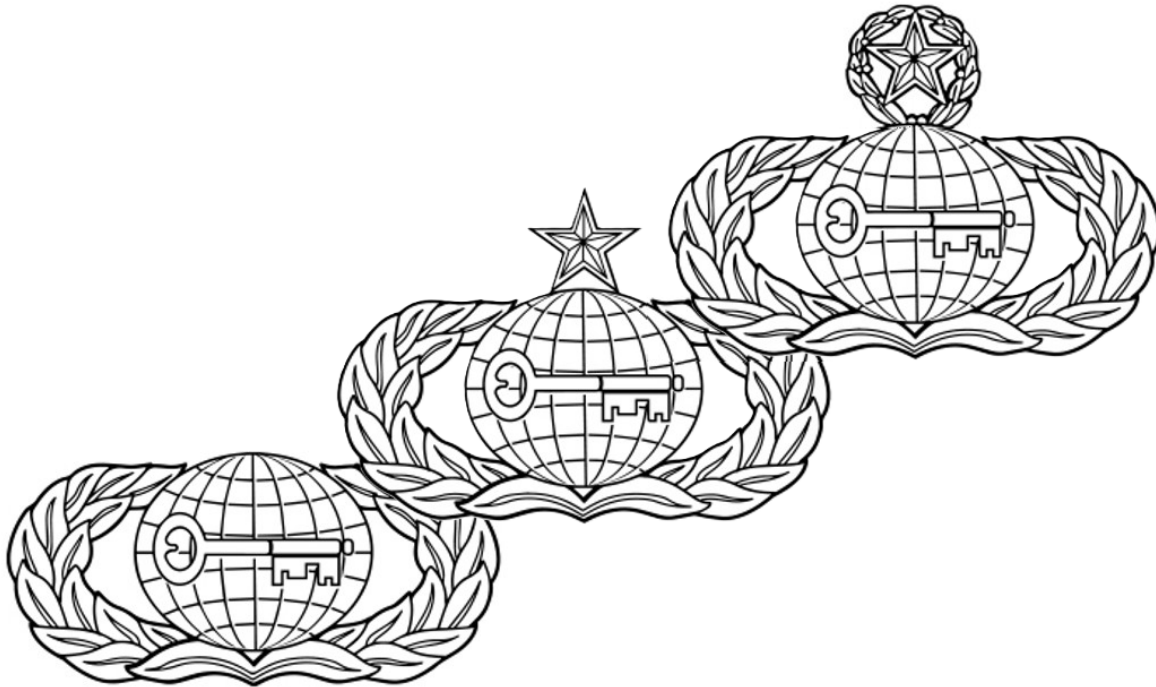


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Part I and II  
28 May 2026

**1N3X1X**

**CRYPTOLOGIC LANGUAGE ANALYST**



**CAREER FIELD EDUCATION  
AND TRAINING PLAN**

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**CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)**  
**Cryptologic Language Analyst**  
**AFSC 1N3X1X**

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**CAREER FIELD EDUCATION AND TRAINING PLAN**  
**Cryptologic Language Analyst**  
**AFSC 1N3X1X**

**Part I**

*Preface*

1. The 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 the 1N3X1X Cryptologic Language Analyst (CLA) specialty. The CFETP provides personnel with a clear career path to success and instills rigor in all aspects of career field training. Note: Civilians occupying associated positions use Part 2 to support duty position qualification training.

2. The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

**2.1. Part 1** provides information necessary for overall management of the specialty. **Section A** explains how individuals will use the plan; **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); and **Section D** indicates resource constraints.

**2.2. Part 2** includes the following: **Section A** identifies the STS and includes competencies, behaviors, and learning outcomes to support training, 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 satisfy training requirements; **Section C** identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At the unit level, supervisors and trainers use Part 2 to identify, plan, and conduct training commensurate with the overall goals of this plan.

3. Using CFETP guidance ensures individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan enables us to train today's work force for tomorrow's jobs.

**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. CFMs 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

This section provides a common understanding of the terms that apply to the 1N3X1X Career Field and Education Training Plan.

**Advanced Training (AT).** Formal course which provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills/knowledge to enhance their expertise in the career field. Training is for selected career Airmen at the advanced level of the AFS.

**Air Education and Training Command (AETC).** Responsible for the recruiting, training, and education of Air Force personnel. AETC also provides pre-commissioning, professional military, and continuing education.

**Air Force Cryptologic Office (AFCO)/ Air Force Service Cryptologic Component (AFSCC).** 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 (AFS).** A group of positions (with the same title and code) that require common qualifications.

**Air Force Job Qualification Standard (AFJQS).** Training documents approved by the AF Career Field Manager for a particular job type or duty position within an AF Specialty.

**Air Force Specialty Code (AFSC)/Reporting Identifier (RI).** A combination of alpha-numeric characters which are used to identify a specific career field and qualification level for Air Force officers and enlisted personnel.

**Air Reserve Component (ARC).** This term is used as an overarching term when referring to both the Air National Guard and Air Force Reserve Component together.

**Air University/Air Force Career Development Academy (AFCDA).** Responsible for providing Airmen with reimagined, modernized Career Development Courses (CDCs) that will transform the way we learn in the 21st century. AFCDA collaborates with Career Field Managers and CDC writers to educate, train, and develop competent and confident Airmen needed for the future fight.

**Behavior.** An activity performed to achieve objectives of the job. Involves observable (physical) components and unobservable (mental) components. Behaviors consist of the performance of one or more tasks.

**Career Development Program (CDP).** The CDP is a continuum of learning consisting of three iterations: Basic, Intermediate, and Advanced, and applies to all ISR Airmen. The CDP is designed to enhance skill development and unit effectiveness allowing for a more proficient ISR professional. Mandatory requirements for upgrade training are covered in Section C.

**Chief Enlisted Manager (CEM) Code.** A five-digit code ending in “00” to identify CMSgt and CMSgt selects as top enlisted managers in both highly technical skills and in broad areas of managerial competence. For the Intelligence career fields, the CEM code is 1N000.

**Career Field Education and Training Plan (CFETP).** A comprehensive core training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path. It is the formal training contract between the CFM and AETC for formal accession and life-cycle skills training

**Career Field Manager (CFM).** An individual on the Headquarters United States AF staff who is responsible for career development programs, functional management and utilization, specialty standards and requirements, training, and force management for 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 career family (e.g., 1N/9S).

**Career Training Guide (CTG).** A document that uses Task Modules (TMs) in lieu of tasks to define performance and training requirements for a career field.

**Command Language Program (CLP).** A program operated by commanders to ensure assigned personnel requiring foreign language proficiency are trained and qualified to execute mission requirements. (Ref: DoDI 3300-07).

**Command Language Program Manager (CLPM).** CLPMs are responsible for development, implementation, and management of the CLP. The CLPM is directly accountable to the commander for program performance and function.

**Competencies.** Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

**Competency Model.** A collection of competencies that together define successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and retention. Competency models may be developed for specific jobs, job groups, organizations, occupations, or missions. Some competency models include information about the levels of competence, mastery, or proficiency required at different occupational levels.

**Computer Based Training (CBT).** The use of computers to aid in the delivery and management of instruction.

**Continuation Training.** Additional training exceeding requirements with emphasis on present or future duty assignments.

**Core Intelligence Training (CIT).** Fundamental training across the 1N/9S Career Fields.

**Core Learning Outcomes.** Learning outcomes identified by the CFM as minimum qualification requirements for everyone within an AFSC. The learning outcomes must be trained, maintained, and certified, regardless of duty position/location and are based upon skill level.

**Core Task.** A task the CFM identified as a minimum qualification requirement within an Air Force specialty or duty position. Core Tasks for the AFS can be either task- or knowledge-based and are the STS line items fundamental to meeting these core competencies. Each MAJCOM is responsible for developing the minimum standard to which each core task will be trained. Core tasks are common to all personnel within an AFS required to perform intelligence functions. The skills (or knowledge) must be trained, maintained, and certified, regardless of duty position/location and are based upon skill level.

**Course Objective List (COL).** A publication, derived from initial/advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3-5-7-skill level in a career field. Supervisors use the COL to assist in conducting graduate evaluations.

**Cryptologic Language.** Language as it is encountered in a cryptologic context. This includes signals intelligence (SIGINT) factors such as noise, incompleteness/garbles, mix of dialects, cover terms, unknown recipients, and unknown context. It also includes linguistic factors such as specialized subject matter and/or jargon/ and intelligence factors such as Essential Elements of Information, collection, processing, and dissemination, and communication technology factors.

**Cryptologic Language Analyst (CLA).** Airmen in AFSC 1N3X1X or 1A8X1X (A-CLA) who perform and supervise collection, recording, transcribing, translating, analyzing, and reporting of assigned cryptologic communications and activities. Related Department of Defense (DoD) Occupational Subgroup: 123200 (Ref: DAFECD).

**Cryptologic Training Advisory Group (CTAG).** An authoritative group composed of key service and National Security Agency (NSA) representatives, subject matter experts, course managers and service training commands that establishes, reviews, revalidates and revises cryptologic training curricula.

**Cryptologic Training System-Training Standard (CTS-TS).** Tasks and knowledge that personnel in a specialty may be expected to perform or to know on the job. These training tasks are developed through the CTAG process and are common to all NSA/CSS personnel and Service-members for a particular skill community. If a particular Service has training requirements that are not common to NSA/CSS personnel or the other Services, they are developed through the STRT/U&TW process (NSA/CSS Policy 4-25).

**Cyber Mission Force (CMF).** The CMF is USCYBERCOM's action arm, consisting of Cyber Mission Teams, Joint Force Headquarters-Cyber, and Cyber National Mission Force. CMF teams execute the command's mission to direct, synchronize and coordinate cyberspace operations in defense of U.S. national interests.

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

foreign language training. DLIFLC is located at the Presidio of Monterey, California and has training facilities located in Washington, DC, and training detachments at various locations around the world.

**Defense Language Proficiency Test (DLPT).** DoD's standardized testing system for measuring an individual's proficiency in a foreign language. It consists of a battery of tests that measures the general ability of a native or near-native speaker of English to comprehend a spoken and written foreign language and to speak the language (Ref: DoDI 5160.71)

**Department of the Air Force Enlisted Classification Directory (DAFECD).** The official directory for all enlisted classification descriptions, codes, and identifiers that establishes the occupational structure of the Air Force enlisted force. The occupational structure is flexible to permit enlisted personnel to specialize and develop their skills and abilities while allowing the Air Force to meet changing mission requirements. Individual enlisted personnel have a joint responsibility with commanders and supervisors at all levels to fully develop their abilities consistent with Air Force needs and within established developmental tracks.

**Deputy Career Field Manager (D/CFM).** An individual on Headquarters USAF (HAF) staff responsible to the CFM for overseeing all aspects of a particular AFS. Coordinates with MAJCOM functional and training managers, technical training center personnel, and various Subject Matter Experts (SMEs) on career path development and identification of CFETP training task items to meet national, tactical, and force training requirements. Other responsibilities include reviewing AFS manpower utilization, managing AFS classification guidance, and overall status of the health of their particular AFS.

**Developmental Duties (DD).** Developmental Duties are positions that produce and develop the world's greatest Airmen through oversight and leadership. They ensure the well-being of Airmen and their families, while representing the enlisted corps and Air Force on a national stage involving supervision and mentorship of subordinates and peers.

**Diagnostic Language Assessment.** Academic tool designed to identify strengths and needs in a foreign language and provides members with individualized, relevant feedback. This feedback is based on a sampling of abilities across a variety of levels, topics, tasks, and specific linguistic features. When possible, existing formal diagnostic language assessment tools should be used. The DLIFLC Online Diagnostic Assessment (ODA) can be accessed at <https://oda.dliflc.edu/>

**Digital Awareness.** The awareness of the knowledge, skills and attitudes required for individuals to use digital tools effectively. Also being able to understand and utilize technology in an increasingly interconnected world.

**Digital Fluency.** Familiarity with and understanding of the strengths and weaknesses of different types of data, analytic tools, automations, and algorithms.

**Education and Training Course Announcement (ETCA).** ETCA contains specific procedures, fund cite instructions, reporting instructions, and listings for formal courses the Air Force and reserve forces conduct or administer.

<https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx?isdlg=1&IsDlg=1>

**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.

**Enlisted Development Team (EDT).** A force development steering group to accomplish deliberate development through targeted feedback. The EDT is chaired by the CFM and is usually composed of SNCOs to facilitate succession planning for the RI's key leadership positions.

**Exportable Training.** Additional supplementary training via computer-assisted, paper text, interactive video or other media.

**Foreign Language Proficiency Bonus (FLPB)/Foreign Language Proficiency Pay (FLPP).** This monetary incentive is paid to eligible and qualified military (FLPB) and civilian (FLPP) Language Regional Expertise and Culture Community personnel who possess foreign language proficiency. The objective of FLPB/FLPP 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. The ability of the USAF to interact in the international arena and respond effectively to any global contingency mandates the need for qualified personnel to communicate with our allies and the local populations as well as with our adversaries. 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)

**Functional Area Manager (FAM).** The individual accountable for the management and oversight of all personnel and equipment within a specific functional area to support the operational planning and execution. Responsibilities include but are not limited to: developing and reviewing policy; developing, managing, and maintaining Unit Type Codes (UTC); developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (MAJCOM, Air Component, FOA, DRU, and Unit), the FAM should be the most highly knowledgeable and experienced person within the functional area and have the widest range of visibility over the functional area readiness and capability issues.

