeed in any situation. Additionally, DAFH 36-2643, *Coaching and Mentoring Program*, has information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

18.4. **Competency Development.** The intent of moving towards a competency-based system is to sharpen our airmen’s tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of USAF missions. This occurs not in a classroom but on the job by combining education, training, and experiences to provide Airmen with a better developmental pathway as they move along their careers. Airmen are still required to complete specific training courses, core tasks, and other training requirements to attain a 3-, 5-, and 7-skill level. Competency development allows Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The information included within the competency model will allow members within the Avionics community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

18.5. Below are the competency rubrics for the 1A8X1, Airborne Cryptologic Language Analyst career field.

Competency	Proficiency Levels	Observable Behaviors
Management	Expert Impact on... AF-level practices/within industry	- Utilizes PPB&E processes to fund requirements - Directs operational and tactical leaders to field resources - Steers doctrine and policy for long-range planning efforts and future concepts - Influences senior leaders to sustain resources or address gaps revealed by National Strategy
Sub-Competency	Advanced Impact on... Management decisions	- Advocates for funding to eliminate resource gaps - Manages allocated budget to support mission requirements
Resource Management		
Description	Intermediate Impact on... Specific workplace projects	- Advocates for resources to address mission needs - Analyze requirements to determine proper resource allocation - Manages work center resources for mission execution
Processes and techniques used to ensure necessary resources are available and appropriately utilized to achieve desired outcomes		
Supporting Competencies	Basic Impact on... Specific workplace tasks	- Identifies and up channels resource (e.g., material, equipment, time, asset) needs to execute mission requirements - Utilizes resources appropriately to accomplish assigned tasks
Accountability Analytical Thinking Change Management Communication		

Competency	Proficiency Levels	Observable Behaviors
Management	Expert Reach of Influence: MAJCOM/AF- Level/Industry	- Advocates to Air Staff for inter Air Force Specialty (AFS) structural changes - Programs pipeline training needs for AFS sustainment - Executes succession planning with career field Functional Advisory Committee
Sub-Competency	Advanced Reach of Influence: Wing/Institutional	- Initiates manpower to prepare for weapon system and base transitions - Coordinates with CFM and MFM to ensure AFS sustainment
Personnel Management		
Description	Intermediate Reach of Influence: Unit/Groups	- Organizes allocated billets to accomplish Unit Type Code requirements - Manages qualified personnel to fill positions
The process of planning, scheduling, and allocating manpower to projects and programs to achieve mission objectives		
Supporting Competencies	Basic Reach of Influence: Individuals	- Manages and delegates tasks by communicating desired end states - Maintains workplace accountability to support unit mission - Structures workdays and schedules to accomplish assigned duties
Accountability Analytical Thinking Change Management Communication		

Competency	Proficiency Levels	Observable Behaviors
Management	Expert Impact on... AF-level practices/within industry	- Creates and disseminates program guidance to meet organizational needs - Advocates for and/or directs change to improve program management across the enterprise
Sub-Competency	Advanced Impact on... Management decisions	- Review trend analysis and selects courses of action to resolve challenges or discrepancies within a program - Shapes future program requirements and standards in response to evolving mission requirements - Defines and evaluates program policy and guidance to ensure alignment with mission requirements
Program Management		
Description	Intermediate Impact on... Specific workplace projects	- Revise and implements program policy and guidance to ensure alignment with mission requirements - Recommends policy and guidance waivers or changes for evolving requirements - Collaborates to refine program processes and attain established outcomes - Identifies trends and presents courses of action to resolve challenges or discrepancies within a program
The process of controlling and guiding a program's outcome through adherence to applicable guidance and directives and the leveraging of allocated manpower and resources		
Supporting Competencies	Basic Impact on... Specific workplace tasks	- Follows established procedures to execute program functions - Informs leadership of project status, shortfalls, and resource requirements to guide decision-making
Accountability Analytical Thinking Change Management Communication		

