

**BY ORDER OF THE COMMANDER
SPACE TRAINING AND READINESS
COMMAND**

**SPACE TRAINING AND READINESS
COMMAND INSTRUCTION 36-2651**

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Personnel

**BASIC MILITARY AND TECHNICAL
TRAINING**



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This instruction implements Department of the Air Force Manual (DAFMAN) 36-2689, *Training Program*, and covers roles and responsibilities within Basic Military and Technical Training. It also establishes the governing guidance and procedures for the development, management, and execution of all formal STARCOM training and education programs, including Basic Military and technical training. This instruction applies to Space Force military and civilian personnel permanently or temporarily assigned to Space Training and Readiness Command (STARCOM). STARCOM personnel under the administrative control of a STARCOM unit, but under the operational control of a non-STARCOM agency or school, will comply with the guidance and requirements as established by memorandum of agreement, memorandum of understanding, training affiliation agreement, or contract between those agencies or schools.

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Chapter 1

OVERVIEW

1.1. Scope. This instruction establishes guidance for executing the Basic Military Training (BMT) and Technical Training missions (to include Initial Skills Training (IST) and Mission Readiness Training (MRT)) for STARCOM. This instruction primarily establishes the roles, responsibilities, and programs required for executing and supporting formal enlisted entry-level accessions (BMT); technical training programs; and military training standards. Roles and responsibilities are organized by office or duty positions within BMT and technical training enterprise. It includes duties and responsibilities for personnel development, student administration, instructional design, evaluation, and military standards of BMT and technical training, and Enlisted training requirements, including Community College of the Air Force (CCAF) affiliation, phase program, and corrective actions. Procedures to support program management for many of the responsibilities are available for use in the USAF Basic Military and Technical Training Process Guides available at: <https://usaf.dps.mil/sites/aetc-ksl-2af/2AF/A3/USAFBMTTTProcessGuides?e=1%3Afcdea03d552a44ccac4ec735faee136a>.

Chapter 2

HQ STARCOM ROLES AND RESPONSIBILITIES

2.1. Directorate of Human Capital (STARCOM S1).

2.1.1. Validates and manages all assignment requisitions submitted to the Enterprise Talent Management Office (ETMO) for the Guardian Assignment Timeline (GAT).

2.1.2. Validates manpower requirements for training, verifies and approves changes in instructor authorizations identified by billet owners.

2.2. Directorate of Intelligence (STARCOM S2).

2.2.1. Serves as the key advocate between USSF Deltas and intelligence Command Chief Master Sergeants (CFMs) to ensure intelligence guardians are trained to the standards (as set by applicable Intelligence Community Directives and the intelligence CFMs) needed for intelligence support to mission operations.

2.2.2. Advises intelligence CFMs regarding the status of intelligence equities that shape IST, works alongside STARCOM/S3T and CFMs to update course content, and prioritizes, promotes, and organizes resources to track student man-year utilization impacts, ensuring the efficient use of STARCOM resources.

2.2.3. Integrates intelligence requirements into STARCOM Strategy, Planning, Programming, Budgeting, and Execution efforts.

2.2.4. In coordination with the Deputy Chief of Space Operations for Intelligence (USSF/S2) and the appropriate Field Commands (FLDCOM), develops, transforms, coordinates, executes, and helps resource initial/advanced training that delivers intelligence, surveillance, and reconnaissance professionals to operate in highly contested/agile environments across all-domains.

2.3. Directorate of Mission Operations (STARCOM S3).

2.3.1. The Education and Training Division (S3T) advises the STARCOM Commander on command-wide operations and education and training activities, opportunities, and services within and across STARCOM in a manner that is consistent with the statutory, higher headquarters, and Secretary-assigned authorities and responsibilities, which other commanders, directors, or functional authorities are required to execute within their respective mission areas, units, or functions.

2.3.2. Co-leads the Specialty Training Requirements Team (STRT) and Utilization and Training Workshop (U&TW) processes with the CFM, the designated Course Requirement Owner (CRO) for IST. This ensures IST meets functional authority requirements IAW DAFMAN 36-2689. (T-2)

2.3.2.1. The CRO is the entity (office or individual) responsible for articulating and validating course requirements, identifying the target audience, determining anticipated throughput, and initiating STRTs, U&TWs, or periodic course reviews. With rare exception, STARCOM is not the CRO for the courses it executes.

2.3.2.2. STARCOM executes training on behalf of the CRO, and STARCOM/S3T acts as the STRT process co-lead. The CRO is the only entity that will initiate a STRT.

2.3.3. Develops and oversees an education and training management system that provides an online, digital learning environment with access to a wide variety of educational media and tools that facilitates interaction and collaboration between students and faculty, interacts and integrates into an overarching platform for Guardians, and supports blended learning requirements.

2.3.4. Represents STARCOM stakeholders for current and future learning services, which includes (but is not limited to) Learning Management System, electronic course catalog, all-inclusive learning records, enterprise learning, resource planning, and management capability.

2.3.5. Works with the appropriate stakeholders to authorize the release of course material outside of STARCOM. **(T-2)**

2.3.6. The Training Integration Branch (STARCOM/S3TT) directs Deltas to develop training plans, course resource estimates, and service test plans to identify resource impacts.

2.3.6.1. Advises CFMs on all aspects of training and management and advocates for training resources.

2.3.6.2. Establishes training guidance and processes coordinated by CFMs and advised by applicable function S-staff directorates.

2.3.6.3. Advises CFMs and applicable stakeholders on the status of IST, coordinates course revisions, prioritizes, advocates, and coordinates for resources and logistics, and monitor student man-year utilization impacts to ensure effective execution of STARCOM resources.

2.3.6.4. Collaborates with CFMs and Deltas to determine criteria used in analyzing feedback captured on IST by the training squadrons.

2.3.6.5. Collaborates with stakeholders to identify resources needed to resolve training deficiencies.

2.3.6.6. Serves as the Office of Primary Responsibility for the policies and procedures related to Training Program Management and Executions. Establishes and maintains the process for curriculum development, validation, and review, mandating the use of the Course Training Standard and Plan of Instruction for all formal courses.

2.3.6.7. Establishes the command-wide framework for student administration, including academic standards, testing, remediation, and policies for student removal from training.

2.3.7. The Operations Branch (STARCOM/S3TX) serves as the central training operations management hub responsible for overseeing IST across STARCOM, manages training allocations, monitors production metrics, and coordinates scheduling while ensuring optimal utilization of training resources.

2.3.7.1. Monitors operations for trends affecting training.

2.3.7.2. Manages technical training programming allocations and the Mission Readiness Training Program for STARCOM funded quotas.

- 2.3.7.3. Monitors current basic military and training production and student management data to ensure the health of the student enterprise and identify trends impacting training operations.
- 2.3.7.4. Identifies key training production metrics, e.g. BMT on-time Graduation Rate, Course Graduation Rate, Actual Elimination Rate versus Programmed Elimination Rate, BMT Week Group Entry (Fill) Rate, Enlisted/Officer Initial Skills Course of Initial Entry Fill Rate, and tasks responsible agencies as required for input on these metrics.
- 2.3.7.5. Validates resident and non-resident programmed technical training allocations.
- 2.3.7.6. Approves programmed elimination rates for courses under STARCOM's oversight.
- 2.3.7.7. Coordinates with STARCOM schoolhouses on the use and submission of capacity assessment worksheets.
- 2.3.7.8. Validates training capacity including constraint worksheets and resource constraint bullet background papers.
- 2.3.7.9. Provides scheduling guidance and tasks the Deltas to build course schedules.
- 2.3.7.10. Establishes procedures for making any changes to class schedules to include adding, deleting, and moving quotas; adding and deleting classes; or changing class dates.
- 2.3.7.11. Performs the execution-year quota management for STARCOM technical training courses.
- 2.3.7.12. Sub-allocates USSF members into sister service registration systems for all technical training sister service courses with parallel STARCOM and/or AETC formal training courses when not accomplished by an automated system such as Army Training Requirements and Resources System, Enterprise Navy Training Reservation System, etc.
- 2.3.7.13. Sub-allocates USSF members into sister service registration systems (Army Training Requirements and Resources System, Enterprise Navy Training Reservation System, etc.) for sister service technical training courses when there is no current parallel STARCOM and/or AETC formal training course using the sister service student enrollment worksheet provided by the training requester quota identifier manager. For additional information, refer to Department of the Air Force Manual (DAFMAN) 36-2100, *Military Classification, Technical Training, and Retraining*.
- 2.3.7.14. Validates resident and non-resident programmed technical training (PTT) allocations for USSF courses and provides coordination to AETC/A3LR as required.
- 2.3.7.15. Coordinates with applicable stakeholders on annual scheduling guidance for Enlisted and Officer IST.
- 2.3.7.16. Coordinates with applicable stakeholders on execution-year quota management for technical training courses ensuring the proper number of training seats are available.
- 2.3.7.17. Participates in Technical Training Requirements Working Groups co-chaired by HQ USAF/A1PT and HQ AETC/A3LR.
- 2.3.7.18. Provides up-to-date training requester quota identifier (TRQI) manager appointment letters to 2 AF/A3OP for STARCOM TRQI managers.