**Field Evaluation Questionnaire (FEQ).** An extensive survey based on the CFETP to determine how well the formal training met the apprentice levels outlined in the CFETP. This survey is sent approximately six months after graduation to the Base Education and Training manager, if unclassified, or direct to the unit training manager, if classified.

**Field Technical Training (FTT).** Special or regular on-site training conducted by a field training detachment (FTD) or by a mobile training team.

**Global Language Training.** Training designed to improve fundamental language skills such as reading, listening comprehension, translation, transcription, grammar, vocabulary, and speaking.

**HAF Functional Authority (FA).** An individual assigned the functional authority to provide policy, oversight, and guidance across the ISR enterprise. For the 1A8/1N/9S1 family, this is the Deputy Chief of Staff for Intelligence (AF/A2).

**HAF Functional Manager (FM).** The Functional Manager is responsible for the management and oversight of the establishment of career development programs, functional management and utilization, specialty standards and requirements, training, and force management policies at HAF.

**Individual Language Training Plan (ILTP).** Language training plan developed by supervisors, in coordination with SMEs and CLPMs, that provides a path to increasing foreign language proficiency.

**Initial Qualification Training (IQT).** IQT is training needed to qualify intelligence personnel for basic duties in an assigned position for a specific Mission Design Series (MDS), weapon system, intelligence function, or activity without regard for a unit's specific mission.

**Initials Skills Training (IST).** A formal school course(s) that results in an AFSC 3-skill level award for enlisted.

**Instructional System Development (ISD).** A conceptual adaptation of the systems engineering process used to design, develop, implement, and evaluate instruction. ISD results in alternative solutions to instructional problems, which may be more or less cost-efficient, depending on the instructional need and environmental constraints. ISD also clarifies that a systems approach, which involves choosing among alternative solutions, will produce the most effective results.

**Intelligence Occupational Badge.** The Air Force Intelligence Badge is a symbol of achievement, identifying the wearer as an intelligence professional. Its design incorporates three key elements: a globe, representing the Air Force's mission of global reach, power, and vigilance; a key, symbolizing the intelligence analyst's duty to unlock adversary secrets; and a laurel wreath, a timeless emblem of excellence dating back to ancient Greece, signifying consistent distinction among peers. As a reminder of accomplishments and training, the badge should be worn with pride, representing the hard-earned status of an intelligence professional. Air Force members are highly encouraged to wear their current occupational badge on all uniform combinations. Wear the basic badge after completing technical school. Wear the senior badge after award of the 7-skill level and wear the master badge as a Master Sergeant or above with five years in the specialty from award of the 7-skill level. For retrainees, credit toward new badges starts upon entry into the new AFSC. EXCEPTION: Chief Master Sergeants cross-flowed into a 1N000 billet may wear the basic badge upon entering the 1N000 billet and the master badge after one year of a 1N000 job.

**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. Supervisors use the JQS to document task qualification. The tasks on JQSs are common to all persons serving in the described duty position.

**Language Training Activities.** In the context of this CFETP, language training activities are those that maintain or 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 external vendor courses. Local CLPMs maintain information on course listings and other language resources.

**Acquisition Language Training.** Basic language instruction program designed for personnel who have no measurable proficiency in the target language. Acquisition language training is 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. Acquisition courses are DoD-funded to meet mission requirements.

**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 skills are 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.

**Re-language Training.** Formal acquisition-level language training that provides an additional language capability to an Airman in a language that is different from the language for which ILR skill level L2/R2 has already been achieved (e.g. Modern Standard Arabic to Chinese). Re-language training normally occurs to support re-balance of language health across the force, but has historically been used when additional language skill is required to complement existing skills to meet mission requirements (e.g. Arabic to French). The decision to re-language an individual rests with the CFM. Re-language training will result in a change to an individual's AFSC.

**Enhancement Training.** Generic term for training designed to increase foreign language proficiency.

**Major Command (MAJCOM).** A MAJCOM represents a major Air Force subdivision having a specific portion of the Air Force mission. Each MAJCOM is directly subordinate to HQ USAF. MAJCOMs are interrelated and complementary, providing offensive, defensive, and support elements.

**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.

**Master Task Listing (MTL).** A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or AFJQS and locally developed AF Forms 797 (as a minimum). Should include tasks required for deployment and/or UTC requirements.

**Master Training Plan (MTP).** Employs a strategy for ensuring the completion of all work center job requirements by using an MTL and provides milestones for task, Learning Program/CDC completion, and prioritizes deployment/UTC, home station training tasks, upgrade, and qualification tasks.

**Mission Qualification Training (MQT).** MQT follows IQT and is training needed to qualify intelligence personnel to perform their specific unit mission in an assigned mission position. Completion of Specialty Training Standard task and knowledge training requirements may be accomplished concurrently with MQT.

**MyVector.** The Air Force's platform for career development and mentoring. MyVector enables a network of mentoring relationships for individuals to manage career development. The platform also allows users to track career milestones through career field-specific experience codes. The coding structure allows users to build career plans based on real opportunities and to share career plans with development teams and mentors.

**On-the-Job Training (OJT).** Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

**Occupational Survey Report (OSR).** A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

**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 across the entire ILR scale. (Ref: DoDI 5160.71)

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

**Qualification Training (QT).** Actual hands-on task performance training designed to qualify an individual in a specific duty position. This portion of the training program occurs both during and after the upgrade training process. It is designed to provide the performance skills required to do the job.

**Qualification Training Package (QTP).** An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program or on a piece of equipment. It may be printed, computer-based, or other audio-visual media.

**Reporting Identifier (RI).** Identify authorizations and individual enlisted airmen who, for any reason, are not identifiable in the classification structure.

**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 or 6 weeks of at least 5-hour-a-day classroom training, or other significant events as defined by the Secretaries of the Military Departments and the Heads of Defense Agencies and DoD Field Activities. (Ref: DoDI 5160.71)

**Skills Training.** A formal course that results in the award of a skill level.

**Special Duty Identifier (SDIs).** Identifies authorizations for enlisted Airmen assigned to and performing an actual group of tasks on a semi-permanent or permanent duty basis unrelated to any specific career field. Development Advisors, for example, are represented by the SDI 8T200.

**Special Experience Identifier (SEIs).** A three-character designator that identifies specific experience or expertise within a particular career field. Established when experience or training is critical to a job. SEIs complement the assignment process but are not substitutes for AFSCs, CEM codes, prefixes, suffixes, SDIs, RIs, assignment instruction codes, and professional specialty course codes. Additionally, SEIs can serve as a tool for commanders to ensure personnel are placed/utilized correctly within an organization.

**Specialty Training Requirements Team (STRT)/Utilization & Training Workshop (U&TW).** A forum co-chaired by the CFM and AETC Training Pipeline Manager comprised of MAJCOM Functional Managers, Subject Matter Experts (SMEs), and AETC training personnel that determines education and training requirements and establishes the most effective mix of formal and on-the-job training for each AFSC. The forum will create or revise training standards and set responsibilities for providing training. As a quality control tool, the STRT/U&TW will be used to ensure the validity and viability of the AFS training that determines career ladder training requirements.

**Specialty Training.** A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade Airmen in the award of a skill level.

**Specialty Training Standard (STS).** An Air Force publication that describes skills and knowledge that Airmen in a particular AFS need on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirements for an AFSC to include formal technical training.

**Standard.** An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

**Supplemental Training.** Formal training on equipment, methods and technology not suited for on-the-job training and not included in AFS upgrade training.

**Talent Marketplace.** Talent Marketplace, available through MyVector, is a platform supporting the enlisted assignment system that aims to increase flexibility and transparency for members, supervisors, billet owners, and commanders.

**Training Planning Team (TPT).** Comprised of the same personnel as a U&TW, however, TPTs are more intimately involved in training development and the range of issues are greater than those normally covered in the U&TW forum.

**Upgrade Training (UGT).** Mandatory training that leads to the award of a higher skill level and increased proficiency.

**Wartime Skills.** Wartime skills/tasks training 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 school.

**NOTE:** All outcomes shown with a proficiency code for the 3-Skill level in this CFETP are trained during wartime.

## **Section A - CFETP General Information**

**1. Purpose.** This CFETP provides the information necessary for CFMs, MFMs, commanders, UTMs, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training individuals in this Air Force specialty should receive to develop and progress throughout their career. This plan identifies initial skills (IST), upgrade (UGT), qualification (QT), advanced (AT) and Proficiency Training requirements for the 1N3X1X AFSC. The CFETP has several purposes including:

1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field’s training program. Also, it is used to help supervisors identify training at the appropriate point in an individual’s career.

1.2. Identifies task and knowledge training requirements for each skill-level in the specialty 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 that impact full implementation of the desired career field training process

**2. Uses.** The plan is used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for everyone in the specialty.

2.1. AETC training personnel develop or revise formal resident, nonresident, field, and exportable training based upon requirements established by the users and documented in Part 2 of the CFETP. They also work with the CFM and Deputy CFMs to develop acquisition strategies for obtaining resources needed to provide the identified training.

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

2.3. Each individual completes the mandatory training requirements specified in this plan. The list of courses in Part 2 is used as a reference to support training.

**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 on the career field training requirements.

## **Section B - Career Progression and Information**

**4. Specialty Descriptions.** This information supplements the DAFECD. AFS specific descriptions with duties and responsibilities can be found in the DAFECD which is at the following link:  
<https://myfss.us.af.mil/USAFCommunity/s/knowledge-detail?pid=kA0t0000000wIDpCAI>

4.1 Specialty Summary. Employs foreign language skills to collect, transcribe, translate, analyze, and report intelligence information. Related DoD Occupational Subgroup: 123200.

4.2 Duties and Responsibilities.

4.2.1. Collection and Processing. Uses foreign language skills to search for, monitor, identify and process communications involving activities of interest. Identifies, tips, transcribes, translates, gists, and summarizes communications, incorporating and emphasizing essential elements of information to convey the meaning of an activity or a situation. Develops techniques to collect, identify, and exploit target communications. Employs knowledge of global communication technologies and communication methods to locate and develop targets.

4.2.2. Analysis and Production. Analyzes and reports intelligence information consumed by customers within the Air Force, Intelligence Community, DoD, US government, and foreign partners. Provides indications and warnings of adversarial intentions against US or allied interests. Identifies regional and cultural factors associated with activities of interest. Applies critical thinking and analytic methods to gather, evaluate, and synthesize data from multiple sources using language processing/analysis tools. Develops and maintains working aids and analytic references to ensure applicability and currency.

4.2.3. Processing, Exploitation, and Dissemination. Processes, exploits, and disseminates intelligence products with threat country or target analysis via written and verbal means to bring threat country or target specificity to commanders and leaders to impact tactical through national decision-making processes.

**5. Skills and Career Progression.** Adequate training and timely progression from the apprentice to the superintendent level play an important role in the Air Force’s ability to accomplish its mission. It is essential that everyone involved in training do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP ensures each individual receives viable training at appropriate points in their career.