Competency	Proficiency Levels	Observable Behaviors
Leadership	Expert Consistency of Application: Able to innovate and formulate strategies; able	- Establishes leadership framework to influence culture changes and promote mission success - Motivates and unifies teams to own decisions and outcomes with a shared mental model
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Communicates mission, vision, and priorities to foster unity of effort across multiple units, teams, or groups - Promotes a culture of innovation, diversity, and inclusion to achieve strategic objectives - Develops future leaders to integrate cross-functional teams - Builds team resiliency and emotional connectiveness in times of crisis while maintaining cohesion
Leadership		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Promotes professional and respectful behavior to encourage a healthy climate - Leads team(s) by providing appropriate feedback, training, and opportunities for professional development - Demonstrates transparency, emotional intelligence, and objectivity to build trust
The ability of an individual to influence, motivate, and empower others to contribute towards the effectiveness and success of an organization		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Fosters personal accountability to execute all duties, instructions, and responsibilities - Observes appropriate chain of command to make decisions - Supports leaders in executing mission, vision, and priorities to contribute to a professional climate and culture - Proactively seeks feedback and opportunities for self-improvement
Accountability Change Management Communication Creative Thinking		

Competency	Proficiency Levels	Observable Behaviors
Mission Operations	Expert Reach of Influence: MAJCOM/AF- Level/Industry	- Reviews and prioritizes operational solutions to influence strategic-level decision making and platform integration - Develops plans to employ mission weapons systems in non-standard operations
Sub-Competency	Advanced Reach of Influence: Weapons System	- Advises on new or developing situations to avoid detrimental impact to mission effectiveness - Develops new TTPs and evaluates trends to improve weapon system or operator employment
Planning		- Analyzes trend data to identify root causes and develop solutions at the operational level - Utilizes processes (e.g., capability needs document, requirement worksheet) to request capability updates
Description	Intermediate Reach of Influence: Unit/Groups	- Collaborates with external agencies (supporting/supported units) to enable effective execution of common missions sets - Addresses potential limitation to mitigate impact to mission success
Deliberate coordination of actions to prepare and facilitate successful mission execution.		- Communicates lessons learned to improve weapon system or operator employment - Analyzes trend data to identify root causes and employ best practices at the tactical level
Supporting Competencies	Basic Reach of Influence: Crew	- Conducts pre-mission activities in accordance with relevant guidance for safe and legal mission system utilization - Analyzes target and environment to maximize mission system effectiveness (e.g., RF theory, target knowledge, current intel)
Change Management Communication Creative Thinking Digital Literacy		- Participates in crew coordination to identify best practices and improvement opportunities - Conducts post-mission responsibilities to enhance mission planning and execution

Competency	Proficiency Levels	Observable Behaviors
Mission Operations	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	- Integrates platform capabilities across joint and/or combined operations - Advises senior leaders on responsive realignment of assets to meet dynamic mission objectives
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	complex situations - Coordinates with external agencies in dynamic or evolving mission profiles to ensure mission success
Mission Execution		- Evaluates advanced capabilities (e.g., MCS/QRC) and provides feedback for operational use
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	- Employs applicable mission systems (e.g., exquisite capabilities, advanced technologies, quick reaction capabilities, ground operations) to optimize target prosecution - Assesses impending threats and makes recommendations to crew for changes to mission system configuration or flight profile
Employment of aggregate knowledge, skills, abilities, and tools to establish and maintain information dominance to meet tactical, theater, and national mission objectives		- Disseminate intelligence to enhance blue force situational awareness of the battlespace
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	- Utilizes mission systems to meet taskings - Utilizes communication systems to facilitate coordination
Accountability Analytical Thinking Communication Decision Making		- Troubleshoots system functions/failures to mitigate threat to mission success

Competency	Proficiency Levels	Observable Behaviors
Tradecraft	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	<ul style="list-style-type: none"> - Advises on-site operational decision-makers by specializing in target language and knowledge - Prepares language products on highly complex topics for other subject matter experts - Leverages linguistic and cultural expertise to inform holistic target development
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	<ul style="list-style-type: none"> - Fuses language ability with operational knowledge to inform mission priorities - Validates language improvement programs to promote advancement and increase operator effectiveness
Language Operations		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	<ul style="list-style-type: none"> - Improves language capabilities to enhance operational effectiveness - Processes complex, non-standard language communication (i.e. slang, colloquialisms, unfavorable conditions) to derive essential elements of information - Facilitates target language training to enhance team effectiveness
The development, maintenance, and utilization of global and cryptologic language skills in order to execute the mission		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	<ul style="list-style-type: none"> - Maintains target language readiness to ensure operational capability - Processes target language to meet mission objectives
Accountability Analytical Thinking Communication Creative Thinking		