- 2.3.7.19. Develops and publishes, in coordination with HQSF/S1PT, the approved accession plan and releases it to Air Force Accession Center to meet USSF end strength.
- 2.3.7.20. Monitors utilization of training seats for Guardians accessed into IST (to include Honor Guard).
- 2.3.7.21. Assists Delta 1 with student reclassification packages.
- 2.3.7.22. Manages training seat requirements data call process for Guardians.
- 2.3.7.23. Develops Programmed Technical Training (PTT) for execution and out-years initial skills and Mission Readiness Training.
- 2.3.7.24. Serves as Space Force Sister Service Training Manager for out-year training seat requirements. Provides USSF requirements for the Army Training Requirements and Resources System as well as the Enterprise Navy Training Reservation System.
- 2.3.7.25. Facilitates the Training and Development Essentials for Leaders Seminar on an as needed basis.
- 2.3.7.26. Conducts the annual Education and Training Course Announcements review NLT January of each year.

2.4. Directorate of Communications, Infrastructure and Sustainment (STARCOM S4/6).

- 2.4.1. Provides guidance, support and oversight of communications, infrastructure, engineering, and force protection for basic military and technical training organizations.
- 2.4.2. Provides guidance, support, and oversight for STARCOM's cyber, information technology (IT) enterprise data.
- 2.4.3. Advises and assists Deltas Class II, III, VII, and IX supply support.
- 2.4.4. Participates on operational planning teams and provides assistance and guidance to the requirement owner on Military Construction (MILCON), Unspecified Minor Military Construction (UMMC), Facility Sustainment, Restoration and Modernization (FSRM) and Strategic/Non-Strategic Basing processes, and advises the Delta/S4 on coordinating infrastructure quality of life concerns through the host installation and advocates for support at HHQ levels
- 2.4.5. Strategy, Governance and Policy.
 - 2.4.5.1. Analyzes and develops policy governing IT activities within the training enterprise under STARCOM's purview.
 - 2.4.5.2. Oversees Strategic IT Alignment.
 - 2.4.5.3. Advocates communications, infrastructure and sustainment issues within the STARCOM Corporate Process for resource allocation.
- 2.4.6. IT Systems Cyber Security.
 - 2.4.6.1. Supports STARCOM Information Technology Risk Management Framework compliance for training systems, applications, and services as outlined in AFI 17-101, *Risk Management Framework (RMF) for Air Force Information Technology (IT)*, within the USSF training enterprise.

2.4.6.2. Supports STARCOM program managers with Enterprise Mission Assurance Support Service Management for systems within the USSF training enterprise.

2.4.6.3. Provides guidance as needed to STARCOM units on Enterprise Information Systems Security Management.

2.4.6.4. Coordinates STARCOM unit's efforts to obtain Authority to Operate for IT systems.

2.4.6.5. Assesses, manages, and coordinates operational risk to force, mission, and infrastructure with STARCOM staff and applicable organizations.

2.4.7. Technology Infrastructure Support.

2.4.7.1. Oversees IT Infrastructure Sustainment (Voice of the Customer for the Training Enterprise).

2.4.7.2. Provides IT hardware and software oversight and guidance for the training systems/IT environment.

2.4.7.3. Supports STARCOM-driven cloud migration, management, and interface requirements for new and existing learning systems and services.

2.4.7.4. Provides oversight of Technology and Training Systems Refresh (hardware).

2.4.7.5. Drives Cloud-Hosting Interface requirements to support STARCOM units.

2.4.7.6. Serves as a liaison for Non-Profit Organizations and Industry to advance higher education using information technology (IT).

2.4.7.7. Supports STARCOM units with complying with the IT Investment Portfolio Suite requirements.

2.4.7.8. Coordinates operational requirements for new and existing systems within the STARCOM IT portfolio with program and functional managers prior to acquisition.

2.4.7.9. Assists with the acquisition, implementation, integration, sustainment, modification, and disposition of legacy training systems.

2.4.7.10. Ensures assessments are performed for STARCOM training systems and services.

2.4.7.11. Ensures scope/capabilities, sustainability, user experience, and functional duplications are coordinated with key stakeholders.

2.4.7.12. Oversees IT requirement reviews/vetting, prioritization and ensures Interoperability-focused Change Management.

2.4.8. Provide oversight and support to the Delta when condition and mission capability of infrastructure and associated training sites are inadequate.

2.4.8.1. Aids the Delta and HQ STARCOM/S3 in their development of inputs to Air Force Civil Engineering Center and Air Force Installation and Mission Support Center regarding mission execution, sustainment, and emerging requirements.

2.4.8.2. Advocates, outside of HQ STARCOM, for funding to support corrective actions to training infrastructure, as required.

2.4.9. Validates infrastructure considerations, submitted by the Delta, regarding resources and equipment needed to support technical training requirements in coordination with STARCOM/FM, STARCOM/S3 and S5/8/9.

2.4.10. Advises STARCOM and Delta Commanders on necessary steps needed for infrastructure support to current training campus planning requirements and regulations while projecting considerations for future expansion of the training mission or evolving technology.

2.4.11. Evaluates Facility Sustainment, Restoration, and Maintenance, Unspecified Minor Military Construction, and Military Construction programmed project portfolios while advising STARCOM Commander on executability and priority scoring matrices IAW Base to Command Standard Operating Procedures.

2.4.12. Acts as the HQ STARCOM representatives at HHQ corporate process Working Groups, Boards and Councils (when delegated) to advocate for STARCOM infrastructure requirements.

2.4.13. Assists Delta Commanders in resolving support and logistics challenges.

2.4.14. Supports the Delta/S4 with understanding and navigating the dormitory shortfalls process, ensuring training dorms and permanent party dorm management and sustainment strategies are executed IAW AFI 32-6000, *Housing Management*, and in concert with AETC dorm fleet manager oversight.

2.4.15. Provides functional oversight of the support agreement process to Delta Support Agreement Managers as the command's Support Agreement Manager IAW HQ STARCOM Agreement Process Guide, AFI 25-201, *Intra-service, Intra-Agency, and Inter-Agency Support Agreements Procedures*, and DODI 4000.19, *Support Agreements*. Should the agreement require headquarters level staffing and/or signatures, STARCOM/S4W will lead coordination with STARCOM/S1, STARCOM/FM, other HQ STARCOM staff, and equivalent level Support Agreement Managers across agencies.

2.5. Directorate of Plans, Programs and Requirements (STARCOM S5/8/9).

2.5.1. Publishes the STARCOM strategic plan and coordinates Program Objective Memorandum inputs to ensure training pipelines have adequate resources to accomplish the mission, validates, prioritizes, advocates, and resources technical training support requirements including information systems, training devices, and facility investments while performing analysis to enhance STARCOM leader's resource allocation decisions

2.5.2. Assists the STARCOM commander, Delta commander, and STARCOM Directors in exploring and developing innovative ways to improve training, future-oriented capabilities and in leading, carrying out, reviewing, and ensuring the analytic integrity of innovation activities, studies, analyses, and assessments across all aspects of the STARCOM mission to ensure training methods are effective, relevant, and up-to-date.

2.5.3. Plans and programs for funding and facilitates innovation in support of future training.

2.5.4. Supports USSF planning, programming, requirements, acquisition (contracts), and strategy development for STARCOM.

2.5.5. Oversees new training system acquisitions and the Modification Management Process to ensure currency of training equipment.

2.6. Directorate of Financial Management (STARCOM FM). Provides oversight and guidance in all aspects of financial management to include budgeting, accounting, Financial Improvement and Audit Readiness, audit, guidance, and other comptrollership matters.

2.6.1. Provides annual fiscal guidance across STARCOM to ensure compliance with legal, regulatory, and budgetary policies and guidelines.

2.6.2. Directs Execution Plan, Initial Distribution, Mid-Year Review, and End of Year Closeout financial drills and incorporates requirements into the STARCOM corporate process for validation and prioritization.

2.6.3. Provides accounting guidance and oversight to include financial systems and quality assurance.

2.6.4. Supports subordinate units with financial improvement and audit readiness compliance, war planning, cost, and other related financial operations activities.