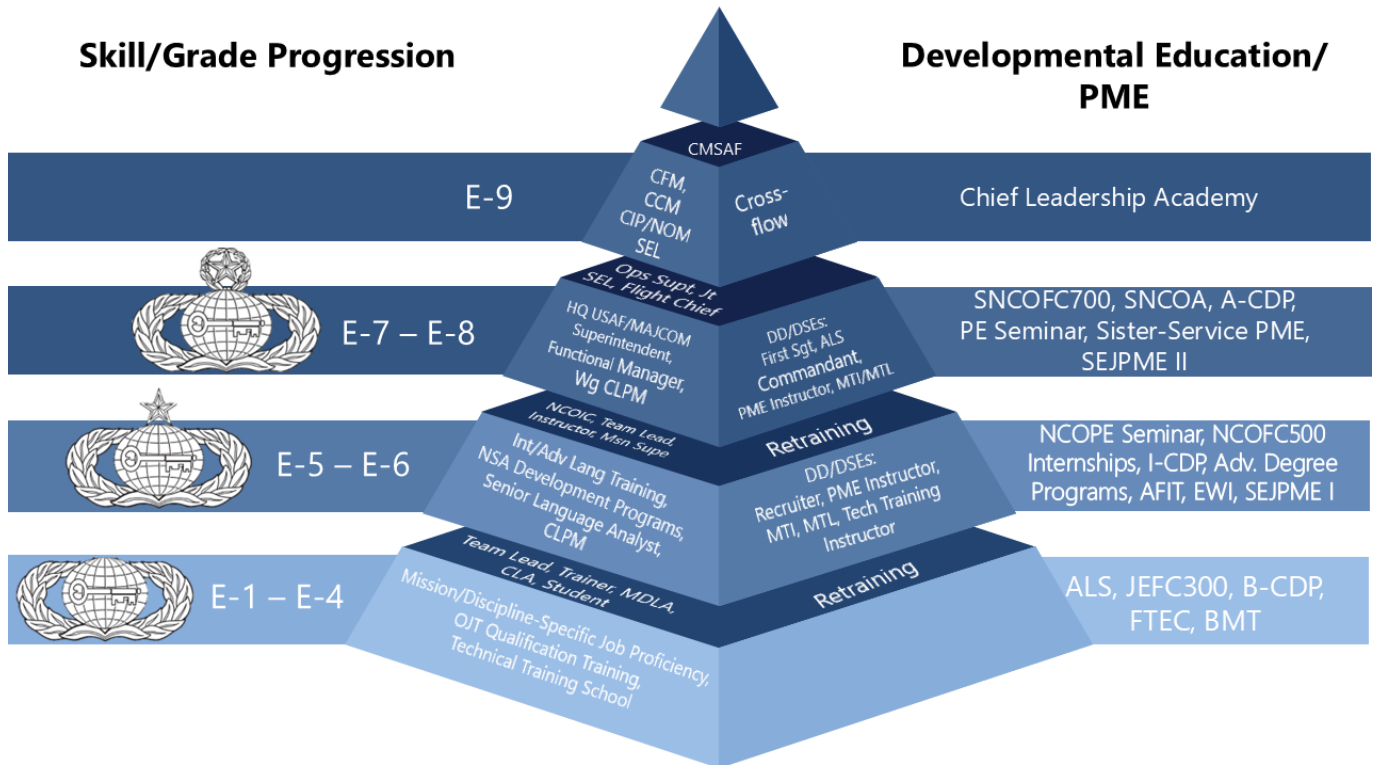


Figure 1. 1N3X1X Career Development Pyramid

**6. Career Development Program (CDP).** The CDP is broken out into three iterations: Basic (B-CDP), Intermediate (I-CDP), and Advanced (A-CDP), formerly Senior Enlisted Intelligence Master Skills Course. The B-CDP and I-CDP are module-based training approaches located on MyLearning with knowledge assessments (or checks) at the end of each module. Airmen will have unlimited opportunities to pass each assessment before moving to subsequent modules. Supervisors are expected to tie CDP material to current mission requirements to ensure Airmen fully process the information with context. The B-CDP is required for all enlisted ISR Airmen to complete after OJT at their first duty station. The I-CDP is required for all active duty Technical Sergeants from notification of promotion within one-year time-in-grade. The A-CDP is satisfied through in-residence training located at Goodfellow AFB, TX and has a prerequisite of the highest level of CDP available prior to attending. Airmen should contact their UTM to enroll in the B-CDP and I-CDP through MyLearning. MFMs will notify and schedule members for A-CDP based on priority-SMSGts, SMSgt selects, MSgt based on TIG. Contact [17TRSS.ISRCareer.DevelopmentProgram@us.af.mil](mailto:17TRSS.ISRCareer.DevelopmentProgram@us.af.mil) for additional information.

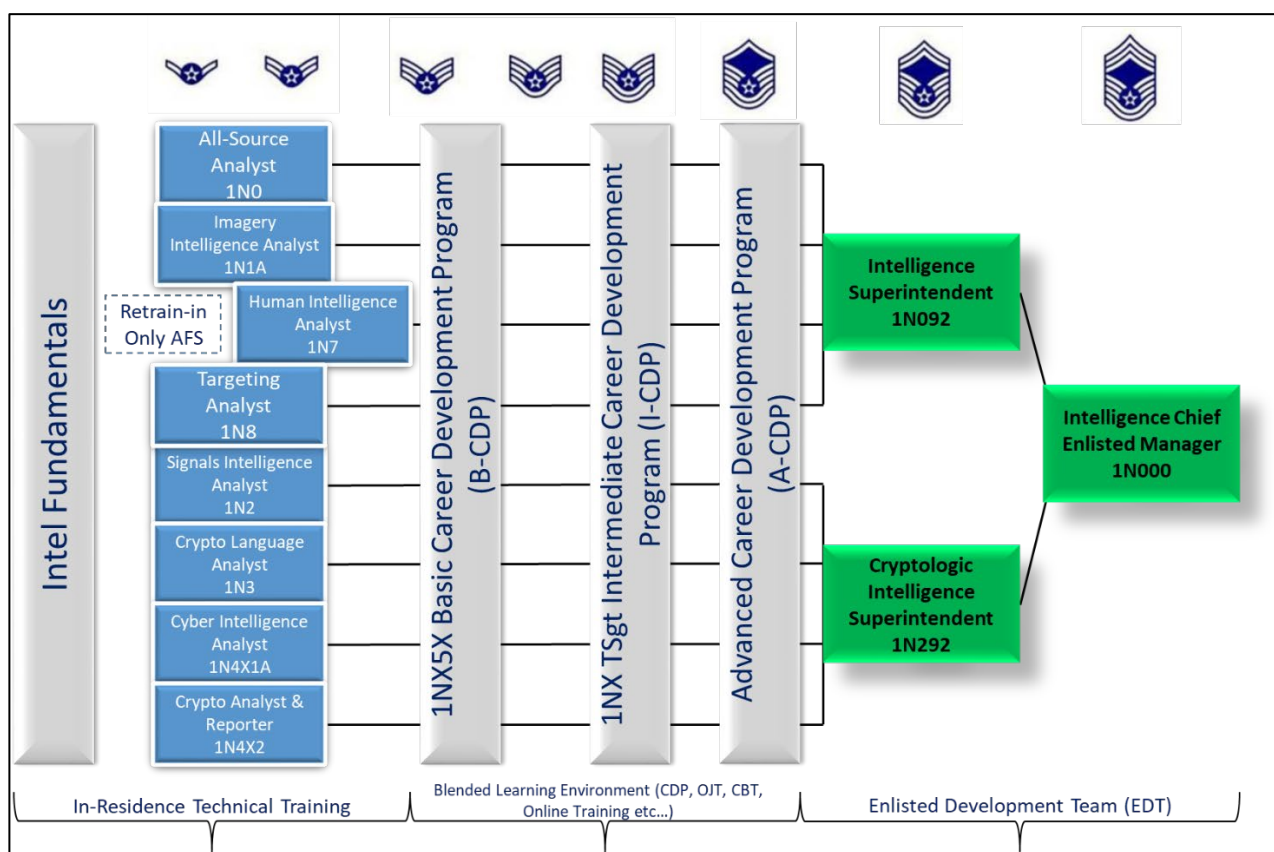


Figure 2. Career Development Program (CDP) Timeline

**7. 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 Associate of Applied Science (AAS) degrees designed for specific Air Force 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 AAS. In order to be awarded, degree requirements must be successfully

completed before the student separates from the Air Force, retires, or is commissioned as an officer. See the CCAF website for details regarding the AAS degree programs at <https://www.airuniversity.af.edu/CCAF/>.

7.1. CCAF Degree Requirements. All enlisted service members 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: (Note: Refer to the CCAF general catalog for a listing of all degree requirements as they are subject to change and some AFSCs may fall under additional degree programs.)

<b>Degree Requirements</b>	<b>Semester Hours</b>
Technical Education	24
Leadership, Management, and Military Studies	6
General Education	15
Written Communication (English Composition)	3
Oral Communication (Speech)	3
Mathematics	3
Social Science	3
Humanities	3
Program Elective	15
<b>Total</b>	<b>60</b>

7.1.1. Technical Education (24 Semester Hours): A minimum of 9 semester hours of technical Core subjects and courses must be applied, and the remaining semester hours applied from technical core or technical elective subjects and courses. Some academic degree programs have specific technical education requirements.

7.1.2. Leadership, Management, and Military Studies (6 Semester Hours): Professional military education and/or civilian management courses.

7.1.3. General Education (15 Semester Hours): Applicable courses must meet the criteria for application of courses to the general education requirements and agree with the definitions of applicable general education subject and/or courses as provided in the CCAF general catalog.

7.1.4. Program Elective (15 Semester Hours): Satisfied with applicable technical education; leadership, management, and military studies; or general education subjects and courses, including natural science courses meeting general education requirements application criteria. Nine semester hours of CCAF degree-applicable technical credit otherwise not applicable to this program may be applied.

**7.2. CCAF Professional Credentials.** There are two primary types of credentialing: Licensure and Certification. To learn more visit:

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

**7.3. Air Force Credentialing Opportunities On-Line (AF COOL).** The AF COOL Program is managed by the CCAF and is designed to increase an Airman’s awareness of national professional

credentialing and funding opportunities available for all Air Force 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 and funding processes, visit <https://afvec.us.af.mil/afvec/af-cool/welcome>

**7.4. Air University Associate to Baccalaureate Cooperative Program (AU-ABC Program).** Directs Airmen with 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 the enlisted member. For more information visit <https://afvec.us.af.mil/afvec/au-abc/welcome>

**8. Certification Programs.** The Under Secretary of Defense for Intelligence and Security (USD(I&S)) has established the goal of professionalizing the Defense Intelligence and Security workforce. There are several USD(I&S)-conferred and -recognized certification programs currently offered and several more in development. Each program is owned by the Functional Manager for the specified content and managed by a distinct Program Management Office. Every certification program has unique eligibility requirements, pre-requisites, test delivery platforms and contact information. Certification is not required for the awarding of or maintenance of an Intelligence Air Force Specialty Code. However, Airmen assigned to a Combat Support Agency (CSA) are encouraged to gain and maintain that CSA's specific training and certifications to further broaden their analytic tradecraft.

**8.1. 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 (USD(I&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 Defense 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/>.

**8.2. Intelligence Community Advanced Analyst Program (ICAAP).** The ICAAP was established in 2007 by the Intelligence Community Analytic Training and Education Council (ICATEC), and is designed to deepen the tradecraft skills of the Intelligence Community's analytic corps and advance the profession of intelligence analysis. ICAAP builds upon the basic tradecraft skills offered at the various IC and DoD agencies and exposes participants to the best analytic work and the processes for accomplishing it. The ICAAP's mission is to advance the intelligence analysis profession through cross-disciplinary and joint training. For more information visit: [https://intellipedia.intelink.gov/wiki/Intelligence\\_Community\\_Advanced\\_Analyst\\_Program](https://intellipedia.intelink.gov/wiki/Intelligence_Community_Advanced_Analyst_Program)

## **9. Experiential Development Opportunities**

**9.1. Computer Network Operations Development Program (CNODP).** A technically demanding three-year fellowship in the areas of secure system design, vulnerability analysis, Computer Network Defense (CND), and Computer Network Exploitation (CNE), which is tailored to each applicant to best capitalize on individual expertise. The goal of the program is to develop a cadre of technical leaders who will improve DoD Computer Network Operations (CNO) capabilities. Enlisted personnel must be E-5/E-6 with less than 14 years to be eligible to apply. For more information visit:  
<https://myfss.us.af.mil/USAFCommunity/s/view-file?id=069Rw000007IUufIAE>

**9.2. Education with Industry (EWI).** A highly competitive development program designed to improve the technical, professional, and management competencies of participating students by partnering with top tier public and private sector innovative companies. During the 10-month tour, students are embedded with an industry team to meet their career field specific desired learning objectives. Through hands on exposure to industry best practices, fellows develop the necessary competencies to build, sustain and retain a mission-ready workforce. The goal of the program is to provide fellows the expertise to implement innovative practices when they return to the Air Force, as well as understanding how to better partner with industry in the future. Timelines for applications and application requirements will be posted for each Academic Year on myFSS.

**9.3 NSA Development Programs:** The National Security Agency's development programs are highly selective and provide members with formal professional development opportunities established at the National Security Agency. These programs have been designed to prepare highly qualified, active duty, career military enlisted personnel to fill highly technical positions. Program participants are required to complete rigorous academic requirements through the nationally accredited National Cryptologic University (NCU), as well as complete experiential learning requirements through individually tailored rotational assignments within NSA. The Air Force Cryptologic Office (AFCO), in concert with the NSA/CSS Center for Professional Development, and the AFPC ISR Enlisted Assignments Team manages the NSA Development programs for all enlisted ISR Airmen.

9.3.1. Military Cryptologic Continuing Education Program (MCCEP). A career long development program managed by NSA/CSS to provide cryptologic development to 1N2XX, 1N3X1X, and 1N4XXX. Progression is based on skill proficiency, training history, and mission experience. Enrollment can be done through NSANet and VuPORT.

9.3.2. Military Language Analyst Program (MLAP). This 3-year fellowship for 1N3X1X 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. Call for packages takes place every fall with RNLTD of the following summer. The management and outplacement are directed by AFCO.

9.3.3. Middle Enlisted Cryptologic Career Advancement Program (MECCAP). 3-year fellowship for 1N2X1X, 1N3X1X, and 1N4XXX at NSA/CSS, Fort Meade, Maryland. Develops the technical and leadership skills of selected NCOs through advanced formal training and a series of individually tailored operational assignments. The program provides career broadening which develops highly skilled cryptologic managers. For further information on applying to MECCAP

contact your supervisor, unit leadership, or functional manager. Call for packages takes place every fall with RNLTD of the following summer.

## **10. Degree Programs.**

**10.1. National Intelligence University (NIU).** NIU is an accredited academic institution established by the DoD to prepare ISR professionals for Joint, Air Staff, and MAJCOM level positions. This is a center of excellence for educating military and civilian professionals and conducting and disseminating ISR-related research. The management and outplacement are directed by the CFM office. For more information visit <http://ni-u.edu/wp>.