Competency	Proficiency Levels	Observable Behaviors
Tradecraft	Expert Scope: Integration with AF-level/within industry	<ul style="list-style-type: none"> - Interfaces with command level entities to identify and advocate for career field needs with MAJCOM level organizations - Defines training and evaluation criteria to integrate standardization across platforms
Sub-Competency	Advanced Scope: Integration with organizational strategies	<ul style="list-style-type: none"> - Evaluates aircrew performance to ensure aviation standards are met - Identifies operator deficiencies and provide recommendations to address gaps in training and mission effectiveness
Aircrew Operations		
Description	Intermediate Scope: Integration with concerned areas	<ul style="list-style-type: none"> - Evaluates and provides feedback on aircrew training programs to ensure operational relevancy - Instructs aircrew to develop proficient aviators to fulfill operational requirements
The process of developing and maintaining aircrew skills for safe and effective employment of the aircraft		
Supporting Competencies	Basic Scope: Specific Area	<ul style="list-style-type: none"> - Maintains qualification and readiness requirements to support combatant commands mission requirements - Operates autonomously and safely integrates with crewmembers in flight to meet mission objectives
Accountability Communication Decision Making Flexibility		

Competency	Proficiency Levels	Observable Behaviors
Tradecraft	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	- Evaluates analytical process to improve tradecraft standards - Conducts long-term analysis to steer strategic imperatives and mission focus - Innovate targeting/collection methodologies, tactics, and systems to enhance operational capabilities
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	- Tracks reporting trends and feedback to train reporters - Coordinates with partners and customers to release intelligence reports
Analysis & Reporting		- Conducts multi-source analysis to contextualize overall intelligence reporting - Expands analytic toolset through external opportunities (e.g. NIU, MCCEP, MI AP) to integrate practices within the unit
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	- Analyzes data to develop targets - Develops analysis products (e.g., reports, working aids) to improve reporting relevance
The process of discovering, assessing, explaining and delivering actionable intelligence according to customer requirements and preferences		- Trains analysts on the use of tools to facilitate intelligence gathering - Performs quality control of gathered intelligence to ensure factual intelligence reporting
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	- Applies analytic skills to process reportable intelligence - Recognizes intelligence knowledge gaps to refine analysis focus
Accountability Analytical Thinking Communication Creative Thinking		- Uses intelligence community analysis tools to access data-sets - Uses methodologies to reach conclusions that are logical and plausible

Competency	Proficiency Levels	Observable Behaviors
Engagement	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach	- Composes products or communication models to convey complex data effectively with audiences - Provides framework on issues of significant depth or breadth of content to advise planning and decision making
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Provides direction for accomplishing intricate mission objectives - Responds to impromptu inputs in order to represent the mission or organization
Communication		- Instructs and evaluates others on effective communication techniques to improve team capabilities, create new professionals, or guide individuals to be more effective
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Discusses ideas to reach a collective concept or shared conclusion - Anticipates target audience, additional content required, and best means of sharing complex or technical concepts to scope message for variety of situations and audiences
The process of receiving, interpreting, presenting, promoting, and prioritizing clear, concise, and correct messaging through tailored verbal, nonverbal, and written information to achieve desired outcomes for the appropriate audience		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Receives and interprets information to achieve desired outcomes - Presents information to inform decision making
Communication Decision Making Flexibility Fosters Inclusion		- Demonstrates basic fundamentals of interpersonal communications to adjust message delivery and improve receipt