2.6.5. Develops input to STARCOM's Execution Plans and Initial Distribution Plans for all basic military and technical training programs.

2.6.6. Establishes and implements methods ensuring technical training budget execution complies with legal, regulatory, and budgetary policies and guidelines.

2.6.7. Tracks execution and manages unfunded requests.

2.6.8. Receives, interprets, supplements, and distributes Fiscal Year Close-Out Guidance provided by higher headquarters and ensures subordinate unit compliance.

2.6.9. Serves as key advisor on execution-year trends and analyses.

2.6.10. Advocates on behalf of subordinate training units for execution-year requirements.

2.6.11. Coordinates with the AETC TDY-to-School office as required to support USSF training and education.

2.7. Directorate of Safety (STARCOM SE). Provides oversight of high-risk training programs within the STARCOM basic military training and technical training enterprise.

2.7.1. Assesses the health of subordinate organizations with high-risk training activities to evaluate and provide feedback on the effectiveness of mitigation measures.

2.7.2. Reviews high-risk training programs and guides commanders, high-risk training officers, and Delta safety representatives to focus on risk mitigation actions and strategies.

2.7.3. Assists in developing local procedures to address and review implemented risk mitigation measures to minimize high-risk program aspects.

2.8. STARCOM Command Data and Artificial Intelligence Office (CDAO).

2.8.1. Advises leadership and units supporting the DAF Enterprise Data Management Strategy.

2.8.2. Provides guidance to project, tactical, and technical data stewards within respective mission areas.

2.8.3. Supports and provides guidance for the DAF Artificial Intelligence-Readiness Strategy, Policy, and Enterprise Business Intelligence.

2.8.4. Develops compliance methodology in conjunction with STARCOM data strategy, management, stewardship guidance, and supplemental direction for enterprise training systems and services.

2.8.5. Enables organizations to integrate BMT and technical training data into comprehensive dashboards, providing enhanced visibility and actionable insights for training operations.

Chapter 3

DELTA 1/SUBORDINATE UNIT RESPONSIBILITIES

3.1. Training Commanders at All Levels.

- 3.1.1. Collaboratively manages student accountability to ensure efficient production of graduates, effective use of resources, and the value of Guardian's time, ensuring timelines outlined in [paragraph 3.3.11](#) are met.
- 3.1.2. Ensures assigned personnel are trained and qualified to develop, deliver, manage, and evaluate instructional courses.
- 3.1.3. Establishes, funds, and maintains professional development programs for faculty and staff.
- 3.1.4. Provides support and guidance, in coordination with the CRO, for the creation, revision, implementation, and evaluation of instructional courses.
- 3.1.5. Implements training requirements identified during the Specialty Training Requirements Team, Utilization and Training Workshop, and/or by the CRO.
- 3.1.6. Provides day-to-day leadership to staff and students.
- 3.1.7. Ensures all personnel are aware of the prohibitions of unprofessional relationships and the importance of resisting behavioral and/or ethical drift.

3.2. Delta 1 Commander.

- 3.2.1. Executes assigned training operations and mission requirements.
- 3.2.2. Ensures quality, quantity, and timeliness of the training mission conducted by subordinate training squadrons.
- 3.2.3. Provides leadership and guidance over training and establishes and/or implements programs and/or procedures to ensure efficient and effective training is provided.
- 3.2.4. Approves faculty board action and course elimination action for officer misconduct by signing AETC Form 125, *Record of Faculty Board Action*, and AETC Form 125A, *Record of Administrative Training Action*, or STARCOM approved equivalent form.
- 3.2.5. Ensures CCAF credit-awarding courses comply with the *CCAF Policies, Procedures and Guidelines (PPG)* for affiliated schools.
- 3.2.6. Establishes procedures for managing the Master Instructor Program. Uses approved forms to document award of the Master Instructor Badge.
- 3.2.7. Establishes procedures for managing and evaluating the Master Guardian Training Leader Program.
- 3.2.8. Ensures instructors attend required initial and continuation-training courses that are available and relevant.
- 3.2.9. Provides current and accurate student management metrics data (including students not in training status updates) to STARCOM/S3T during the final week of each month, no later than the last duty day. (T-2)

3.2.10. Implements a phase program for non-prior service students attending IST.

3.3. Training Squadron / Detachment Commanders.

3.3.1. Attends Training and Development Essentials for Leaders, provided by STARCOM, or Technical Training 101, provided by 2 AF within 180 days of assignment. **(T-3)**

3.3.2. Ensures On the Job Training (OJT) is conducted for Technical Training Management System - Learning Management System (TTMS-LMS) or the STARCOM approved equivalent LMS and SIS prior to data entry. **(T-3)**

3.3.3. Ensures program elimination rates are accurate prior to submitting for incorporation into the programmed technical training document. **(T-3)**

3.3.4. Ensures capacity assessments are conducted to identify maximum potential throughput for the SFSCs trained. **(T-3)**

3.3.5. Approves IST course training plans. **(T-3)**

3.3.6. Certifies in a memorandum the acceptance of risk when implementing a course prior to receiving the training plan certification and sends the signed risk certification memorandum to STARCOM /S3TT and files a copy in the course record set. **(T-3)**

3.3.7. Approves service test plans. **(T-3)**

3.3.8. Appoints, in writing, a Technical Training Management System (TTMS) or STARCOM equivalent system point of contact to serve as focal point for issues (e. g., defects and new requirements for enhancements). **(T-3)**

3.3.9. Approves AETC Form 125 or STARCOM equivalent form. **(T-3)** Approves form for course eliminations in SFSC-awarding pipelines. Bases/units with no access to TTMS-LMS will upload form for reclassification to the 2 AF/Det 1 SharePoint. **(T-2)** **Note:** May not delegate lower than training squadron commander equivalent on G-series orders. **(T-3)**

3.3.9.1. Approvals must occur within 5 duty days of student's failure to progress in training due to academic/performance reasons. **(T-2)**

3.3.9.2. Ensures comments and supporting documentation justify decisions for eliminations. **(T-3)**

3.3.9.3. Processes student reclassification packages within 3 duty days of receiving AETC Form 125A or STARCOM approved equivalent form.

3.3.10. Ensures reclassified non-prior service Guardians depart training location within 3 duty days of receiving orders. **(T-2)** **Exception:** Does not apply to permanent change of station students.

3.3.11. Ensures student accountability updates are made in the STARCOM-approved student management system within at least 3 duty days of each event. **(T-3)**

3.3.12. Ensures instructors achieve and maintain applicable accreditation requirements establishes procedures for assessing newly assigned instructor's previous education, training, and/or experience to justify exemption from Instructor Training Course attendance.

3.3.13. Ensures procedures are in place to initiate, maintain, and dispose of instructor records and supporting documents. **(T-3)** Refer to the *CCAF PPG* for instructors in CCAF credit-awarding courses.

3.3.14. Ensures procedures are established for maintaining non-CCAF instructor records. **(T-3)**

3.3.15. Ensures Guardian Training Leaders (GTLs) are assigned to positions, given roles and responsibilities that are commensurate with their primary mission as GTLs. **(T-3)** GTLs should not be assigned to positions, given roles or responsibilities, which detract from their primary function as prescribed in the Air Force Enlisted Classification Directory. **(T-3)**

3.3.16. Establishes a student recognition program, as applicable. **(T-3)** Common examples include, but are not limited to academic achievement, distinguished graduate, and/or top graduate awards.

3.3.17. Ensures schools conduct internal training/instructional evaluations and review feedback to determine program efficiency and effectiveness to drive instructional course improvements. **(T-3)**

3.3.18. Identifies all personnel authorized to conduct instructor evaluations in writing. **(T-3)** and ensures the personnel conducting evaluations are trained to evaluate instructor performance by attending either the Instructor/Training Supervisor Course provided by AETC or a STARCOM approved equivalent instructor evaluation seminar. **(T-3)**

3.3.19. Appoints registrar focal points and student accountability monitors, as necessary. **(T-3)**

3.3.20. Ensures the accuracy and timeliness (within 3 duty days) of data entered in the STARCOM-approved student management system. **(T-3)**

3.3.21. Develops procedures to address risk mitigation and sampling/observation of high-risk training activities if applicable. **(T-3)**

3.3.22. Develops a physical training plan for Guardians in IST. **(T-3)**

3.3.23. Oversees day-to-day training operations, certifies instructors, and holds authority for certain student status decisions as delegated by the Delta Commander.