10.1.1. Bachelor of Science in Intelligence (BSI): The BSI degree is offered through the National Intelligence University as a fourth year degree completion program that affords those students who have earned three years of undergraduate credits a means of completing their degree requirements. The 11-month intelligence curriculum consists of eleven core courses and six electives to include a summer term capstone project focusing on a current intelligence issue.

10.1.2. Master of Science in Strategic Intelligence (MSSI). The MSSI program confers a graduate degree by completing 600-and 700-level courses, plus a master's thesis on an intelligence-related topic. This program is offered on a full-time or part-time basis. All prospective National Intelligence University students must be U.S. citizens who are members of the U.S. Armed Forces or federal government employees. All applicants must possess an active TS//SCI security clearance.

10.1.3. Master of Science and Technology Intelligence (MSTI). The MSTI program confers a graduate degree by completing 600-and 700-level courses, plus a master's thesis on a science and technology intelligence topic within the selected S&T concentration that contributes to the overall knowledge base of the Intelligence Community. All prospective National Intelligence University students must be U.S. citizens who are members of the U.S. Armed Forces or federal government employees. All applicants must possess an active TS//SCI security clearance.

**10.2. Air Force Institute of Technology (AFIT).** Located at Wright-Patterson AFB, Ohio, AFIT is the Air Force's graduate school of engineering and management. AFIT is committed to providing defense-focused graduate and professional continuing education and research to sustain the technological supremacy of America's air and space forces. AFIT provides advanced education opportunities for both officer and enlisted personnel. For more information visit <http://www.afit.edu/>.

**10.3. Defense Language Institute Associate of Arts Degree.** The Defense Language Institute Foreign Language Center is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges as a specialized post-secondary institution. Students must have attended a Basic or Intermediate Course in-residence at the Monterey DLIFLC location to obtain an Associate of Arts degree. This program is not open to other DLIFLC locations or the general public. More information regarding this degree and its criteria can be found at <https://www.dliflc.edu/administration/registrar/aa-degree/>.

**10.4. Defense Language Institute Bachelor of Arts Degree.** The Defense Language Institute Foreign Language Center is fully accredited by the ACCJC of the Western Association of Schools and Colleges as a specialized post-secondary institution. 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. This program is not open to the general public. More information regarding this degree and its criteria can be found at <https://www.dliflc.edu/administration/registrar/ba-degree/>.

**11. Enlisted Development Teams (DT).** DTs are the deliberate force development steering group for the Intelligence (1N/9S) portfolio. The DT charter outlines training, education, and experience requirements and provides recommendations to best align 1N/9S Chief Master Sergeants (CMSgt) and Senior Master Sergeants (SMSgt) with critical leadership positions across the Air Force and Combatant Commands. In addition, the DT provides feedback on future developmental opportunities for Chiefs and Seniors to continue expanding their professional development within their career field. These DT recommendations are based on tiering system which consists of a hierarchy of echelons comprised of duty assignments that the member is qualified to apply for. For more information, reference the 1N/9S DT Charter located at <https://usaf.dps.mil/teams/ISR-Forces/SitePages/Home.aspx>.

## **12. Foreign Language Proficiency and Testing.**

**12.1. Standard.** While the minimum DLPT proficiency standard for a 1N3X1X to maintain their AFSC is L2/R2, the goal of every CLA should be to reach L3/R3 or above. Airmen must strive to achieve higher language proficiency levels by pursuing challenging training opportunities and developing independent language study strategies. The minimum L2/R2 DLPT standard also applies to personnel who were accepted into the AFSC without attending formal language training at DLIFLC (DLI by-pass).

**NOTE:** Air Reserve Component (ARC) Guard and Reserve CLAs must maintain the minimum proficiency standard in the language for which they are assigned in their current duty position. The waiver authority for AD, ARC Guard and Reserve are their respective CFMs.

**12.2. Testing.** The DLPT is the primary method for testing language proficiency. All CLAs, to include DLIFLC by-pass CLAs, must test annually for currency in their control language (CLANG) (see note below) unless they score L3/R3 or better. With the exception of those who are testing for the second time one year after graduation of a basic language course, CLAs scoring L3/R3 or better are required to test every two years.

12.2.1 DLPT test scores are valid through the end of the month in which the test was taken. For example, a CLA's score dated 14 JUN 26 is valid through 30 JUN 27 (or 30 JUN 28 for L3/R3), or until the CLA takes the next DLPT, if before the score expiration date.

12.2.2. CLAs are required to test one year after graduation of acquisition-level training (basic language course).

12.2.3. Multiple Languages. CLAs who have received DoD-funded acquisition-level training in more than one language are only required to meet the standard in their CLANG. For 1N3X1F CLAs, Modern Standard Arabic (MSA) is the CLANG.

12.2.3.1. Although not required, CLAs are highly encouraged to test in any other language for which they possess a capability.

12.2.4. These testing requirements are specifically for AFSC currency, please refer to DAFI 36-4005, *Total Force Language, Regional Expertise, and Culture Program* for information on Foreign Language Proficiency Bonus (FLPB) program and requirements.

12.2.5. Unless otherwise waived by the 1N3X1X D/CFM, CLAs failing to test within the required timeframe for their CLANG will be tracked as sub-proficient and enrolled in the Remedial Language Training Program. **NOTE:** The waiver authority for the ARC is the respective CFM.

12.2.5.1. Contingency Exceptions. CLAs 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 will maintain their certification for the duration of the deployment/assignment and up to 180 days after completion. CLAs whose certification will expire within 120 days of arrival at a location where such facilities are unavailable or inaccessible must retest prior to departure. CLAs must maintain currency before follow-on deployments.

12.2.5.2. SLTE Exception. A CLA returning from a SLTE whose currency expired during the SLTE may be afforded up to 45 days to re-obtain currency upon their return.

12.2.5.3. ARC Guard and Reserve CLAs are only required to test annually in the language assigned in their current duty position (or every two years if they score L3/R3 or better), though they are welcome to test in other languages.

12.2.5.4. Separation and Retirement Exemption. CLAs with an approved separation or retirement date are exempt from taking a DLPT. Members who do not have a current DLPT score during this period will not receive FLPB.

## **13. Training.**

**13.1. Language Training Activities.** In the context of this CFETP, language training activities are those designed to increase foreign language proficiency.

**13.2. Global Language Maintenance.** CLAs 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. For this reason, time and resources for independent global language maintenance must be provided to CLAs (both students and instructors) at the cryptologic schoolhouse. The ISR CFM has approved the use of the “&” symbol to identify the independent language training conducted at Goodfellow. Independent language training must include oversight by language mentors and time during the duty day for independent global language maintenance. This mentorship/training will be a part of the cryptologic course. Unlike other training requirements, this will not yield a “Go/No-Go” rating.

**13.3. Individual Language Training Plan (ILTP).** An initial ILTP for all MSgt and below CLAs must be developed before departing initial skills training at Goodfellow AFB. The ILTP will be developed by the

CLA in conjunction with their Language Mentor, supervisor, and CLPM. It will include: basic biographical information; any and all diagnostic assessments (online or otherwise); strengths and weaknesses in the language; documentation of training; and a plan for future progression within the member's control/shred language. The ILTP will be loaded to the Joint CLPM Database (JCD) or as dictated by Air Force CLP and local guidance. The ILTP will be updated annually for CLAs below L3/R3 and every two years for CLAs with L3/R3 or above and is meant to be kept updated through the CLA's career. For 1N3X1Xs who have retrained into another language shred, an ILTP must be developed within 90 days of arrival at their assigned duty station and must be updated annually thereafter. The ILTP is mandated in DoD Instruction 5160.70, section 11.

13.3.1. Documentation. All language training must be documented in the JCD or similar tracking system. It is recommended that all administrative documentation be included for clear and accurate record keeping. All training program and waiver requests will be evaluated based on the information contained in these records.

**13.4. Monthly Language Enhancement.** All MSgt and below CLAs will accomplish at least 12 hours of individual language training for their CAFSC language. Sub-proficient CLAs will adhere to the maintenance requirements of the Remedial Language Training Program, defined in section 13.6.

13.4.1. Documentation. All MSgt and below CLAs will document language training in the JCD or similar tracking system managed by local CLPM or units. All CLAs should include language-related administrative documentation with monthly language enhancement. All training program and waiver requests will be evaluated based on the information contained in these records.

**13.5. Significant Language Training Events (SLTEs).** All MSgt and below CLAs must be scheduled for an initial SLTE within 90 days of arrival at their first duty station, with a class start date not later than 12 months after date arrived station. Subsequent training events will be accomplished according to the required timeline associated with the member's DLPT score. Training courses which will enhance the member's language skills, rather than those which will maintain it, should be selected if available. SLTE attendance will be documented in the JCD.

13.5.1. CLAs who score any combination below L2+/R2+ are required to attend a SLTE every 12 months for their CLANG.

13.5.2. CLAs who score L2+/R2+ and above, but below L3/R3 are required to attend a SLTE at least every 18 months for their CLANG.

13.5.3. CLAs who score L3/R3 and above are required to attend a SLTE at least every 24 months for their CLANG.

13.5.4. Members whose scores drop below L3/R3 or L2+/R2+ will have a 6-month grace period before being considered overdue for their next SLTE.

13.5.5. Sub-proficient CLAs must adhere to the SLTE requirements of the Remedial Language Training Program.

**NOTE:** ARC CLAs 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 36 months.

<b>Active Duty SLTE Frequency Timeline</b>	
<b>DLPT SCORE</b>	<b>Frequency</b>
At least 2/2	12 Months
At least 2+/2+	18 Months
3/3 and above	24 Months

<b>ARC SLTE Frequency Timeline</b>	
<b>DLPT SCORE</b>	<b>Frequency</b>
At least 2/2	18 Months
At least 2+/2+	18 Months
3/3 and above	36 Months

13.5.6. Initial SLTEs. Members arriving to their first duty station after completion of initial or re-language training will be enrolled in a SLTE within their first year on station. The desired learning outcome of this initial SLTE should be focused on language enhancement, not language maintenance.

13.5.7. Training Delays. Any CLA who cannot meet the required SLTE schedule will route a Training Delay Waiver (TDW) to AFCO-CF for approval. The CLA’s unit will annotate justification prior to expiration of the current SLTE.

13.5.8. 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 1N3X1X position at an operational unit. If the member does not regain proficiency in six months they will be enrolled in RLTP.

**13.6. Remedial Language Training Program (RLTP).** The purpose of RLTP is to return sub-proficient CLAs to the minimum proficiency standards as soon as possible. All MSgt and below CLAs who fail to meet the minimum proficiency standard in their CLANG will enter into RLTP status. Enrollment in RLTP shall not exceed 13 months unless an extension is granted in accordance with section 13.6.3.

13.6.1. RLTP Process.

13.6.1.1. Entry. Official entry into RLTP will be recognized from the date the CLA records a sub-proficient score on the DLPT or fails to test within required timelines. CLPMs should document RLTP entry to provide situational awareness to the CLA and their chain of command. Lack of an RLTP entry documentation does not preclude adherence to the 13-month remedial timeline.

13.6.1.2. Interview/Assess. Once a CLA enters remedial status, CLPMs will interview the supervisor and the CLA within 10 duty days to determine reasons for failure, provide guidance, and ensure completion of an in-person or web-based diagnostic language assessment.

13.6.1.3. Revise ILTP. Using diagnostic assessment results, the CLA and their supervisor, in coordination with a language mentor and CLPM, will revise member's existing ILTP. The ILTP should be discussed during Performance Feedback sessions. At a minimum, the ILTP will include 12 hours per month of directed, supervised, tailored language training and one SLTE or comparable training event designed to bring the member back within AFSC standards.

13.6.1.4. Schedule for Training. Within 60 days of recording a sub-proficient DLPT score, CLAs will be scheduled for a Remedial Language Training Event. This training will begin no later than 6 months of entry into RLTP. If training cannot begin within the 6-month timeline, CLPMs and Commanders should follow the training delay waiver steps in paragraph 13.5.8

13.6.1.5. Retesting. While on RLTP, members will DLPT as frequently as regulation allows. CLAs who retest and attain the minimum proficiency standard will be removed from the RLTP. Extenuating circumstances negatively affecting RLTP progress shall be annotated in training records.

13.6.1.5.1. ARC Guard and Reserve. Once a sub-proficient DLPT/OPI score is recorded by an ARC Guard/Reserve CLA, the interview should be conducted within 60 days. The ILTP will include at a minimum one SLTE or comparable training within 120 days of the sub-proficient diagnostic assessment. CLAs who retest and attain the minimum proficiency standard will be removed from the RLTP for that language/dialect. The ILTP should be revised at this time to ensure the CLA does not again fall below the minimum proficiency standard in that language/dialect. A CLA who is not proficient in the language/dialect assigned in the current duty position shall neither volunteer for nor be considered for deployments. Extenuating circumstances negatively affecting RLTP progress shall be annotated in training records. The appointed CLPM must work closely with the respective ARC Guard and Reserve CFM for any exception to this policy. (Note: The commander may, in the best interest of the Air Force, elect non-enrollment or disenrollment from RLTP to pursue appropriate reclassification or separation actions.)