Competency	Proficiency Levels	Observable Behaviors
Engagement	Expert Scope: Integration with AF-level/within industry	- Develops strategies with partners to solve complex, enterprise-wide challenges - Establishes relationships and networks to enhance enterprise-wide collaboration
Sub-Competency	Advanced Scope: Integration with organizational strategies	- Creates alternative methods to improve collaborative processes - Leverages subject matter expertise with partners to solve complex, cross-organizational challenges
Collaboration		
Description	Intermediate Scope: Integration with concerned areas	- Contributes to collaborative efforts with entities sharing common objectives - Adapts processes to improve collaborative workflow - Forges new relationships to foster collaboration and synchronize efforts
The deliberate exchange of information, ideas, expertise, and best practices to bridge gaps, improve effectiveness, and fulfill mission accomplishment		
Supporting Competencies	Basic Scope: Specific Area	- Demonstrates awareness of inter- and intra-organizational relations to streamline collaborative efforts - Leverages existing relationships to align capabilities
Change Management Communication Creative Thinking Digital Literacy		

19. Training Decisions. The CFETP has undergone considerable revision towards building a competency-based training and development platform for the 1A8X1X career field. A significant change has been to shift the focus from task-based training to one that is more centered on outcomes-based learning. Tasks are a unit of work activity or operation which forms a significant part of a duty; they are singular in nature and are usually accomplished in one continuous action, which also can occur independently of other tasks. Conversely, outcomes are learning goals that typically consist of a multitude of tasks. These outcomes are actions and performances that embody and reflect the learner's competence in using content, information, ideas, and tools successfully. Focusing on learning outcomes allow organizations, leaders, supervisors, and trainers to incorporate foundational competencies and underlying characteristics (values, traits, attitudes) into learning, which is necessary for developing Airmen with the competencies needed to meet future challenges.

19.1. The 1A8X1X Planning Workshop was held at Goodfellow AFB in May 2024. Members of this workshop developed learning outcomes by reverse-engineering behaviors found in the 1A8X1X Occupational Competency Model and analyzing what an airman needs to be able to know and do to master a specific behavior. The learning outcomes identified all factors needed to attain a specific behavior, which translated into behavioral outcomes. The resulting decisions were made in coordination with HQ AETC, 2AF/A3, schoolhouse instructors and staff, field SMEs, functional managers and the CFM.

19.2. The CFETP Part II identifies twelve sub-competencies. Each competency is further broken down into four proficiency levels (basic, intermediate, advanced, and expert), **which are not tied to a specific rank or position**, and observable behaviors. Additionally, each occupational competency has supporting competencies tied to them which, when applied, allow airmen to intentionally develop those

characteristics which will translate to mission capabilities, mission readiness, and mission success. Airmen, supervisors, trainers, mentors, and leaders should look for opportunities to integrate the supporting competencies into every facet of an airmen's development as they seek to gain and increase proficiency within the 1A8X1X competencies.

19.3. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the ACLA career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The following decisions were made by a career field STRT held at JBSA-Randolph, TX. The CFM is the waiver authority for any training action.

19.3.1. Apprentice (3) Level. 1A831X. Individuals must meet mandatory requirements listed in the DAFECD and DAFMAN 36-2689. Completion of Basic Military Training, CEA Fundamentals Course and Survival training is mandatory. Additionally, individuals must attend language accession or conversion training or possess minimum language proficiency scores of L2/R2 as measured by the DLPT.

NOTE: Attendance of the Apprentice ACLA course at Goodfellow AFB is mandatory to cross train into 1A8X1X; however, this requirement is waived for all current 1A8X1X personnel retraining into a new language shred and for 1N3X1X retraining into 1A8X1X.

19.3.2. Journeyman (5) Level. 1A851X. Individuals must hold the 1A831X AFSC and maintain the mandatory requirements listed in the DAFECD and DAFMAN 36-2689. Requires successful completion of training provided in MDS-specific I/MQT and must be CMR and in possession of a valid Form 8. Additionally, the member must have completed ISR Basic CDP and must possess the minimum DLPT scores of L2/R2 in their CAFSC. Upon completion of I/MQT, the member must attain at least 6 months' experience performing ACLA functions to upgrade to the 5-skill level. The final requirement is supervisor recommendation.