3.3.24. Ensures the welfare of all assigned students and staff, and the maintenance of good order and discipline.

3.4. Operations Flight.

3.4.1. Determines faculty and staff training and professional development needs. **(T-3)**

3.4.2. Ensures faculty and staff training is completed and documented. **(T-3)**

3.4.3. Manages all teaching internship requirements. **(T-3)**

3.4.4. Establishes subject-matter proficiency testing or verification program that ensures instructors are competent and their knowledge is current in all required subjects. **(T-3)**

3.4.5. Establishes procedures for correcting instructor deficiencies. **(T-3)**

3.4.6. Ensures all newly assigned CCAF and non-CCAF technical training instructors complete the internship requirements identified in the *CCAF PPG* in the least amount of time practical, while not limiting the necessary benefits of the internship training experience. **(T-3)**

3.4.7. Approves all lesson plans prior to initial use, annually, and after changes or revisions. **(T-3)**

3.4.8. Actively monitors, documents, and ensures completion of the training qualification process. **(T-3)**

3.4.9. Identifies training needs and develops targeted training plans for assigned instructor to enhance instructor proficiency and meet position requirements. **(T-3)**

3.4.10. Ensures training and/or qualification records are established and assessments are performed for all CCAF and non-CCAF instructors IAW DAFMAN 36-2689 and/or *CCAF PPG*. **(T-3)**

3.4.10.1. Uses AETC Form 10, *Instructor Training/Proficiency Record*, or STARCOM approved electronic equivalent form to document instructor learning and qualifications. **(T-3)**

3.4.10.2. Uses AETC Form 281, *Instructional Evaluation*, or STARCOM approved equivalent form to document instructor evaluations. **(T-3)**

3.4.10.3. Uses AETC Form 470, *Teaching Internship Log*, or STARCOM approved equivalent faculty database, to document instructor internship requirements. **(T-3)**

3.4.11. Ensures students in USSF specialties with a self-initiated elimination option are briefed during in-processing that if they exercise the option, they may be subject to discharge. **(T-3)**

3.4.12. Coordinates with leadership representatives regarding any issues with their students (e.g., student counseling). **(T-3)**

3.4.13. Ensures each student receives a DAF Form 1256, *Certificate of Training (LRA)*, for each course successfully completed. **(T-3) Exception:** Optional for Type 4 courses.

3.4.14. Ensures students have access to an anytime feedback program with anonymous options (e.g., student feedback forms, online survey systems, or equivalent). **(T-3)**

3.4.15. Ensures students individually complete end-of-course surveys. **(T-3)**

3.4.16. Conducts instructor evaluations and subject-matter testing on all (CCAF and non-CCAF) assigned instructors using the schedule in the *CCAF PPG*, unless a memorandum of agreement/memorandum of understanding specifies different requirements (e.g., sister service). **(T-3)**

3.4.17. Enters accurate student status updates in the STARCOM-approved student management system/services (if available) within 3 duty days of the event or knowledge of the event. If system is not available, provides status updates to training manager upon request. **(T-2)** Status code application and definitions can be found at:

<https://usaf.dps.mil/sites/aetc-ksl-2af/2AF/A3/USAFBMTTTPProcessGuides?e=1%3Afcdea03d552a44ccac4ec735faee136a>.

3.4.18. CCAF and non-CCAF instructors will complete the Basic Instructor or equivalent course. **(T-3) Exception:** Previously "T-", "J-", or "X-" prefixed instructors (as outlined in the *Department of the Air Force Enlisted Classification Directory* and *Department of the Air Force Officer Classification Directory*) may forgo the Basic Instructor Course or an AETC-approved instructor-training course if assessed as a fully competent instructor by a training needs assessment.

3.4.19. CCAF instructors will adhere to the *CCAF PPG* requirements. **(T-3)**

3.4.20. When the STARCOM approved student management system/services are unavailable, student progress check results will be maintained on AETC Form 667, *Criterion Checklist*; AETC Form 667A, *Criterion Checklist (Continued)*; AETC Form 98, *Student Progress Checklist*; or a STARCOM approved equivalent form or computer-generated checklist. **(T-3)**

3.4.21. Records student grades in STARCOM approved student management system/services, where available. **(T-3)**

3.4.22. Uses AETC Form 173, *Student Record of Academic Counseling and Comments*, or STARCOM approved equivalent form for academic and performance counseling including recommendations for washback or probationary continuation. **(T-3)** BMT uses e-BMT Basic Training Record and Basic Training Record Continuation Sheet. Non-academic counseling may be documented on DAF Form 174, *Record of Individual Counseling*.

3.4.23. Instructors may administer corrective actions from [paragraph 4.3](#) for reinforcement or disciplinary issues involving Guardians in Training (non-prior service Guardians).

3.4.24. Actively monitors student movements to ensure safety and standards compliance. **(T-3)**

3.4.25. Ensures Guardians complete required in-processing briefings/tasks. **(T-3)** (May be delegated to the instructor by Delta commander).

3.4.26. Covers, at a minimum, Tricare, Finance, Professional Relationships per AFI 36-2909, *Air Force Professional Relationships and Conduct*, and its supplement(s), and Safety. **(T-3)**

3.4.27. Executes commander's physical training plan, as required. **(T-3)**

3.5. PLANS and SUPPORT FLIGHT.

3.5.1. Establishes and manages policies in support of the training squadron mission. **(T-3)**

3.5.2. Oversees administration of squadron budget and preparation of detailed plans and schedules for long-range forecasting and acquisition of training systems to support squadron training missions. **(T-3)**

3.5.3. Guides training management and development processes. **(T-3)**

3.5.4. Ensures course record sets are maintained. **(T-3)** Course record sets will include at a minimum: Specialty Training Requirements Team/Utilization and Training Workshop Meeting or other decision meeting minutes (as applicable), training plan (with applicable annexes), risk certification memorandum (as applicable), measurement plan, plan of instruction Part I and Part II (master lesson plan), copyright documentation (as applicable), validation plan/summary, service test plan/summary (as applicable), and periodic course reviews (PCR). **(T-3)**

3.5.5. Reviews validation and service test findings and ensures any permanent changes to the course are validated and resources. **(T-3)**

3.5.5.1. Coordinates training standard approval through STARCOM/S3TT to the CFM for any changes to line items that result in content changes. **(T-3)** Training standards will include a proficiency or behavioral code for each line item to be trained. **(T-3)** Training standard approval will be documented in Specialty Training Requirements Team/Utilization and Training Workshop meeting minutes, email, or published CFETP.

3.5.5.2. Establishes cross-functional teams to create, evaluate, and/or revise training based on outcomes from an STRT or by request of the CRO. **(T-3)**

3.5.5.3. Approves management plans for instructional systems development. **(T-3)**

3.5.5.4. Determines the most efficient and effective means for training delivery. **(T-3)**

3.5.5.5. Identifies required resources for the creation and/or revision of training. **(T-3)** Coordinates within the Training Delta for available resources. **(T-3)** If not available, request assistance through standard business processes, e.g. Program Objective Memorandum process. **(T-3)**

3.5.5.6. Creates course resource estimates as directed by STARCOM. **(T-3)**

3.5.5.7. Creates, coordinates, maintains, and revises the training plan to develop, resource, and implement the full lifecycle of training. **(T-3)**

3.6. PLANS ELEMENT (MSP).

3.6.1. Uses the standard training day (400 minutes of instructional activity) when developing all IST courses. **(T-3)** If a non-standard training day is required, provides an explanation in the training plan.

3.6.2. Variations to the standard training day identified after the training plan has been approved will be requested by the Delta commander to STARCOM/S3T for approval. **(T-3)**

3.6.3. Identifies equipment requirements on AETC Form 120, *Training Equipment List*.

3.6.4. If required, ensures a foreign disclosure review is accomplished for courses containing or adding classified military information, controlled unclassified information, or otherwise do not meet the criteria of DAFMAN 16-201, *Department of the Air Force Foreign Disclosure and Technology Transfer Program*. **(T-3)** Check with the local Foreign Disclosure Officer for guidance.

3.6.5. Initiates course cancellation or discontinuation requests using AETC Form 1, *Course Cancellation/Discontinuation Request*. **(T-3)**

3.6.6. Ensures course information is current across all approved electronic databases. **(T-3)**

3.6.7. Notifies STARCOM S3T and Training Requirement Quota Identifier (TRQI) owners of course number and length changes (e.g., shortening a course from permanent change of station to temporary duty length training or extending a temporary duty course to a permanent change of station length). **(T-3)**

3.6.8. Ensures course validations are conducted; approve validation plans and reports. **(T-3)** Route reports to STARCOM S3T. **(T-3)**

3.6.9. Manages Course Administration. (T-3)

3.6.9.1. Ensures inputs are made to the STARCOM-approved student management system associated with course scheduling and student management course progression actions. (T-3)

3.6.9.2. Builds class schedules for courses. (T-3)

3.6.9.3. Ensures course catalog reflects homework, research, or activities beyond the standard 8-hour training day for courses civilians attend. (T-3)

3.6.9.4. Approves early/late graduations in the TTMS-LMS. (T-3)

3.6.9.5. Approves proficiency advancements for uniquely qualified students who have documentation and/or can demonstrate proficiency and are able to meet all training requirements for graduation or can bypass specific blocks of instruction and have an available class to which they may advance. (T-3)

3.6.9.6. Coordinates waivers for required training IAW AFMAN 36-2100 and DAFMAN 36-2689. (T-3)

3.6.9.7. Verifies force gains; ensures they are recorded in the STARCOM-approved student management systems/services. (T-3) Contacts TRQI manager for confirmation within 1 duty day of force gain.