13.6.1.6. PCS/Deployment. CLAs who PCS while enrolled in remedial status will transfer in status. A CLA who is not proficient in the language tied to their CAFSC will not volunteer for or be considered for deployments.

## **13.6.2 Post RLTP.**

13.6.2.1. Subsequent DLPT Testing. CLAs who regain proficiency and are removed from RLTP status will be required to take an additional SLTE within 13 months of regaining proficiency, regardless of their new score. Their ILTP should be revised at this time to ensure the CLA does not again fall below the minimum proficiency standard in that language.

13.6.2.2. Reclassification/Separation Actions. For those CLAs who fail to regain proficiency and remain below standards within a 13-month period, Commanders must consider reclassification, administrative separation, or an exception to policy within 30 days as outlined in 13.6.3.

13.6.2.2.1. Awaiting Reclassification. Members unable to meet the minimum proficiency requirements will be removed from the 1N3X1X AFSC. DAFMAN 36-2100, *Utilization and Classification of Military Personnel*, contains procedures for reclassification actions. CLAs awaiting reclassification are not required to adhere to testing, training, or proficiency standards, however, if a member achieves the minimum standard while awaiting reclassification, they may request reinstatement of the 1N3X1X AFSC from the CFM. **NOTE:** For ARC Guard and Reserve CLAs, reclassification will be processed within 120 days, unless otherwise determined by the respective Guard or Reserve CFM.

13.6.3. Waiver Consideration. In the event of significant extenuating circumstances, the CLA may be submitted for waiver consideration to continue in their AFSC for up to, but not to exceed, an additional six months to retest and attain proficiency. The commander, CLPMs and SMEs should immediately interview the supervisor and the CLA to determine whether a waiver is desired and/or warranted. The commander will determine whether to submit a waiver request by evaluating the member's ILTP/RLTP records and provide input to the waiver request. Requests for waivers must be submitted to the CFM through 16AF/AFCO-CF for approval within 30 days upon completion of RLTP. If a waiver is granted by the CFM, the CLA will be considered for decertification from mission positions requiring language proficiency and shall 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 160-hour SLTE. An additional 160-hour SLTE may occur within the six-month waiver timeframe. CLAs that retest at the end of six months and demonstrate continued sub-proficiency will be immediately processed for reclassification or separation in accordance with DAFMAN 36-2100. CLAs that retest and attain the minimum proficiency standards will be removed from the RLTP for that language and, if decertified, be reinstated as appropriate. A CLA's ILTP will be revised at that time to ensure the CLA does not again fall below the minimum proficiency standard.

13.6.4. Repeated Failures. Commanders will consider AFSC disqualification for MSgt and below CLAs for a failed DLPT three times within five years for the same language following the award of the 3 level. **NOTE:** ARC Guard and Reserve commanders and units will work closely with the respective CFM for administrative actions for MSgt and below CLAs.

## **Section C - Skill Level Training Requirements**

**14. 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 identified in the STS at Part 2, Section A and B of this CFETP.

**14.1. Airman'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. Airman's Foundational Competencies can be found in AFH 36-2647.

**15. Specialty Qualification Requirements.** This information supplements the DAFECD. AFS-specific specialty qualifications can be found in the DAFECD.

**16. 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 Air Force Intelligence 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 1N3X1X, Cryptologic Language Analyst occupational competencies and the Air Force's foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

**16.1. 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.

**16.2. 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 Cryptologic Language Analyst 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.

16.2.1. 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.

Competency	Sub-Competency	Sub-Competency Description
Airmen Development	Leadership	Setting the vision and goals that motivate and inspire others to advance the mission while managing risk and demonstrating emotional intelligence and objectivity to genuinely invest in people, foster teams, and nurture the organizational climate.
	Training	Teaching or developing, oneself and others, the Knowledge, Skills, Abilities, and Other characteristics (KSAOs) to enhance performance and potential.
Engagement	Collaboration	The deliberate exchange of information, ideas, expertise, and best practices to build relationships, bridge gaps, and improve effectiveness in order to execute mission objectives across all levels of organization.
	Communication	Effectively presenting, promoting, and prioritizing ideas verbally and non-verbally through active listening, clear messaging, and tailoring information to the appropriate audience.
Management	Resource Management	Processes and techniques used to ensure resources are available and appropriately utilized to achieve desired outcomes.
	Program Management	The process of organizing and resourcing programs, functions, or projects for organizational performance and compliance.
Data Literacy	Data Literacy	The ability to gather, read, evaluate, manage, and use structured and unstructured data in the production of intelligence.
Trade Craft	Language Ops	Developing and applying global and cryptologic language skills to execute mission objectives.
	Analysis and Production	The process of gathering, interpreting, and disseminating information to develop target knowledge through cryptologic tradecraft.

Figure 3. 1N3X1X, Cryptologic Language Analyst, Occupational Competency Model

16.2.2. Occupational Competency Rubric. After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of a 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 the (1N3X1X) career field.

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	- Manages analysis and production tradecraft expansion with partners and development of future tools to close intelligence gaps - Develops targeting/collection methodologies, tactics, and systems to establish analytic and production standards
Sub-Competency	Advanced Depth of Knowledge: Established practices of all workplace elements	- Institutes analytic tradecraft acquired through external opportunities (e.g. NIU, MCCEP, MLAP) to expand mission capabilities - Disseminates DAF and/or partner agency intelligence by providing a thorough, final review of intelligence reporting
Analysis and Production		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	- Manages mission tasking, analysis, and production of workcenter to facilitate target development - Develops working aids and tools to train analysts in order to improve workflow and analytic relevance - Performs quality control of intelligence products to adhere to mission requirements - Determines appropriate tools, formats, and methods to inform decisions and meet customer requirements
The process of gathering, interpreting, and disseminating information to develop target knowledge through cryptologic tradecraft		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	- Applies mission tasking and tradecraft methodologies to facilitate target development - Recognizes intelligence knowledge gaps to refine analytic focus - Conducts thorough research to determine the credibility of underlying sources, methods and data
Analytical Thinking Communication Creative Thinking Decision Making		

Figure 4. 1N3X1X, Cryptologic Language Analyst, Occupational Competency Rubric for Analysis and Production

16.2.3. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in figure 5a-c.

<b>Competency</b>	←	The competency section states the competency group.
Tradecraft		
<b>Sub-Competency</b>	←	The sub-competency section states the narrower category that forms part of the competency group.
Analysis and Production		<b>Note:</b> Some models may only consist of a competency and not include a sub-competency.
<b>Description</b>	←	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 gathering interpreting and disseminating information to develop target knowledge through cryptologic tradecraft		

<b>Supporting Competencies</b>	←	<p>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 attribute to higher successful performance within the sub-competency.</p>
<p>Analytical Thinking Communication Creative Thinking Decision Making</p>		

Figure 5a. Competency Rubric Section 1.

<b>Proficiency Levels</b>	←	<p>The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.</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 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>Some of the criteria (e.g. depth of knowledge, consistency of application/complexity, and thinking challenge) allow an individual to become an expert through the experience gained in a particular job and over 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>While other criteria (e.g. scope, impact, and reach of influence) require 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>
<p style="text-align: center;"><i>Expert</i></p> <p><b>Depth of Knowledge:</b> New practices/concepts and theories of all workplace elements; is a credible resource in this area</p>		
<p style="text-align: center;"><i>Advanced</i></p> <p><b>Depth of Knowledge:</b> New practices of all workplace elements</p>		
<p style="text-align: center;"><i>Intermediate</i></p> <p><b>Depth of Knowledge:</b> Established practices of all workplace elements</p>		
<p style="text-align: center;"><i>Basic</i></p> <p><b>Depth of Knowledge:</b> Established practice with some workplace elements</p>		

Figure 5b. Competency Rubric Section 2.

<b>Observable Behaviors</b>	←	<p>The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p> <p>They provide objective evidence that the individual possesses the competency level,</p>
<ul style="list-style-type: none"> <li>- Manages analysis and production tradecraft expansion with partners and development of future tools to close intelligence gaps</li> <li>- Develops targeting/collection methodologies, tactics, and systems to establish analytic and production standards</li> </ul>		
<ul style="list-style-type: none"> <li>- Contextualizes target actions and intentions by leveraging language, regional, and cultural insight</li> <li>- Institutes analytic tradecraft acquired through external opportunities (e.g. NIU, MCCEP, MLAP) to expand mission capabilities</li> </ul>		

<ul style="list-style-type: none"> <li>- Disseminates DAF and/or partner agency intelligence by providing a thorough, final review of intelligence reporting</li> </ul>		<p>and shows what effective performance looks like.</p> <p>The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.</p>
<ul style="list-style-type: none"> <li>- Manages mission tasking, analysis, and production of workcenter to facilitate target development</li> <li>- Develops working aids and tools to train analysts in order to improve workflow and analytic relevance</li> <li>- Performs quality control of intelligence products to adhere to mission requirements</li> <li>- Determines appropriate tools, formats, and methods to inform decisions and meet customer requirements</li> </ul>		
<ul style="list-style-type: none"> <li>- Applies mission tasking and tradecraft methodologies to facilitate target development</li> <li>- Recognizes intelligence knowledge gaps to refine analytic focus</li> <li>- Conducts thorough research to determine the credibility of underlying sources, methods and data</li> </ul>		

Figure 5c. Competency Section 3.

**16.3.** Another key component within the rubric is the supporting competencies. 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. These elements come together to ensure we develop Airmen who are better prepared, present and future mission focused, and ready to succeed in any situation. Additionally, DAFMAN 36-2643, *Air Force Mentoring Program*, has information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

**16.4. 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 in order to attain a 3-, 5-, and 7-skill levels. 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 Cryptologic Language Analyst community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

16.4.1. Below are the competency rubrics for the 1N3X1X, Cryptologic Language Analyst, career field.

Competency	Proficiency Levels	Observable Behaviors
Airman Development	<i>Expert</i> Reach of Influence: MAJCOM/AF-Level/Industry	<ul style="list-style-type: none"> <li>- Develops strategic vision to posture the force for/ensuring future mission success</li> <li>- Establishes leadership policy, doctrine, competencies, and expectations to develop opportunities for all members across the enterprise (e.g., DoD, Joint, IC, Civilians, Contractors)</li> </ul>
<b>Sub-Competency</b>	<i>Advanced</i> Reach of Influence Wing/Institutional	<ul style="list-style-type: none"> <li>- Creates opportunities for the advancement of personnel and ensures mentorship at all levels</li> <li>- Mentors and prepares supervisors to effectively lead teams</li> <li>- Translates intent into actionable objectives to build trust and understanding across the organization</li> <li>- Serves as the conduit between upper echelon and Airmen</li> <li>- Advances organizational climate to optimize effectiveness</li> </ul>
Leadership		
<b>Description</b>	<i>Intermediate</i> Reach of Influence Unit/Groups	<ul style="list-style-type: none"> <li>- Communicates leadership intent down to the lowest level</li> <li>- Fosters a professional climate by supporting, mentoring, and coaching personnel</li> <li>- Leads personnel or teams within a unit by providing the appropriate feedback and development opportunities for subordinates</li> <li>- Mitigates risk at lowest level, elevates all other risk to appropriate authority</li> </ul>
Genuinely investing in Airmen's personal and professional well-being, while providing guidance, managing risk, nurturing the organizational climate, and empowering others		
<b>Supporting Competencies</b>	<i>Basic</i> Reach of Influence Individuals	<ul style="list-style-type: none"> <li>- Maintains individual accountability to successfully execute all duties, instructions, and responsibilities while proactively seeking feedback for self-improvement</li> <li>- Encourages peer accountability and motivates others to seek and receive feedback for self-improvement</li> <li>- Contributes to a professional climate and culture by supporting leaders' decisions</li> <li>- Identifies and elevates issues through appropriate chain of command</li> </ul>
Change Management Communication Decision Making Develops People		

Figure 6. 1N3X1X Leadership Competency Rubric

Competency	Proficiency Levels	Observable Behaviors
Airman Development	<b>Expert</b> Reach of Influence: MAJCOM/AF-Level/Industry	<ul style="list-style-type: none"> <li>- Represents MAJCOM/Air Force equities on joint and service training working groups and panels to maintain relevance of formal training schools</li> <li>- Establishes Air Force/Inter-Agency training requirements to meet force development requirements</li> <li>- Recommends or authors policy and guidance for training</li> <li>- Leverages commercial and Joint, Inter-agency, Inter-governmental, and Multi-national (JIIM) partners for training strategy</li> </ul>
<b>Sub-Competency</b>	<b>Advanced</b> Reach of Influence: Wing/Institutional	<ul style="list-style-type: none"> <li>- Manages training program by leveraging traditional and/or non-traditional (e.g., vendor, sister-service, inter-agency) training</li> <li>- Develops training strategy and requirements to achieve training and mission objectives</li> <li>- Advocates for resources to train and develop personee</li> </ul>
Training		
<b>Description</b>	<b>Intermediate</b> Reach of Influence: Unit/Groups	<ul style="list-style-type: none"> <li>- Trains members to standards to enable successful mission execution</li> <li>- Adjusts use of instructional techniques to enhance training delivery</li> <li>- Updates training records to document training status</li> <li>- Identifies barriers, issues, and concerns to recommend changes in training curriculum</li> <li>- Develops desired learning objectives and knowledge checks to achieve learning outcomes</li> <li>- Provides feedback to instructors/trainers on instructional methodologies</li> </ul>
Teaching or developing, oneself and others, the knowledge, skills, abilities, and other characteristics to enhance performance and potential		
<b>Supporting Competencies</b>	<b>Basic</b> Reach of Influence: Individuals	<ul style="list-style-type: none"> <li>- Applies and utilizes training resources to increase development of competencies</li> <li>- Provides feedback of training material to improve future training requirements</li> <li>- Reviews and updates personal training records for documentation validity</li> </ul>
Communication Develops People Analytical Thinking Initiative		