NOTE: Units will defer ISR CDP enrollment until after completion of MDS-specific I/MQT/FTU training and Form 8 completion at assignment to the first operational squadron. Retrainees from a different AFSC are subject to the same training requirements; however, there is no minimum time in training applicable for 1A8X1X personnel retraining into a new language shred. 1A8X1X who retrain into a new shred will retain their previous skill level and can be updated to the 5-skill level upon requalification.

19.3.3. Craftsman (7) Level. 1A871X. Individuals must hold 1A851X AFSC and maintain the mandatory requirements listed in the DAFECD and DAFMAN 36-2689. Upgrade training to the 7-skill level in this specialty consists of holding at least the grade of SSgt/SSgt Select, maintaining training requirements provided in MDS-specific I/MQT, meeting API requirements and possession of a valid Form 8. Additionally, must possess minimum DLPT scores of L2/R2. The member must have 12 months' experience performing or supervising ACLA functions to upgrade to the 7-skill level. The final requirement is supervisor recommendation. Completion of ISR Intermediate CDP is expected within one year after Date of Rank to Technical Sergeant.

NOTE: Retrainees from a different AFSC are subject to the same training requirements; however, there is no minimum time in training applicable for 1A8X1X personnel retraining into a new language shred. 1A8X1X who retrain into a new shred will retain their previous skill level and can be updated to the 7-skill level upon requalification.

19.3.4. **Superintendent (9) Level.** 1A890. All 1A871 Master Sergeants who have been selected for promotion to Senior Master Sergeant will possess the 1A890 AFSC once promoted to SMSgt/E-8. Duties of a 1A890 can be found in the DAFECD. Completion of ISR Advanced CDP is expected within one year after Date of Rank to Senior Master Sergeant.

19.3.5. **Chief Enlisted Manager (CEM).** 1A800. All Senior Master Sergeants who have been selected for promotion to Chief Master Sergeant will possess the 1A800 AFSC once promoted to CMSgt/E-9.

Section D - Resource Constraints

20. Purpose. This section identifies known resource constraints that preclude optimal and desired training from being developed or conducted, including information such as cost and manpower. Resource constraints will be, at a minimum, reviewed and updated annually.

21. Post-Apprentice Cryptologic Training. No programmed funding dedicated to Cryptologic Skills Proficiency development and sustainment.

21.1. Impact. Cryptologic Skills training to meet ILCT and ALCT timelines.

21.2. Action Required. Units are encouraged to identify any shortfalls or resource constraints that may impact CSP training execution and to report these to AFCO/CF for assistance and coordination.

22. Significant Language Training. Limited centralized funding for SLTEs.

22.1. Impact. Training to meet CFETP and DODI language maintenance requirements.

22.2. Units are heavily encouraged to use existing training capabilities to meet training requirements, and to identify shortfalls or resource constraints to the Air Force Cryptologic Office Intelligence Force Management Division (AFCO/CF).

Section E – Transitional Training Guide.

NOTE: There are currently no transitional training requirements. This area is reserved.

PART II

Section A – Specialty Training Standard (STS)