3.6.9.8. Updates and ensures currency of the Education and Training Course Announcement (ETCA) system for courses requirements.

3.7. SUPPORT ELEMENT (MSS).

3.7.1. Serves as the primary training advisor and senior management consultant to the training squadron commander.

3.7.2. Establishes, revises, or reviews policies and procedures. Ensures policy is consistent with training philosophy and guidance.

3.7.3. Supports the training commander's inspection program, as requested. (T-3) Requests should not hinder effective administration of training evaluation and feedback programs.

3.7.4. Ensures personnel conducting evaluations are trained to evaluate instructor performance by attending an appropriate Instructional Systems Development (ISD) course as determined by Del 1 no later than 6 months after assignment as an evaluator. (T-3)

3.7.5. Oversees administration of evaluation and feedback programs to gauge institutional effectiveness and improve training programs. This includes but is not limited to:

3.7.5.1. Evaluations.

3.7.5.1.1. Evaluates proficiency and effectiveness of STARCOM CCAF and non-CCAF instructors via instructor evaluations and subject-matter testing. (T-3)

3.7.5.1.2. Analyzes data (e.g., lessons learned, positive/negative trends, and decision-making inputs) and identify opportunities for improvement and/or recommend corrective actions, if necessary. (T-3)

3.7.5.1.3. Conducts key metric and production analyses.

3.7.5.2. Feedback Programs.

3.7.5.2.1. Student Feedback Program.

3.7.5.2.1.1. Establishes an anytime feedback program with anonymous option (e.g., student feedback forms or online survey systems). **(T-3)**

3.7.5.2.1.2. Conducts student feedback analysis. **(T-3)**

3.7.5.2.1.3. Reports observations to STARCOM/S3T on a quarterly basis at minimum. **(T-3)** Produces reports that include analysis and summary of recommended courses of actions congruent with analyses. **(T-3)** Tracks actions taken based upon recommendations. **(T-3)**

3.7.5.2.2. Field Evaluation Feedback Programs.

3.7.5.2.2.1. External feedback programs provide identification of successful quality graduate development.

3.7.5.2.2.2. For each assigned course, analyzes feedback data and comments. **(T-3)** Collaborates with appropriate personnel (based on feedback, e.g., training manager, course development personnel, instructor supervisors, instructors) on feedback results to determine if improvement opportunities exist and/or corrective actions are necessary. **(T-3)**

3.7.5.2.2.3. For each program, reports observations. **(T-3)** Produces reports that include analysis and summary of recommendations and collaborated courses of actions congruent with analyses. **(T-3)** Tracks actions taken based upon recommendations. **(T-3)** Collaborates with training manager/training development element/course personnel.

3.7.5.2.3. Field Evaluation Questionnaires.

3.7.5.2.3.1. Develops field evaluation questionnaire schedule. **(T-3)** At a minimum, include officer and enlisted (initial-skill) SFSC-awarding, that produce graduates. **(T-3)**

3.7.5.2.3.2. Conducts field evaluation questionnaires after validation changes are implemented for a new or revised course with post validation graduates. **(T-2)** Thereafter, conduct periodically to ensure currency as directed by Del 1/CC. **(T-3)**

3.7.5.2.3.3. Collaborates with the CFM, the FLDCOM Functional Manager, and the Training Manager, along with instructors and development personnel, as needed, to draft quality field evaluation questionnaires. **(T-3)** Solicit feedback from supervisors and/or graduates, for STARCOM courses.

3.7.5.2.4. Field Interviews.

3.7.5.2.4.1. Develops field interview questions. **(T-3)** Collaborate with the CFM, the FLDCOM Functional Manager, and the Training Manager, along with instructors and development personnel, as needed, to draft quality field interview questions. **(T-3)**

3.7.5.2.4.2. Conducts field interviews in person, if needed. **(T-3)** Otherwise, conduct interviews by other means, as needed (virtual, telephone, email, etc.). **(T-3)**

Chapter 4

ENLISTED INITIAL SKILLS TRAINING PROGRAMS

4.1. Air University, Community College of the Air Force.

4.1.1. CCAF awards college credit for training completed through affiliated schools.

4.1.2. Air University's accreditation with the Southern Association of Colleges and Schools Commission on Colleges enables enlisted Guardians the opportunity to earn an Associate of Applied Science degree in their specialty from CCAF. Guardians earn college credit while completing AF training requirements.

4.1.3. AF and other service schools' affiliation with CCAF is voluntary. Refer to DAFMAN 36-2689 and the *CCAF Policies, Procedures, and Guidelines (PPG)* for detailed guidance on CCAF and its affiliated schools' requirements. Noncompliance with these instructions could result in disaffiliation from CCAF.

4.2. Phase Program.

4.2.1. The Phase Program is a progressive model, consisting of three phases and enables Guardians to continue their adaptation to the USSF lifestyle while learning and adhering to military standards. Its application is paramount to providing accountability, safety, security, reliability, and quality of life for all non-prior service Guardians attending enlisted IST.

4.2.2. Phase I.

4.2.2.1. Entry into Phase I is automatic and occurs upon arrival at the IST location. Phase I Guardians require continuous supervision and oversight to ensure adherence to military standards and development of the behaviors expected of all Guardians.

4.2.2.2. Guardians are expected to maintain competencies learned during entry-level training and achieve higher levels of foundational competencies. Guardians will increasingly accept responsibility and accountability for personal and professional conduct.

4.2.3. Phase II.

4.2.3.1. Phase II begins on the date Phase I ends and may continue through completion of IST depending on training length.

4.2.3.2. Guardians in Phase II will maintain competencies acquired during Phase I, accept increased responsibility within the unit, and demonstrate higher levels of foundational competencies.

4.2.4. Phase III.

4.2.4.1. Phase III is the final stage of the phase program and begins on the date Phase II ends.

4.2.4.2. Guardians in Phase III have demonstrated the maturity, professionalism, and character expected of all Guardians and require less supervision than in Phase II.

4.3. Corrective Actions Program.

4.3.1. The overall goal of applying corrective action is to promote Guardians' success and reinforce standards. Application of a corrective action is not an appropriate substitute for dealing with illegal behavior punishable under the Uniform Code of Military Justice.

4.3.2. Personnel will apply corrective actions in a reasonable, appropriate, and effective manner considering the facts and circumstances associated with their application. **(T-2)** Maintain vigilance in guarding against inappropriate and unprofessional application of corrective actions. Personnel will not apply corrective actions in a manner that violate the prohibitions of AFI 36-2909 and its supplement(s). **(T-2)**

4.3.3. Corrective actions include administrative actions, physical exercise, remedial military training, and Phase Program phase-backs.

4.3.3.1. Physical Exercise.

4.3.3.1.1. Physical exercise is an authorized form of corrective action. Delta 1/CC will establish and maintain a roster of trained personnel who can perform corrective physical training. Corrective actions must be limited to 1 minute of exercise per correction. Some examples of physical exercise are push-ups, flutter kicks, scissor kicks, lunges, sit-ups, and planks. Any or all these examples may be used, so long as the 1-minute limitation is not exceeded.

4.3.3.1.2. Physical exercise may be applied collectively to an entire team to reinforce the benefits and consequences associated with team infractions or team building.

4.3.3.1.3. Imposition of physical exercise does not require written justification or documentation for record-keeping purposes.

4.3.3.2. Remedial Military Training.

4.3.3.2.1. Remedial military training is an authorized form of corrective action and will relate to a specific training objective (e.g., If a Guardian fails a uniform inspection, his/her GTL may conduct daily uniform inspections as remedial military training to ensure compliance with uniform standards).

4.3.3.2.2. Ensure remedial military training does not result in violations to the prohibitions of AFI 36-2909 and its supplements (e.g., Do not toss a Guardian's room and ask them to clean it following a failed dorm inspection).

4.3.3.2.3. Remedial Military Training Day.

4.3.3.2.3.1. A remedial military training day will focus on the following areas where Guardians performed unsatisfactorily.