Figure 7. 1N3X1X Training Competency Rubric

Competency	Proficiency Levels	Observable Behaviors
Engagement	<b>Expert</b>  Scope: Integration with AF-level/within industry	- Synchronizes multi-organizational analytical efforts to provide decision advantage - Formalizes new relationships and processes to facilitate mission execution in response to dynamic requirements
<b>Sub-Competency</b>	<b>Advanced</b>  Scope: Integration with organizational strategies	- Evaluates gaps and creates alternative methods to improve collaborative processes - Leverages subject matter expertise with partners to identify and solve complex, cross-organizational challenges - Establishes new partnerships and analytic exchanges to identify opportunities for process improvement and/or mission advancement
Collaboration		
<b>Description</b>	<b>Intermediate</b>  Scope: Integration with concerned areas	- Leverages diverse functional relationships to align intelligence capabilities with changing mission requirements - Forges new relationships to foster collaboration and synchronize efforts
The deliberate exchange of information, ideas, expertise, and best practices to build relationships, bridge gaps, and improve effectiveness in order to execute mission objectives across all levels of organization.		
<b>Supporting Competencies</b>	<b>Basic</b>  Scope: Functional Area	- Complies with analytic outreach guidance to refine assessments, identify alternative perspectives, and validate member's assessments - Utilizes existing inter and intra-organizational relationships to align intelligence capabilities with routine mission requirements
Communication Relationship Building Organizational Awareness Teamwork		

Figure 8. 1N3X1X Collaboration Competency Rubric

Competency	Proficiency Levels	Observable Behaviors
Engagement	<p><b>Expert</b></p> <p>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency</p>	<ul style="list-style-type: none"> <li>- Coaches, mentors, and guides others on effective communication technique</li> <li>- Creates written policies governing major functional processes and procedures</li> <li>- Provides explanations on issues of significant depth or breadth of content to advise planning and decision making</li> </ul>
Sub-Competency	<p><b>Advanced</b></p>	<ul style="list-style-type: none"> <li>- Provides direction for accomplishing intricate mission objectives</li> <li>- Responds to impromptu inquiries in order to represent assigned mission or organization</li> <li>- Instructs and evaluates others on effective communication techniques to improve team capabilities, create new professionals, or guide individuals</li> <li>- Dynamically formulates arguments to influence outcomes</li> </ul>
Communication	<p>Consistency of Application: Sustained application of competency over time in complex situations</p>	
<p><b>Description</b></p> <p>Effectively presenting, promoting, and prioritizing ideas verbally and non-verbally through active listening, clear messaging, and tailoring information to the appropriate audience</p>	<p><b>Intermediate</b></p> <p>Consistency of Application: Sustained application of competency over time in a variety of situations</p>	<ul style="list-style-type: none"> <li>- Receives and interprets all types of communication with the intent of scrutinizing content and/or gaining different perspectives</li> <li>- Accurately and succinctly articulates intelligence to inform decision makers</li> <li>- Tailors methods of sharing complex or technical concepts to meet audience understanding of subject matter</li> </ul>
<p><b>Supporting Competencies</b></p> <p>Communication Organizational Awareness Teamwork Flexibility</p>	<p><b>Basic</b></p> <p>Consistency of Application: Sustained application of competency over time</p>	<ul style="list-style-type: none"> <li>- Recognizes and employs appropriate communication tools (e.g., email, video-call, teleconference) to target audiences for given situation</li> <li>- Provides information that is understandable and useable</li> <li>- Uses appropriate visualization tools to amplify communication</li> </ul>

Figure 9. 1N3X1X Communication Competency Rubric

Competency	Proficiency Levels	Observable Behaviors
Management	<b>Expert</b> Impact on: AF-level practices/within industry	<ul style="list-style-type: none"> <li>- Steers doctrine and policy for long-range planning efforts and future concepts</li> <li>- Influences senior leaders to sustain resources or address gaps</li> <li>- Forecasts emerging manpower needs and ensures sufficient manpower for future mission accomplishment (e.g., Planning, Programing, Budgeting &amp; Execution process (PPB&amp;E), accessions, retraining, etc.)</li> </ul>
<b>Sub-Competency</b>	<b>Advanced</b> Impact on: Management decisions	<ul style="list-style-type: none"> <li>- Advises operational and tactical leaders on fielding of resources</li> <li>- Manages capability portfolios to align with allocated budget</li> <li>- Utilizes PPB&amp;E to meet ISR requirements</li> <li>- Creates, reviews, and routes billet change requests to ensure appropriate skills, ranks, and experience is in place for mission accomplishment</li> </ul>
Resource Management		
<b>Description</b>	<b>Intermediate</b> Impact on: Specific workplace projects	<ul style="list-style-type: none"> <li>- Advocates for resources to address or prevent mission degradation</li> <li>- Analyzes resource utilization to validate, prioritize, and deconflict project requirements for the fiscal year execution plan and future requirements</li> <li>- Manages work center resources for mission execution</li> <li>- Identifies future manning requirements within assigned work center and initiates and/or recommends courses of action to decision makers</li> </ul>
Processes and techniques used to ensure necessary resources are available and appropriately utilized to achieve desired outcomes		
<b>Supporting Competencies</b>	<b>Basic</b> Impact on: Specific workplace tasks	<ul style="list-style-type: none"> <li>- Identifies and elevates resource needs (e.g., material, equipment, time, asset) to execute mission requirements</li> <li>- Utilizes resources appropriately to accomplish assigned tasks and prevent damage, fraud, waste and abuse</li> </ul>
Resource Management Organizational Awareness Communication Decision Making		

Figure 10. 1N3X1X Resource Management Competency Rubric

Competency	Proficiency Levels	Observable Behaviors
Management	<b>Expert</b> Reach of Influence: MAJCOM/AF-Level/Industry	<ul style="list-style-type: none"> <li>- Creates and disseminates program guidance to meet organizational needs</li> <li>- Advocates for and/or directs change to improve program management across the enterprise</li> <li>- Inspects programs and processes to ensure compliance with service and national policy</li> </ul>
<b>Sub-Competency</b>	<b>Advanced</b> Reach of Influence: Wing/Institutional	<ul style="list-style-type: none"> <li>- Shapes future program requirements and standards in response to evolving mission requirements</li> <li>- Defines and evaluates program policy and guidance to ensure alignment with mission requirements</li> <li>- Leads in the integration of multiple projects to achieve collective objectives</li> </ul>
Program Management		
<b>Description</b>	<b>Intermediate</b> Reach of Influence: Unit/Groups	<ul style="list-style-type: none"> <li>- Develops and implements program policy and guidance to ensure alignment with mission requirements</li> <li>- Recommends policy and guidance waivers or changes for evolving requirements</li> <li>- Identifies trends and presents courses of action to resolve challenges or discrepancies within a program</li> </ul>
The process of organizing and resourcing programs, functions, or projects for organizational performance and compliance		
<b>Supporting Competencies</b>	<b>Basic</b> Reach of Influence: Individuals	<ul style="list-style-type: none"> <li>- Follows established procedures to execute program functions</li> <li>- Informs stakeholders of program status, shortfalls, timeline, and resource requirements to guide decision-making</li> <li>- Uses established security procedures to safeguard and protect classified information</li> </ul>
Accountability Analytical Thinking Change Management Communication		

Figure 11. 1N3X1X Program Management Competency Rubric

Competency	Proficiency Levels	Observable Behaviors
Data Literacy	<p><i>Expert</i></p> <p>Depth of Knowledge: New practices/concepts and theories of all workplace elements; a credible resource in this area</p>	<ul style="list-style-type: none"> <li>- Develops data architectures to support enterprise-wide data availability</li> <li>- Collaborates with developers to improve automation methodologies and technologies</li> <li>- Facilitates integration of organization, DAF, and external partner data to establish standards</li> </ul>
<b>Sub-Competency</b>	<p><i>Advanced</i></p> <p>Depth of Knowledge: New practices of all workplace elements</p>	<ul style="list-style-type: none"> <li>- Implements data sharing procedures and strategies to facilitate effective inter-system and/or inter-organizational data sharing</li> <li>- Streamlines workflows by developing automation strategies and validating AI/ML requirements and solutions</li> <li>- Creates new programs/tools to automate manual functions</li> </ul>
Data Literacy		
<b>Description</b>	<p><i>Intermediate</i></p> <p>Depth of Knowledge: Established practice of all workplace elements</p>	<ul style="list-style-type: none"> <li>- Correlates data to identify trends and conduct analysis</li> <li>- Applies standard data schemas to unstructured or incomplete data to ensure usability and interoperability with databases</li> <li>- Audits databases to ensure data quality and compliance with applicable data standards</li> </ul>
The ability to gather, read, evaluate, manage, and use structured and unstructured data in the production of intelligence.		
<b>Supporting Competencies</b>	<p><i>Basic</i></p> <p>Depth of Knowledge: Established practice with some workplace elements</p>	<ul style="list-style-type: none"> <li>- Queries and manipulates data for intelligence production</li> <li>- Develops data literacy knowledge to increase efficiency in extracting intelligence value from data</li> <li>- Utilizes workflow automation programs to assist intelligence production</li> </ul>
Digital Literacy Analytical Thinking Information Seeking Communication		

Figure 12. 1N3X1X Data Literacy Competency Rubric

Competency	Proficiency Levels	Observable Behaviors
Tradecraft	<p><b>Expert</b></p> <p>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency</p>	<ul style="list-style-type: none"> <li>- Leverages target language and cultural expertise to advise senior leaders and decision-makers</li> <li>- Structures organization's language processing and exploitation capabilities to ensure support to operational and contingency plans</li> <li>- Develops language, cultural, and operational training to ensure continuation of mission operations</li> </ul>
Sub-Competency	<p><b>Advanced</b></p> <p>Consistency of Application: Sustained application of competency over time in complex situations</p>	<ul style="list-style-type: none"> <li>- Provides quality review of language products to support mission execution</li> <li>- Processes complex authentic material to characterize target operations and intentions</li> <li>- Validates language improvement programs to promote advancement and increase operator effectiveness</li> <li>- Leverages linguistic and cultural expertise to inform holistic target development and mission priorities</li> </ul>
Language Ops		
Description	<p><b>Intermediate</b></p> <p>Consistency of Application: Sustained application of competency over time in a variety of situations</p>	<ul style="list-style-type: none"> <li>- Processes some advanced language (i.e. slang, colloquialisms, profession specific) in non-routine conditions and uses operational knowledge to characterize target operations and intentions</li> <li>- Facilitates and delivers target language training to enhance team operational effectiveness</li> <li>- Evaluates machine-generated language products to assist mission execution tool development</li> </ul>
Developing and applying global and cryptologic language skills to execute mission objectives		
Supporting Competencies	<p><b>Basic</b></p> <p>Consistency of Application: Sustained application of competency over time</p>	<ul style="list-style-type: none"> <li>- Maintains target language proficiency to ensure routine operational capability</li> <li>- Processes target language data according to established standards to meet mission objectives and enable data-flow processes</li> <li>- Applies language capabilities to discover potential target areas or entities for further analysis</li> </ul>
Analytical Thinking Creative Thinking Decision Making Digital Literacy		

Figure 13. 1N3X1X Tradecraft Competency, Language Ops Sub-Competency Rubric

Competency	Proficiency Levels	Observable Behaviors
Tradecraft	<i>Expert</i>  Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	- Manages analysis and production tradecraft expansion with partners and development of future tools to close intelligence gaps - Develops targeting/collection methodologies, tactics, and systems to establish analytic and production standards
<b>Sub-Competency</b>	<i>Advanced</i>  Depth of Knowledge: New practices of all workplace elements	- Institutes analytic tradecraft acquired through external opportunities (e.g. NIU, MCCEP, MLAP) to expand mission capabilities - Disseminates DAF and/or partner agency intelligence by providing a thorough, final review of intelligence reporting
Analysis & Production		
<b>Description</b>	<i>Intermediate</i>  Depth of Knowledge: Established practices of all workplace elements	- Manages mission tasking, analysis, and production of workcenter to facilitate target development - Develops working aids and tools to train analysts in order to improve workflow and analytic relevance - Performs quality control of intelligence products to adhere to mission requirements - Determines appropriate tools, formats, and methods to inform decisions and meet customer requirements
The process of gathering, interpreting, and disseminating information to develop target knowledge through cryptologic tradecraft		
<b>Supporting Competencies</b>	<i>Basic</i>  Depth of Knowledge: Established practice with some workplace elements	- Applies mission tasking and tradecraft methodologies to facilitate target development - Recognizes intelligence knowledge gaps to refine analytic focus - Conducts thorough research to determine the credibility of underlying sources, methods and data
Analytical Thinking Communication Creative Thinking Decision Making		

Figure 14. 1N3X1X Tradecraft Competency, Analysis and Production Sub-Competency Rubric

**17. Training Decisions.** The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the Cryptologic Language Analyst 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. A task is a unit of work activity or operation which forms a significant part of a duty. These 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 for future challenges. The following decisions were made as a result of close coordination between HQ AETC, 2AF Technical Training, schoolhouse instructors and staff, field SMEs, functional managers and the CFM. The final training requirements are then approved by the Career Field Manager.