1. Implementation. The STS will be used for technical training provided by AETC.
2. Purpose. As prescribed in DAFMAN 36-2689, *Training Program*, this STS:
 - 2.1. Column A (Competencies, Behaviors, and Learning Outcomes) lists the competencies, required behaviors and learning outcomes associated with the 1A8XX Occupational Competency Model to perform at the Basic, Intermediate, Advanced, and Expert proficiency levels.
 - 2.2. Column B (Behavior Match) indicates which of the required behaviors listed in the competency heading the learning outcome is associated with.
 - 2.3. Column C (Core/Cert) identifies learning outcomes requiring third party certification with a “C”.
 - 2.4. Column D (Wartime) This column isn’t used for the 1A8XX portfolio, all identified 3-level requirements are also Wartime course requirements.
 - 2.5. Column E (Deployment */SEI +/CBRN ♦) Learning Outcomes identified with an (*) are competencies Intelligence Airmen should be qualified on (per their skill level) prior to deployment. Items identified with a (+) are reserved for the award of a specific SEI. There are currently no outcomes in either of these categories identified by the CFM.
 - 2.5.1. Learning outcomes identified with an (♦) require annual CBRN (Training Task Qualification) training in the work center. Per DAFI 10-2503, *Chemical, Biological, Radiological, or Nuclear (CBRN) Defense Program*, CBRN Defense TQT is defined as a hands-on event in MOPP 4 gear performing regular duties; however, Aircrew personnel will use the Aircrew CBRN Equipment to accomplish their TQTs. Due to the diversity of mission requirements across the AFS, there are no outcomes identified by the CFM; instead, Unit Commanders will ensure Airmen can continue to perform applicable Mission Essential Tasks if chemical, biological, radiological or nuclear (CBRN) warfare hazards are present.
 - 2.6. Columns K-M (3-Lvl, 5-Lvl, 7-Lvl) identify learning outcome requirements by skill-level. A behavioral proficiency code in the column indicates the outcome is taught in a formal course to that proficiency. A “C” in the column identifies the Learning Outcome as a Core Task that is completed and certified using a “Go/No Go” standard for Upgrade Training in the respective skill level column.
 - 2.7. Becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, *Individual Training Record folder*, and used according to DAFMAN 36-2689.
 - 2.8. Guides development of promotion tests used in WAPS. Specialty Knowledge Tests are developed at the AETC Airman Advancement Division, by senior noncommissioned officers with extensive practical experience in their career fields. Specialty knowledge tests are developed by subject matter experts who authenticate WAPS material and reference AF specialty-specific occupational analysis data. Questions are based upon study references listed in the Enlisted Promotions References and Requirements Catalog. Examinee responsibilities are in Chapter 4, paragraph 4.2.1.5 of DAFMAN 36-2664. WAPS is not applicable to the ANG.

3. Recommendations. To provide comments concerning the quality of AETC training provided at Goodfellow AFB, or to identify demonstrated over- or under-training on performance/knowledge items listed in the training standards, email 17 TRG/CCME (17TRG.CCME2@us.af.mil).

Section B – Course Objective List

NOTE: This area is reserved.

Section C – Support Material

NOTE: There are currently no support material requirements. This area is reserved.

Section D – Training Course Index

4. **Purpose.** The purpose of this section is to aid commanders, supervisors, and trainers by providing a list of training courses available to personnel within 1A8X1X specialty. The courses listed in this section may be required to satisfy command/organizational/positional-unique training requirements but are not part of formal initial skills or upgrade training. Supervisors should refer questions concerning specialized training not available at the unit to their respective unit/base training manager or to their command/joint activity functional manager.

5. **Training Courses.** Although not all-inclusive, the courses listed below represent examples of formal training recognized by the functional community as applicable to the AFS.

Table 5.1. Courses Applicable to 1A8X1X

COURSE	SOURCE	APPLICABLE TO:
ACC ISR Leadership Orientation Course (ISRLOC)	ETCA	MSgt, (S)MSgt
Collection Management Basic Course (O5XZD14N3 0A3B)	ETCA	NCOs
Collection Management Foundations Curriculum (O5XZD14N3 0W1A)	ETCA	NCOs
Intelligence, Surveillance, and Reconnaissance Operations Course (IROC) (X3OZR14N3 0A1C)	ETCA	USAFE/PACAF Liaison
Intelligence Fundamentals Professional Certification	https://dodcertpmo.defense.gov/I-FPC/	All (3-year certification)
Intelligence Non-Kinetic Course (ACC INKC)	ETCA	Amn, NCO
AETC A2 Adjunct Instructor Program (4 course tracks available)	https://usaf.dps.mil/teams/AETC-A2/SitePages/AETC-Adjunct-Instructor-Program.aspx	NCOs

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

SHAWNA L. RUSSELL, CMSgt, USAF
Airborne ISR Career Field Manager

Attachments

1. 1A8X1X ACLA STS

Qualitative Requirements

Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)
Explanations		
<p>* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)</p> <p>** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.</p> <p>- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.</p> <p>X This mark is used alone in the course columns to show that training is required but not given due to limitations in resources.</p> <p>NOTE: All tasks and knowledge items shown with a proficiency code are trained during war time.</p>		

Behavioral Statement STS Coding System	
Code	Definition
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze or evaluate the subject.
B	Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy.
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task.