4.3.3.2.3.1.1. Room and uniform inspections.

4.3.3.2.3.1.2. Space Force Core Values.

4.3.3.2.3.1.3. Enlisted Force Structure.

4.3.3.2.3.1.4. Drill and Ceremonies.

4.3.3.2.3.1.5. Fitness.

4.3.3.2.3.2. Emphasis will be placed on areas where Guardians failed to

meet/adhere to standards.

4.3.3.3. Phase Program Phase-Back.

4.3.3.3.1. Phase Program phase-back is a form of corrective action to allow Guardians additional time to internalize standards taught in a previous phase.

4.3.3.3.2. A Guardian may be phased back to a previous phase whenever the Guardian requires additional instruction and mentoring (at the GTL's discretion).

4.3.3.3.3. Guardians phased back may be advanced to their previous phase at the GTL's discretion.

JAMES E. SMITH, Major General, USSF
Commander, Space Training and Readiness Command

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

AFI 17-101, *Risk Management Framework (RMF) for Air Force Information Technology (IT)*, 6 February 2020

AFI 25-201, *Intra-Service, Intra-Agency, and Inter-Agency Support Agreements Procedures*, 17 October 2013

AFI 32-6000, *Housing Management*, 18 March 2020

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

AFI 36-2909, *Air Force Professional Relationships and Conduct*, 14 November 2019

Air Force Enlisted Classification Directory, 30 April 2025

Air Force Officer Classification Directory, 30 April 2025

CCAF Policies, Procedures, and Guidelines (PPG), 1 July 2021

DAFI 48-151, *Thermal Stress Program*, 2 May 2022

DAFMAN 16-201, *Department of the Air Force Foreign Disclosure and Technology Transfer Program*, 19 January 2021

DAFMAN 36-2100, *Military Classification, Technical Training, and Retraining*, 24 June 2025

DAFMAN 36-2664, *Personnel Assessment Program*, 17 January 2025

DAFMAN 36-2689, *Training Program*, 31 March 2023

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

DODI 4000.19, *Support Agreements*, 16 December 2020

The Joint Travel Regulation, current edition

Adopted Forms

AETC Form 1, *Course Cancellation/Discontinuation Request*

AETC Form 10, *Instructor Training/Proficiency Record*

AETC Form 120, *Training Equipment List*

AETC Form 125, *Record of Faculty Board Action*

AETC Form 125A, *Record of Administrative Training Action*

AETC Form 173, *Student Record of Academic Counseling and Comments*

AETC Form 281, *Instructional Evaluation*

AETC Form 470, *Teaching Internship Log*

AETC Form 667, *Criterion Checklist*

AETC Form 667A, *Criterion Checklist (Continued)*

AETC Form 98, *Student Progress Checklist*

DAF Form 1256, *Certificate of Training (LRA)*

DAF Form 174, *Record of Individual Counseling*

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

DAF Form 847, *Recommendation for Change of Product*

DD Form 2977, *Deliberate Risk Assessment Worksheet*

Abbreviations and Acronyms

ADDIE—Analysis, Design, Development, Implementation, and Evaluation

AETC—Air Education and Training Command

AETCI—Air Education and Training Command Instruction

AF—Air Force

AFECD—Air Force Enlisted Classification Directory

AFI—Air Force Instruction

AFMAN—Air Force Manual

ARC—Air Reserve Component

BMT—Basic Military Training

CCAF—Community College of the Air Force

CDAO—Command Data and Artificial Intelligence Office

CRO—Course Requirement Owner

DAF—Department of the Air Force

DAFI—Department of the Air Force Instruction

DAFMAN—Department of the Air Force Manual

DD—Department of Defense (as used on forms)

DEL—Delta

FLDCOM—Field Command

FD—Force Development

FM—Functional Manager

GTL—Guardian Training Leader

HQ—Headquarters

IAW—In Accordance With

ISD—Instructional Systems Development

IST—Initial Skills Training
IT—Information Technology
MAJCOM—Major Command
MTI—Military Training Instructor
NLT—No Later Than
PCR—Periodic Course Review
PPG—Policies, Procedures and Guidelines
RMF—Risk Management Framework
SDI—Special Duty Identifier
SFSC—Space Force Specialty Code
SIS—Student Information System
STARCOM—Space Training and Readiness Command
TDY—Temporary Duty
TRS—Training Squadron
TRQI—Training Requester Quota Identifier
TTMS-LMS—Technical Training Management System - Learning Management System
USAF—United States Air Force
USSF—United States Space Force

Office Symbols

HQ USSF S1PT—Space Force Accessions and Recruiting Policy
HQ USSF S2—Deputy Chief of Space Operations for Intelligence
HQ USAF A1PT—Accessions and Training Division
HQ AETC A3LR—Planning and Requirements
2 AF A3OP—Plans Division
STARCOM CDAO—Command Data and Artificial Intelligence Office
STARCOM FM—Directorate of Financial Management
STARCOM SE—Directorate of Safety
STARCOM S1—Directorate of Human Capital
STARCOM S2—Directorate of Intelligence
STARCOM S3—Directorate of Mission Operations
STARCOM S3T—Education and Training Division
STARCOM S3TT—Training Integration Branch

STARCOM S3TX—Operations Branch

STARCOM S4/6—Directorate of Communications, Infrastructure and Sustainment

STARCOM A5/8/9—Directorate of Plans, Programs and Requirements

Terms

Accession—Newly commissioned officer or new enlisted recruit entering extended active duty with no prior military service. Refers to student entries rather than graduates.

Adequacy—The quality of training that is acceptable to the level of the training standard. Based on responses from the supervisors/graduates, adequacy represents whether or not the training squadron met the contract with the field for the training standard items.

Advanced Training—Formal course that provides individuals who are qualified in one or more positions of their specialty with additional skills and knowledge to enhance their expertise in the career field. Training is for selected career Guardians at the advanced level of the specialty. Provides advanced training to individuals who have completed initial skills training. This type of training is required when increased competency is required to meet higher (advanced) knowledge, skill, or attitude requirement.

Training Manager—An instructional systems specialist that serves as the liaison between the schoolhouse, training requirements quota managers, and STARCOM training functions. Manages training resources and student production.

Career Field Manager—Focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance.

Guardians in Training—Individual that has started training but has not completed training or has not been eliminated from training.

Allocation—A class seat reserved for a specific program user.

Basic Military Training—Training provided to non-prior service Guardians to affect an orderly transition from civilian to military life that provides basic foundational competencies and concepts (e.g., individual responsibilities; organizational structures; and military customs, courtesies, standards, and traditions) to newly accessed (entry-level) personnel with no previous military experience.

Behavioral Drift—Deviation from professionally and ethically acceptable behavior. Action that may arise in high stress situations where there is insufficient ethical guidance or oversight. Cumulative effect of power imbalance and lack of institutional safeguards.

Career Field Education and Training Plan—Comprehensive core training document that identifies lifecycle learning requirements, training support resources, and minimum core competency requirements for a specialty.

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

Constraint Bullet Background Paper—Document identifying the reasons for the constraint worksheet (equipment, facilities, funding, or manpower).

Course Chart/Training Standard—A course control document utilized in Field Training courses that states the course identity, purpose, description, parameters, items of equipment, subject matter covered, and training standard information.

Course Record Set—Library (electronic or paper) that stores course documentation.

Course Resource Estimate—Well-developed, initial estimated costs associated with training.

Course Requirement Owner—The entity (office or individual) with principal interest in a course, responsible for articulating and validating course requirements, identifying the target audience, determining anticipated throughput, and initiating Specialty Training Requirements Teams (STRTs), Utilization and Training Workshops (U&TWs), or periodic course reviews. The CRO is the primary customer for the training product. With rare exception, STARCOM is the execution agent for training and is not the CRO.

Curriculum Development Manager—An instructional systems specialist that coordinates subject-matter expert inputs and manages the instructional systems development processes.

Customer Service Information Program—A program that encompasses any method(s) by which the field communicates to a training group to ask questions or express concerns or problems with training received.

Disqualification—The status of an individual who is not yet entered into training because he or she is not qualified due to medical, prerequisite, or security reasons.

Education—Academic and experiential learning focused on general bodies of knowledge, principles within a given discipline, and habits of the mind. This type of learning is applicable to a broad spectrum of foundational and/or occupational competencies.

Elimination—The status of a student who does not complete a training course and does not graduate due to academic or performance deficiencies or non-academic reasons.

Elimination Rate—The percentage of student entries who do not complete nor graduate from a training course due to academic or performance deficiencies or non-academic reasons.

Entry—A transaction indicating an individual started or restarted a formal course of instruction.