**17.1.** The 1N3X1X Planning Workshop was held at Goodfellow AFB in May 2024. Subject Matter Experts from ACC, AETC, AFDW, AFGSC, AFRC, AFSOC, ANG, PACAF, and USAFE sought to develop the learning outcomes for the 1N3X1X Occupational Competency Model. This was accomplished by reverse engineering the behaviors found in the Cryptologic Language Analyst occupational competency model and then by asking “what does an Airman need to know and be able to do in order to master a specific behavior?”. The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. Formal training will be codified by using the behavioral statement coding system for the STS as opposed to the proficiency code key. As a result, each line item

will consist of a verb and the coding system for formal training will only use P (performance), K (knowledge), and pk (performance-knowledge).

**17.2.** The CFETP Part II identifies nine (9) sub-competencies. Each competency is further broken down into the following proficiency levels; basic, intermediate, advanced, and expert. The proficiency levels are not tied to a specific rank or position. Additionally, each occupational competency has supporting competencies tied to them. The supporting competencies can allow Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission capabilities, mission readiness, and mission success for the agile, future thinking Airman. 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 1N3X1X competencies.

**17.3.** The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Cryptologic Language Analyst 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 the National Geospatial Intelligence Agency’s NGA Campus East (NCE) in Springfield, Virginia.

17.3.1. Apprentice (3-Level) Training. The AFSC-specific Apprentice Course serves as the initial skills course and must be completed to be awarded a 1N/9S AFSC. Initial skills in this specialty consist of the tasks and knowledge provided in the respective 3-skill level initial skills courses; 1N/9S initial skills courses are located at Goodfellow AFB, TX and NAS Pensacola Corry Station, FL. Individuals must complete their initial skills course to be awarded their 1N/9S AFSC.

KNOWLEDGE	Knowledge is mandatory of: a designated foreign language; global communication network technologies; global communication methods; collection and processing equipment; collection and analysis techniques; procedures for processing and distributing intelligence data; directives for handling, distributing, and safeguarding military information; tactics, techniques, and procedures of adversary forces; and organization of the national intelligence structure and customers.
EDUCATION	For entry into this specialty, prior foreign language education, training or experience is desirable, though not required.
TRAINING	Documented foreign language proficiency of L2/R2 on the Defense Language Proficiency Test (DLPT) or Oral Proficiency Interview (OPI) equivalent score is mandatory. Completion of a designated Cryptologic Language Analyst Initial Skills Course is mandatory.
EXPERIENCE	None required.
OTHER	For award and retention of AFSC, no record of history of temporomandibular joint disorder or pain can exist.  Must obtain minimum score of 75 on the Predictive Success Model (PSM) or demonstrated proficiency in a DoD-trained acquisition language with an

	<p>L2/R2 or better on the DLPT or OPI equivalent for which accession was approved by AF Career Field Manager (e.g. DLI by-pass).</p> <p>Prior Service, who previously held 1N3X1X AFS, and sister-service equivalent members must demonstrate at least L2/R2 on the DLPT within the past 12 months prior to accession.</p> <p>Must maintain eligibility to deploy and mobilize worldwide.</p> <p>Ability to type at a rate of 25 words per minute.</p> <p>When required for a current or pending assignment, must successfully complete a Counter- Intelligence (CI) polygraph examination and meet all customer access eligibility requirements.</p> <p>Airmen unable to access mission, systems and/or facilities after 12 months of investigation/security screening will be considered for retraining or separation. Must maintain local network access IAW AFI 17-130, Cybersecurity Program Management and DAFMAN 17-1301, Computer Security.</p> <p>Specialty requires routine access to Tier 5 (T5) information, systems, or similar classified environment. Completion and favorable adjudication of a current T5 Investigation IAW DoDMAN 5200.02, DAFMAN 16-1405, Air Force Personnel Security Program, is mandatory.</p> <p>NOTE: Award of the entry level without a completed T5 Investigation is authorized provided an interim Top Secret security clearance has been granted according to DoDM 5200.02, AFMAN 16 -1405.</p>
IMPLEMENTATION	Attendance at the career field-specific Apprentice course is mandatory for award of the 3-skill level unless waived by the 1N/9S CFM.

17.3.2. Journeyman (5-Level) Training. To qualify for award of the 5-skill level, Airmen must: (1) complete duty position qualification training; (2) complete the B-CDP; (3) complete UGT; (4) meet mandatory requirements listed in the specialty description in the DAFECD and CFETP; and (5) be recommended by their supervisor and approved by their commander. UGT consists of completing duty position training, certification on all specified core task training, and appropriate courses as outlined in the CFETP. **\*Note:** ARC requires a minimum of 12 months in upgrade training (9 months for retrainees). HQ AFRC/ANG is the authority for time-in-training waivers for the ARC. For AFRC personnel, time-in-training waivers are reviewed by AFRC/A1 and channeled through the AFRC/MFM for a final decision utilizing the Classification Waiver Guide. For ANG personnel, guidance on time-in-training waivers is identified in the ANG Classification Waiver Guide.

KNOWLEDGE	<p>Knowledge is mandatory of: a designated foreign language; global communication network technologies; global communication methods; collection and processing equipment; collection and analysis techniques;</p>
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	procedures for processing and distributing intelligence data; directives for handling, distributing, and safeguarding military information; tactics, techniques, and procedures of adversary forces; and organization of the national intelligence structure and customers.
TRAINING	Completion of B-CDP
EXPERIENCE	Qualification in and possession of 1N331X AFSC. Completion of and certification in all 5-level STS core tasks. Completion of applicable AFJQSs/AFQTPs. Completion of all local tasks assigned for the duty position. There is no minimum Time in Training requirement.
OTHER	For award and retention of AFSC, no record of history of temporomandibular joint disorder or pain can exist. Must obtain minimum score of 75 on the Predictive Success Model (PSM) or demonstrated proficiency in a DoD-trained acquisition language with an L2/R2 or better on the DLPT or OPI equivalent for which accession was approved by AF Career Field Manager (e.g. DLI by-pass). Prior Service, who previously held 1N3X1X AFS, and sister-service equivalent members must demonstrate at least L2/R2 on the DLPT within the past 12 months prior to accession. Must maintain eligibility to deploy and mobilize worldwide. Demonstrated proficiency in a DoD-trained acquisition language with an L2/R2 or better on the DLPT or OPI equivalent for which accession was approved by CFM (e.g. DLI by-pass). Ability to type at a rate of 25 words per minute. When required for a current or pending assignment, must successfully complete a Counter- Intelligence (CI) polygraph examination and meet all customer access eligibility requirements. Airmen unable to access mission, systems and/or facilities after 12 months of investigation/security screening will be considered for retraining or separation. Must maintain local network access IAW AFI 17-130, Cybersecurity Program Management and DAFMAN 17-1301, Computer Security. Specialty requires routine access to Tier 5 (T5) information, systems, or similar classified environment. Completion and favorable adjudication of a current T5 Investigation IAW DoDMAN 5200.02, DAFMAN 16-1405, Air Force Personnel Security Program, is mandatory. NOTE: Award of the entry level without a completed T5 Investigation is authorized provided an interim Top Secret security clearance has been granted according to DoDM 5200.02, AFMAN 16 -1405.
IMPLEMENTATION	Entry into 5-skill level UGT is initiated after the individual has completed 3-level basic skills training. Upon entry into UGT, personnel will undergo OJT to become certified in all 5-skill level core tasks reflected in the STS. Students must also complete the Intelligence B-CDP.

17.3.3. Craftsman (7-Level) Training. To qualify for award of the 7-skill level, Airmen must: (1) be a Staff Sergeant or Staff Sergeant select; (2) complete UGT; (3) meet mandatory requirements listed in the specialty description in the DAFECD and CFETP; (4) if applicable, complete the B-CDP for specialties not possessing a 5-skill level (1N7); (5) be recommended by the supervisor and approved by their

commander. UGT consists of completing duty position training, certification on all specified core task training, and appropriate courses as outlined in the CFETP. **\*Note:** ARC requires a minimum of 12 months in upgrade training (6 months for retrainees). HQ AFRC/ANG is the authority for time-in-training waivers for the ARC. For AFRC personnel, time-in-training waivers are reviewed by AFRC/A1 and channeled through the AFRC/MFM for a final decision utilizing the Classification Waiver Guide. For ANG personnel, guidance on time-in-training waivers is identified in the ANG Classification Waiver Guide.

KNOWLEDGE	Knowledge is mandatory of: a designated foreign language; global communication network technologies; global communication methods; collection and processing equipment; collection and analysis techniques; procedures for processing and distributing intelligence data; directives for handling, distributing, and safeguarding military information; tactics, techniques, and procedures of adversary forces; and organization of the national intelligence structure and customers.
TRAINING	No mandatory AETC training courses are required for upgrade.
EXPERIENCE	<p>Qualification in and possession of the 1N351X AFSC.</p> <p>Experience performing or supervising 1N/9S functions specific to your career field.</p> <p>Completion of all 7-level STS core tasks.</p> <p>Completion of applicable AFJQSs/AFQTPs.</p> <p>Completion of all local tasks assigned for the duty position.</p> <p>There is no minimum Time in Training requirement.</p>
OTHER	<p>For award and retention of AFSC, no record of history of temporomandibular joint disorder or pain can exist. Must obtain minimum score of 75 on the Predictive Success Model (PSM) or demonstrated proficiency in a DoD-trained acquisition language with an L2/R2 or better on the DLPT or OPI equivalent for which accession was approved by AF Career Field Manager (e.g. DLI by-pass). Prior Service, who previously held 1N3X1X AFS, and sister-service equivalent members must demonstrate at least L2/R2 on the DLPT within the past 12 months prior to accession. Must maintain eligibility to deploy and mobilize worldwide. Demonstrated proficiency in a DoD-trained acquisition language with an L2/R2 or better on the DLPT or OPI equivalent for which accession was approved by CFM (e.g. DLI by-pass).</p> <p>Ability to type at a rate of 25 words per minute. When required for a current or pending assignment, must successfully complete a Counter-Intelligence (CI) polygraph examination and meet all customer access eligibility requirements. Airmen unable to access mission, systems and/or facilities after 12 months of investigation/security screening will be considered for retraining or separation. Must maintain local network access IAW AFI 17-130, Cybersecurity Program Management and DAFMAN 17-1301, Computer Security. Specialty requires routine access to Tier 5 (T5) information, systems, or similar classified environment.</p> <p>Completion and favorable adjudication of a current T5 Investigation IAW</p>

	DoDMAN 5200.02, DAFMAN 16-1405, Air Force Personnel Security Program, is mandatory. NOTE: Award of the entry level without a completed T5 Investigation is authorized provided an interim Top Secret security clearance has been granted according to DoDM 5200.02, AFMAN 16 -1405.
IMPLEMENTATION	Personnel selected for promotion to SSgt will enter 7-skill level upgrade training the first day of the promotion cycle (1 September each year) except for Stripes for Exceptional Performers (STEP) promotees and retrainees. Retrainees, SSgt and above, are entered into 7-skill level UGT upon award of the 5-skill level. Enter STEP promotees and ARC personnel into 7-skill level UGT upon the date of promotion to SSgt. Personnel selected for “out-of-cycle” promotion to SSgt will enter 7-level upgrade training the first day of the following month that AFPC announces the promotions.

17.3.4. Superintendent (9-Level) Training. To qualify for award of the 9-skill level, Airmen must: (1) be a Senior Master Sergeant (SMSgt); (2) meet mandatory requirements listed in the DAFECD; (3) and be recommended by their supervisor and approved by their commander.

KNOWLEDGE	Deep understanding of intelligence operations across the spectrum of joint and Air Force missions. Organize, train, and equip intelligence personnel. Manage intelligence operations, programs, production, and projects. Display strong leadership, managerial and staffing skills. Employ strategic communication, strategic outlook, manpower knowledge, effective writing in support of commander’s priorities. Drive talent management and tradecraft growth.
TRAINING	Recommended completion of the A-CDP.
EXPERIENCE	Qualification in and possession of a 1N AFSC at the 7 skill-level is mandatory. Experience in functions such as managing activities within the intelligence process; preparing and providing intelligence support to operations, exercises, or simulations; or producing analytical studies as required. There is no minimum Time in Training requirement.
IMPLEMENTATION	None.

17.4.1. Intelligence Superintendent (1N092). All 1N071, 1N171A, 1N771, and 1N871 Master Sergeants who have been selected for promotion to Senior Master Sergeant will possess the 1N092 AFSC once promoted. Duties and responsibilities of a 1N092, Intelligence Superintendent, can be found in the DAFECD.

17.4.2 Cryptologic Intelligence Superintendent (1N292). All 1N271X, 1N371X, 1N471A, and 1N472 Master Sergeants who have been selected for promotion to Senior Master Sergeant will possess the 1N292 AFSC once promoted. Duties and responsibilities of 1N292, Cryptologic Intelligence Superintendent, can be found in the DAFECD.

**17.5. Additional Training Sources.**

17.5.1. Digital University. A location with a massive repository of digital skills-based training. Training includes artificial intelligence and machine learning, cybersecurity, and software development just to name a few. This is important as we grow as Airmen. Data will be increasingly more important to understand as a weapon and tool against our adversaries. Anyone with an af.mil email account can apply to improve their digital fluency. The Digital University is where you can find training for digital awareness and data fluency referenced in the KSAs on the Career Paths for SSgt and MSgt. The ability to understand and successfully manage data is a critical KSA for all Intelligence Airmen. For more information visit <https://digitalu.af.mil/app> to sign up.

## *Section D - Resource Constraints*

**18. Purpose.** This section identifies known resource constraints which precludes optimal/desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

### **18.1. Three Level Training:**

#### 18.1.1. Technical Training Student Throughput

18.1.1.1. **Constraints.** Manpower resourcing to instruct Technical Training of the Basic Courses at DLIFLC continues to impact course seat availability and student throughput.

18.1.1.2. **Impact.** Negative impact on the future readiness and manning of the 1N3X1 career field.

18.1.1.3. **Resources Required.** Additional resourcing for instructors at DLIFLC and/or course seats for career field sustainment while pivoting towards evolving mission requirements are required for throughput and readiness.

18.1.1.4. **Action Required.** Further advocacy for resourcing for DLIFLC instructor manning and course seats is required from HAF/A2, AFCO, AETC/A32, and 2AF.

18.1.1.5. **OPR/Target Completion Date.** OPR for DLIFLC instructor manning is the Department of the Army as the Executive Agent. OPR for course seats and student throughput is AETC/A3, AETC/A2, and 2AF. Target Completion Date is ongoing

#### 18.1.2. Cryptologic Course Instructor manpower availability factor (MAF).

18.1.2.1. **Constraints.** The instructor MAF for Goodfellow AFB 1N3X1X Cryptologic Courses does not include hours for Active Duty 1N3X1 SLTE or DLPT requirements into the formula. This causes a shortage of instructor availability when members attend SLTEs or take the DLPT, adversely affecting course instruction and scheduling.

18.1.2.2. **Impact.** Not including SLTEs or DLPT hours into the MAF causes instructor shortages at the Cryptologic Courses at Goodfellow AFB, delaying training for technical training airmen and, due to the delay, and impacting manning levels at operational units.

18.1.2.3. **Resources Required.** Resourcing for additional manning to support SLTE & DLPT requirements includes requisitioning and establishing additional funded billets based on AFMAN 38-102, para 17.1.5.1.2. which outlines that some career fields should be credited with a “special allowance” if the training has not already been otherwise credited in the MAF.

18.1.2.4. **Action Required.** Establish special allowance for career field requirements within the MAF, in addition to requisitioning for additional funded billets within the adjusted MAF formula for Goodfellow Instructors.

18.1.2.5. **OPR/Target Completion Date.** OPR for MAF and instructor manning is AETC/A1MRT and AETC/A2. Target Completion is 1 Oct 2028.

### **18.2. Five and Seven Level Training:**

#### 18.2.1. Language Training Resourcing.

18.2.1.1. **Constraints.** Required Behavior for Language Ops (Basic) (5.1.1 on STS) “*maintains target language proficiency to ensure routine operational capacity*” is constrained by continuing language training resourcing shortfalls. This includes funding for instructors and support staff at various schoolhouses (NCU, DLI LTDs, MTTs, Local Language Centers, etc.), language training and testing equipment and facility upgrades, tuition for external vendor language training, and TDY funding for members geographically separated from schoolhouses with appropriate language courses (language/skill required for just-in-time training).

18.2.1.2. **Impact.** Language training resourcing shortfalls impact members’ language readiness and ability to achieve L3/R3 DLPT levels, which is required for 1N3X1X missions at both the tactical and national levels.

18.2.1.3. **Resourcing Required.** Resourcing required for language training includes additional funding, both programmed through the Air Force Corporate Process and at the ODNI level to ensure instructor and support staff are in place at language training centers, whether NCU, DLI, or other external schoolhouses, for sustained and just-in-time language training, adequate language equipment and facilities, and TDY funding for courses.

18.2.1.4. **Action Required.** Establishing requirements for additional programmed funding in support of CLA language training and readiness. Identification and participation in opportunities such as unfunded or fall-out fund drills to further support language training requirements.

18.2.1.5. **OPR/Target Completion Date.** OPR for Language Training Resourcing is HAF/A2. Target Completion is ongoing.

#### 18.2.2. STS Core Task Training.

18.2.2.1. **Constraints.** STS Lines 5.1.1.3., 5.1.1.4., 5.1.1.5., 5.1.1.8., 5.1.2.1., 5.2.1.12., are all language-related tasks, including scanning, transcription, translation, gisting, summaries, collection management, and fusion of sources, and require access to near-real-time communications. For CLAs not located at sites where these tasks can be trained on and accomplished in their CLANG, these members may need to TDY for upgrade training on these tasks or request an ETP to receive their skill level. Training programs and funding for these members to receive appropriate upgrade training on these core line items have not been programmed for and is an identified resource constraint.

18.2.2.2. **Impact.** Issuing ETPs for members unable to train locally does not meet the intent of CFM identified core tasks for the 1N3X1 career field. Lack of fundamental training for members to meet core career field competencies will affect mission readiness at all levels.

18.2.2.3. **Resources Required.** Additional programmed funding to support training TDYs, as well as resourcing additional trainers and facility space at sites where members can train is required. 16 AF/AFCO training funds are limited and would need an additional supplement to meet this TDY need. Alternatively, resourcing to establish a formal course to train on these 5-level core tasks may be required.

18.2.2.4. **Action Required.** Identify scope of requirement. Identify locations where skill-level training can be completed. Timelines and instruction availability will also need to be established.

18.2.2.5. **OPR/Target Completion Date.** The office of primary responsibility is 16 AF/AFCO. To allow for program funding, target completion date is 1 Oct 2028.

## PART II

### *Section A – Specialty Training Standards*

**1. Implementation.** The STS (attached) will be used for technical training provided by AETC, as well as upgrade training and development within an Airman’s career.

**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 1NXXX 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 1N/9S1 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 identified by the CFM with an (\*) or (+).

2.5.1. Learning outcomes identified with an (♦) require annual CBRN (Training Task Qualification) training in the work center. Per DAFI10-2503, para 6.5.1.1., CBRN Defense TQT is defined as a hands-on event in MOPP 4 gear performing regular duties. 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.

**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.

**3. Recommendations.** Comments and recommendations are invited concerning the quality of AETC training. Feedback can be sent to the 17TRG/CCME at [17TRG.CCME2@us.af.mil](mailto:17TRG.CCME2@us.af.mil). Be sure to reference and identify the specific area of concern (paragraph, training standard element, etc.) you would like resolved.

### *Section B – 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 the Cryptologic Language Analyst specialty. Many of the courses listed in this section are often required to satisfy command, organization, or position unique training requirements that 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. Course information can be found on the Education Training Course Announcements (ETCA) page. A listing of courses with specific student reporting instructions that must be reviewed prior to attending any course can be found here (<https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx?isdlg=1>). **NOTE:** Although not all inclusive, the courses listed represent much of the formal training recognized by the functional community as applicable to the Cryptologic Language Analyst specialty.

#### **5. In-Residence Courses.**

<b>Course ID</b>	<b>Course Name</b>	<b>Course Location</b>
XBAEZ1XXXXFWXXA/ XBAAZ1XXXXFWXXA	Intermediate/Advanced Target Language Course	Presidio of Monterey, CA and DLIFLC Language Training Detachments
X3AZR1NXXX 0B1A	Advanced Career Development Program	Goodfellow AFB, TX
AFSOF-IFTU	AFSOF Intelligence Formal Training Unit	Hurlburt Fld, FL
X3OZR14NX 0A2B	Advanced Critical Thinking & Structured Analysis Course	Goodfellow AFB, TX
X6ONW14NX 0A1B	Intermediate Critical Thinking and Structured Analysis Course	Goodfellow AFB, TX
XBAZZ1XXXXXWZZA	Command Language Program Manager	Presidio of Monterey, CA
XBAAZXXXXXXWZZA	Advanced Command Language Program Manager	Presidio of Monterey, CA
IOS-CIFTU 002	Cyber Intelligence Formal Training Unit	JBSA Lackland, TX
ACC IOIC	Information Operations Integration Course	Hurlburt Fld, FL

#### **6. Online/Mobile training Courses.**

<b><u>Program</u></b>	<b><u>Link</u></b>

NGA College/MTTs	<a href="https://learn.nga.mil/">https://learn.nga.mil/</a>
JKO (Joint Knowledge Online)	<a href="https://jkodirect.jten.mil/">https://jkodirect.jten.mil/</a>
Leadership & Innovation Institute	<a href="https://www.airuniversity.af.edu/Leadership-Institute/">https://www.airuniversity.af.edu/Leadership-Institute/</a>
AGILE	JWICS – <a href="https://agile.coe.ic.gov">https://agile.coe.ic.gov</a> SIPRNet – <a href="https://agile.dia.smil.mil">https://agile.dia.smil.mil</a>

### ***Section C - MAJCOM Unique Training***

**7. Purpose.** This section provides general instructions for MAJCOMs and Joint Activities that have training requirements unique to their respective organizations.

#### **8. Responsibilities.**

##### **8.1. MAJCOM Unique Training.**

8.1.1. MFMs are responsible for ensuring the implementation of this CFETP within their respective commands and the development, implementation, and management of supplemental training plans/programs, as necessary, to satisfy command-unique training requirements.

8.1.2. MFMs should work closely with command training managers to ensure supplemental training plans/programs to support command-unique requirements are consistent with the requirements set forth within this CFETP or governing directives.

8.1.3. MFMs are also responsible for fulfilling the responsibilities listed in Part I, Section A of this CFETP.

##### **8.2. Joint Activity Unique Training.**

8.2.1. Joint Activity Functional Managers are responsible for ensuring the implementation of this CFETP within their respective joint activity and the development, implementation, and management of supplemental training plans/programs, as necessary, to satisfy joint activity-unique training requirements.

8.2.2. Joint activity Functional Managers should work closely with the training manager assigned to the supporting Air Force Element (AFELM), to ensure supplemental training plans/programs to support joint activity-unique requirements are consistent with the requirements set forth within this CFETP or governing directives.

### **IMPORTANT REFERENCE LINKS**

**561st Weapons Squadron:**

[https://intelshare.intelink.gov/sites/561jts/AFTTP\\_Online/Lists/AFTTP%20Links/AllItems.aspx](https://intelshare.intelink.gov/sites/561jts/AFTTP_Online/Lists/AFTTP%20Links/AllItems.aspx)

**Air Force Culture and Language Center:** <https://www.airuniversity.af.edu/AFCLC/Language-Studies/>

**Air Force Doctrine:** <https://www.doctrine.af.mil>

**Air Force Publications and Forms:** <https://www.e-publishing.af.mil/Product-Index/>

**Air Land Sea Application (ALSA) Center:** <https://www.alsa.mil/>

**Army Publishing Directorate:** <https://armypubs.army.mil/>

**CJCS Directives Library:** <https://www.jcs.mil/Library/>

**DOD Issuances:** <https://www.esd.whs.mil/DD/DoD-Issuances/>

**GEOINT Basic Doctrine Publication 1.0:**  
[https://www.nga.mil/resources/GEOINT\\_Basic\\_Doctrine\\_Publication\\_10\\_.html](https://www.nga.mil/resources/GEOINT_Basic_Doctrine_Publication_10_.html)

**Jane's Defense & Security Intelligence & Analysis (Jane's 360) (JANES):** <https://www.janes.com>

**Joint Publications:** <https://www.jcs.mil/Doctrine/Joint-Doctrine-Pubs/>

**Marine Corps Publications Electronic Library:** <https://www.marines.mil/News/Publications/MCPEL>

**NGA Softcopy Keys:** SIPR/JWICS

**NSG Geospatial Intelligence Standards Working Group Reference Library for NITF:**  
<https://nsgreg.nga.mil/ntb.jsp>

**BY ORDER OF THE SECRETARY OF THE AIR FORCE**

**OFFICIAL**

**TYLER I. SMITH, CMSGT, USAF  
1N/9S1/9L Career Field Manager**

Attachment:  
1N3X1XSTS

### 1N3X1XSTS Qualitative Requirements

This Block Is for Identification Purposes Only		
<b>Name of Trainee</b>		
<b>Printed Name (<i>Last, First, Middle Initial</i>)</b>	<b>Initials (<i>Written</i>)</b>	<b>SSAN</b>
<b>Printed Name of Certifying Official and Written Initials</b>		
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	

### BEHAVIORAL STATEMENT CODE KEY

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
P	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.
-	This mark is used alone instead of a scale value to show no proficiency training is provided in the course or CDC/CDP
X	This mark is used alone instead of a scale value to show that training is required but not given due to a limitation in resources