Ethical Drift—The gradual ebbing of standards that can occur in an individual, a group, or an organization as a result of environmental pressures.

Evaluation Plan—a plan of action to ensure quality instructional design processes and products. The benchmark for quality.

External Evaluation—Acquisition and analysis of data from outside the training environment (typically, the colloquial “field”) to evaluate the training product (graduates’ on-the-job performance) in the operating environment.

Field Evaluation Questionnaires—Query means to solicit feedback from supervisors and/or graduates to determine if graduates were trained as specified in the training standard.

Field Interviews—Person(s)-to-person(s) discussions gathering data on both currency and effectiveness of courses from operational organization supervisors and technical training graduates.

Field Training—Technical, operator, and other training conducted by either a training detachment or mobile training team at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

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

Force Gain—The process by which a student who arrives for training without student information preloaded in the learning management system or without a training line number is entered in the learning management system and Oracle Training Administrator.

Foundational Competencies—A set of accepted and valued competencies (e.g., Guardian’s Foundational Competencies), which enable success across a wide-array of Department of the Air Force missions, roles, functions, and duties.

Functional Manager—Senior leaders, designated by the appropriate Functional Authorities, who provide day-to-day management responsibility over specific functional communities. While they should maintain an institutional focus regarding resource development and distribution, functional managers are responsible for ensuring their specialties are equipped, developed, and sustained to provide Department of the Air Force capabilities.

Graduate—A student who successfully completes a formal course of instruction.

High-Risk Training—Instructor-led training (course, exercise, activity, etc.) that as part of a training objective intentionally exposes personnel (students/trainees, instructors, and/or support staff) to an increased level of risk, which if not mitigated, could likely result in death, permanent disability, or loss of an asset. High-risk training can occur at a formal training center, in a classroom, in the field, at a remote site, or other training area identified in course materials. High-risk training is any training activity that has an initial risk assessment level identified as “high” or “extremely high” (excluding those with moderate severity).

Ineffective in Training—Students temporarily removed from training but expected to return to the current course. Reasons for ineffective in training status include but are not limited to confinement, leave, awaiting reentry into training (same course), medical, security, excessive absence (including absent without leave), administrative action, academic failure, and/or performance failure.

Initial Skills Training—An overarching term for enlisted initial skills and (non-rated line) officer initial skills technical training. For enlisted, it refers to a formal school pipeline, comprised of one or more courses, that results in the award of the 3-skill-level in an USSF or AF specialty. For officers, it refers to a formal school pipeline comprised of one or more courses of mandatory training needed to become qualified in their USSF or AF specialty. Training designed to provide primary foundational and occupational competencies for a specific USSF or AF specialty, occupational series, special duty, or function to individuals who have completed entry-level training or accession program requirements.

Institutional Effectiveness—the systematic, explicit, and documented process of measuring (self-evaluating) performance against mission in all aspects of an institution.

Instructor—A faculty member whose primary duty is teaching students. The instructor has completed the preparatory requirements established by the supervisor, to include the technical training practicum.

Instructor Evaluation—An assessment to ensure instructors apply effective teaching methods and techniques.

Instructor Supervisor—A title that identifies an instructor whose primary duty is an instructor with the additional responsibility to supervise and evaluate other instructors. This instructor oversees instructional policies, principles and procedures, and supervisory management responsibilities.

Interactive Multimedia Instruction—A group of predominantly interactive, electronically delivered training. Interactive multimedia instruction products include instructional software and software management tools used in support of instructional courses.

Internal Evaluation—Acquisition and analysis of feedback and management of data from within the training organization. Employs methods including student feedback, formal measurement review, validation, service testing, periodic course review, instructor evaluation, and STARCOM-approved systems/services key metric analysis to determine if training accomplishes the instructional objectives effectively and efficiently.

Main Teaching Step—A key action (or measure), usually of a series, to demonstrate (or give information) to students a skill (or about a subject) identified with a number and a parenthesis during development in the STARCOM-approved development system. Normally it has supporting sub-teaching steps.

Master Lesson Plan—An un-personalized lesson plan used for control and standardization of instruction in each course excluding courses that are taught only once or twice a year. Standardization is a tool to ensure consistency, adequacy, and quality of subordinate lesson plans.

Master Guardian Training Leader—An enlisted Guardian with the special duty identifier (SDI) of 8B500 recognized for consistent exemplary performance as an GTL.

Metrics—Analytical tools measuring performance over time and indicating emerging trends. A good metric provides direct information about the process it quantifies and allows managers to see the process status immediately. It links the organization directly to the goal of a trained force. It is practical, easy to understand, and easy to collect. It is flexible and changes as the process changes or is improved.

Military Training Instructor—An enlisted Guardian with the SDI of 8B400 assigned to a training unit executing duties and responsibilities as prescribed by *Department of the Air Force Enlisted Classification Directory (AFECD)*.

Guardian Training Leader—An enlisted Guardian with the SDI of 8B500 assigned to a training unit executing duties and responsibilities as prescribed in the *Department of the Air Force Enlisted Classification Directory (AFECD)*.

Misconduct—One reason for elimination from training. Examples of misconduct include a test compromise, a dishonest attempt/completion of a course measurement, or deliberately failing a course measurement (formerly known as prejudicial conduct).

Mission Readiness Training—Formal training courses to aid mission accomplishment. Mission readiness training provides advanced, supplemental, and residential craftsman technical training for courses of TDY length as defined in *The Joint Travel Regulation* for officers, enlisted and civilian personnel when other types of training (on-the-job-training, unit training, and exportable and mobile training) will not satisfy the need.

Motivational Training—Use of specified and approved training tools (physical exercise/tasks or training aids) to reinforce attention-to-detail, motivate students, and/or build teamwork to accomplish a specific goal or training objective to promote student success.

No-Show—Programmed and sub-allocated seat where the scheduled or substituted student did not report to class on the class start date.

Non-Prior Service Guardian—Entry level accession Guardian with no prior service (to include sister service) experience.

Occupational Analysis—Objective and reliable information for decision makers who manage education and training requirements, occupational structures, and personnel utilization within an USSF specialty or workgroup category. Technical training personnel utilize occupational analysis data and reports when developing, reviewing, or revising instructional courses. DAFMAN 36-2664, *Personnel Assessment Program*, provides the guidance for the analysis of occupational communities.

Occupational Competencies—A set of competencies required of all Guardian within a specific workforce category (a group of functions requiring similar work, i.e., Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function's mission successfully.

Periodic Course Review—Process to provide a comprehensive analysis and summary (report) of a courses or group (e.g., family group or piggyback) of courses past performance and future capability to meet established training requirements. Examines internal and external evaluation data to ensure the course is efficient and effective.

Personalized Lesson Plan—The personalized lesson plan should contain all standardized information from the Master lesson plan plus personalization which is an individual instructor's notes, experience, and teaching flow which aids them in conducting the lesson. The amount of personalization will vary based on instructor experience.

Personnel Reliability Program—Program for the management of individuals, including students, assigned to perform specified duties associated with United States nuclear weapons, nuclear command and control systems, positive control material and equipment, and special nuclear material and subject to a nuclear weapons personnel reliability assurance program.

Probationary Continuation—The act of allowing a student to progress with the current class when additional work is required to bring the student's performance to an acceptable level. The student is given student individualized assistance by a qualified instructor and then reevaluated.

Proficiency Advancement—The act of placing a student into another class in the same course that graduates earlier than the previous class. This reduces training time for uniquely qualified students who verify proficiency and have a class available to advance.

Program Guidance Letters—Establishes training requirements for STARCOM execution. Program Guidance Letters are the official tasking documents enabling STARCOM planners and

programmers to acquire the necessary resources for accomplishment of the tasking. The Program Guidance Letters align the USSF requirements with the Planning, Programming, Budgeting, and Execution process. Includes Enlisted Initial Skills, Officer Initial Skills, Mission Readiness Training, Field Training, and Non-Resident training. If the funding changes in the DoD Program Objective Memorandum process, USSF/S1 determines how the changes will affect the Program Guidance Letters and publishes official amendments as necessary.

Program Requirements Document—Space Force Deputy Chief of Staff, Manpower, Personnel & Services, Directorate of Force Management Policy (USSF/S1P) documents (enlisted initial skills, officer initial skills, mission readiness training, field training, and non-resident) used to transmit unconstrained out-year production requirements across the Future Years Defense Program to STARCOM. Program requirements documents are DAF documents from which program guidance letters are developed. The documents enable planners and programmers to program necessary resources to support out-year USSF technical training requirements (e.g., current year +3). The program requirements documents identify “unconstrained” or “unfunded” out-year technical training requirements. The program requirements documents serve as planning and programming documents supporting program objective memorandum/amended program objective memorandum submissions, while program guidance letters serve as the training execution tasking. The documents establish total training requirements to STARCOM used to assess future training capability. STARCOM should use the program requirements documents as a basis for establishing their funding priorities across the planning, programming, budgeting, and execution cycle.

Programmed Technical Training—STARCOM documents reflecting training requirements by training requester quota identifier and courses for IST, officer initial skills, and mission readiness training programs. For IST, the documents include projected elimination rates for active-duty non-prior service Guardians. Unlike the program guidance letters, which reflect graduate requirements into the field for each USSF specialty, the programmed technical training documents reflect entries (or allocations, or class seats) by SFSC, course, and TRQI.

Quality Graduate—Graduate quality is the degree to which a Guardian can apply in duty performance the competencies gained during the learning (training or education) event.

Records Disposition Schedule—Document providing mandatory instructions for the lifecycle management of records (and non-record materials) in any format or media type. The Records Disposition Schedule provides for the disposition of records when agency business needs for the records ceases, (i.e., destruction of temporary records and transfer of permanent records to the National Archives of the United States).

Recruit—An individual who signs an enlistment, appointment, or commissioning contract. Recruit status terminates upon entry into the USSF, withdrawal of selection, permanent disqualification, or recruit-initiated termination of processing.

Recruiter—Any military or civilian employee or contractor whose duty, goal, or mission is to recruit persons for military service regardless of program. Recruiters include, but are not limited to, Reserve Officer Training Corps admission or liaison officers, service academy liaisons, and all USSF members (Guardian Talent Scouts) with an 8RXX primary SFSC.

Registrar Focal Point—The position the course or training squadron designates to pass student information to the parent unit and/or report student status changes to the Registrar Section, either manually or through learning management systems.

Resource Constraint—Deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered and prevent a schoolhouse from being able to support the total USSF graduate requirement for a course or pipeline.

Service Test—A process to try out ideas and innovations to enhance training efficiency and effectiveness within existing resources with anticipated benefits and/or savings to the USSF.

Staff Assistance Visit (by Registrar)—Visit by Registrar Section personnel to assist training personnel in implementing this instruction and entering data into learning management services/systems, documenting and managing student actions.

Standard Training Day—Includes 8 hours of instructional activity divided into eight 50-minute periods with 10 minutes of break time (400 minutes of instructional activity). It is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. The 9-day compressed work schedule (CWS) standard training day in use at Keesler AFB is an 8-hour training day that includes 445 minutes of instructional activity and 35 minutes of break time.

Station Lesson Plan—A lesson plan used by all instructors at a station, lab, or position. It is not personalized. The station lesson plan should contain all standardized information from the Master lesson plan.

Stewardship—The formal, entrusted accountability for responsibilities ensuring effective control and use of resources. Specifically, data stewardship which is formal, specifically assigned, and entrusted accountability for business (non-technical) responsibilities ensuring effective control and use of data and information resources.

Student Awaiting Training—An arrived student (student entered into the STARCOM-approved student management system/services with arrival status) but unable to begin training after in-processing (maximum of 2 duty days following the day of arrival). Reasons for awaiting training include but are not limited to awaiting class start date or security clearance or pending administrative or medical reasons.

Student Feedback—Guardian satisfaction comments and ratings on training content, environment, equipment, instructional delivery, military training standards reinforcement, and quarters.

Student Flow—The evenness or lack of evenness of the stream of students progressing from BMT through technical training. Flow bottlenecks could indicate scheduling problems or an excess or lack of students from BMT.

Student Not in Training—The designation for students who are not in class (e.g., awaiting training, ineffective, or out-of-training).

Student Out of Training—An enlisted non-prior service or a non-temporary duty initial skills officer student that is out of training either due to graduation, elimination, or disqualification and does not depart the base in 24 hours. Reasons include but are not limited to: pending assignment/orders, travel arrangements, household goods shipment, security clearance, administrative hold, and/or next course/class start.

Supplemental Training—Formal USSF specialty specific training (post initial skills training) on new equipment, methods or technology that are not suited for on-the-job training. Provides supplemental or additional training to individuals who have completed initial skills training. This type of training is required when new (supplemental) requirements are needed to meet new or unique mission requirements.

Technical Training—Instructional courses used to develop the force and prepare individuals to perform tasks within an USSF specialty, occupational series, special duty, or function.

Total Force—Includes all Airmen and Guardians (Regular Air Force, AFR, ANG, and DAF civilians).

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

Training Deficiency—A condition in which students are not trained to the required proficiency on all training standard items prior to graduation. For example, broken or yet to be delivered equipment or a temporary instructor shortage may cause a deficiency.

Training Development Element Chief—A supervisory curriculum developer that coordinates collaboration between training managers, curriculum developers, and instructors and oversees instructional systems design.

Training Evaluation—Continuous evaluation to ensure instructional courses and associated processes are efficient and effective. It includes internal and external feedback to improve the unit and ensure continued success within instructional courses. Evaluation measures whether Guardians possess desired foundational and occupational competencies and whether learning programs and processes are agile, adaptable, and suitable to meet emerging mission requirements.

Training Plan—Finalized/approved resourcing document for planning, programming, and implementing training.

Training Quota—A requirement for a single seat in a specific class.

Training Requester Quota Identifier—A four-character communication code within Oracle Training Administration used to convey annual or supplemental training requirements, quota allocations, allocation confirmations, and student-tracking information between a user of training and the provider (owner) of training. Training requester quota identifiers are assigned to a service branch, component, FLDCOM, forward operating agency, direct reporting unit, or functional area to ensure training accountability. Only one training requester quota identifier is assigned to a functional entity or training category.

Training Requester Quota Identifier Manager—Person(s) appointed to gather and report annual training requirements and manage quotas. While only one training requester quota identifier code is assigned to a functional entity, there may be multiple managers handling courses.

Validation—Process used to determine if instructional course content, sequence, methods, measurements, and media decisions are sound.

Washback—The act of placing a student in another class of the same course that will graduate later than the initial class.

Attachment 2

HIGH-RISK TRAINING PROGRAM

A2.1. Intent. A high-risk training program is required to provide oversight and monitoring of high-risk training activities in all training courses to include BMT, technical training, and advanced/supplemental training. The intent of the program is not to eliminate all risk, but to identify and mitigate risk to an acceptable level while providing realistic training. Balancing the need for realistic training and risk mitigation requires persistent command oversight and engagement. A high-risk training program provides complementary guidance to programs/activities (e.g., AFI 10-3504, *Dive Program*).

A2.2. Criteria. High-Risk Training—Instructor-led training (course, exercise, activity, etc.) that as part of a training objective intentionally exposes personnel (students/trainees, instructors, and/or support staff) to an increased level of risk, which if not mitigated, could likely result in death, permanent disability, or loss of an asset. High-risk training can occur at a formal training center, in a classroom, in the field, at a remote site, or other training area identified in course materials. High-risk training is any training activity that has an initial risk assessment level identified as “high” or “extremely high” (excluding those with moderate severity).

A2.3. Examples. Possible factors that may exacerbate a high-risk activity can be but are not limited to:

A2.3.1. Training in pools or open water (e.g., special warfare selection, dive courses).

A2.3.2. Parachute training (e.g., static line, military free fall).

A2.3.3. Training requiring fall protection (e.g., aircraft tail section maintenance, missile silo entry, tower/pole climbing, obstacle course).

A2.3.4. Outdoor training in extreme weather conditions (e.g., severe hot or cold temperatures, lightning, wind). Hot and cold issues will be considered high-risk when those elements identified in DAFI 48-151, *Thermal Stress Program*, paragraph 4.1 cannot be conducted within compliance.

A2.3.5. Training involving permit-required confined spaces (e.g., fuel cell, manhole/maintenance hole).

A2.3.6. Training involving potentially life-threatening chemical, biological, radiological, nuclear, or high-yield explosives hazards (e.g., depleted uranium, hydrazine, ionizing radiation, pathogens).

A2.3.7. Live-fire training (e.g., small arms, crew-served weapons).

A2.3.8. Training scenarios requiring control of hazardous energy (crushing, electrical energy, pneumatic, hydraulic hazards, etc.) capable of resulting in death, permanent disability, or loss of an asset.

A2.3.9. Training operations conducted with live munitions.

A2.3.10. Crushing Hazard (e.g., lifting heavy weapons).

A2.4. Examples that do not normally meet the definition of high-risk training:

A2.4.1. Motivational training.

A2.4.2. Organized unit physical training (unless seasonal heat stress applies).

A2.4.3. Hazards found in typical home/office environments.

A2.4.4. Activities not associated with meeting training objectives.