AFSC 1A8X1X
Airborne Cryptologic Language Analyst (ACLA) Specialty

CAREER FIELD EDUCATION AND TRAINING PLAN
(CFETP)

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CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)
AIRBORNE INTELLIGENCE SURVEILLANCE AND RECONNAISSANCE (A-ISR)
AIRBORNE CRYPTOLOGIC LANGUAGE ANALYST (ACLA): 1A8X1X

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

PART I

Preface

1. This CFETP is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP provides personnel a career path to guide success and should instill rigor in all aspects of career field training. The CFETP parent publication is DAFI 36-2670, *Total Force Development*. **NOTE:** Civilians occupying associated positions will use Part II to support duty position Qualification Training (QT).

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

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

2.2. Part II includes the following: Section A Identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training, wartime course and core task and correspondence course requirements. Section B contains the course objective list and training standards, which supervisors will use to determine if Airmen have satisfied training requirements. Section C identifies available support materials. An example is a QT Package, which may be developed to support proficiency training. Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses. Section E identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors, trainers, Cryptologic Language Program Managers (CLPMs), Language Mentors and Subject Matter Experts (SMEs) will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

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

Abbreviations/Terms Explained

Advanced Degree Programs. Programs at locations such as National Intelligence University (NIU) and Air Force Institute of Technology (AFIT) that prepare A-ISR professionals, through education and research, to work with skill and dedication in identifying and effectively integrating foreign, military and domestic intelligence in defense of the homeland and of U.S. interests abroad.

Air Reserve Component (ARC): An overarching term used when referring to both the Air National Guard and AF Reserve

Air Force Enlisted Classification Directory (AFECD). The directory containing the official specialty descriptions for all enlisted military classification codes and identifiers used to identify an AF occupation. The AFECD outlines the minimum mandatory qualifications necessary to fill a particular job. These standards are used to procure, classify and employ personnel.

Aircrew Fundamentals Course (AFC). A course designed to screen candidates for the rigors of enlisted aircrew duties prior to expending expensive follow-on training resources.

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

Air Force Career Field Manager (CFM). Representative appointed by the respective HAF Deputy Chief of Staff or Under Secretariat, to ensure assigned USAF specialties are trained and utilized to support mission requirements. Their responsibilities include establishing career field entry requirements, managing trained personnel requirements, and developing and managing career-long training plan requirements and programs. They also construct viable career paths, evaluate training effectiveness, monitor health and manning of the career field, and provide input on manning personnel policies and programs. Additionally, they implement and advise on changes to force management policies and programs, develop contingency planning actions, validate deployment requirements, and verify workforce availability. Enlisted CFMs are typically CMSgts and are normally located at HAF. There is a separate CFM for Active Duty, Air National Guard, and the Air Force Reserve components for a career field (Ref: DAFI 36-2670).

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

Air Force Specialty Code (AFSC)/Reporting Identifier (RI). A combination of alpha-numeric characters which are used to identify an AF specialty. (Ref: AFMAN 36-2100, *Classifying Military Personnel* (Officer and Enlisted), Table 1.1 and Table 1.2 for explanation of codes)

Basic Aircraft Qualification (BAQ). An aircrew member who has satisfactorily completed training prescribed to maintain the skills necessary to perform aircrew duties in the unit aircraft. (Ref: AFMAN 11-202V1)

Basic Mission Capable (BMC). An aircrew member who has satisfactorily completed Mission Qualification Training (MQT), is qualified in some aspect of the unit mission, but does not maintain Mission Ready (MR)/Combat Mission Ready (CMR) status. (Ref: AFMAN 11-202V1)

Career Development Plan (CDP). The ISR CDP is an online, modular, interactive, learner-centric, scenario-based training course for ISR Airmen completing their skill level upgrades; basic for 5-level and intermediate for 7-level. The CDP will contain information to be utilized throughout the career of an ISR Airman centered on the improvement of critical thinking skills, National and AF strategic guidance and organization, and managing the ISR Force. The advanced CDP (formerly known as SEIMSC) is for senior non-commissioned officers and is designed to expand their knowledge of ISR core competencies and distinctive capabilities in preparation for increased leadership and professional responsibilities.

Career Enlisted Aviator (CEA). An enlisted Airman awarded and performing permanent duty in AFSCs 1AXXX and 1U0X1. (Ref: AFPD 11-4)

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

Career Field Education and Training Plan (CFETP). A CFETP is a comprehensive core training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for a specialty. The CFETP provides personnel a career path to guide success and should instill rigor in all aspects of career field training. (Ref: DAFI 36-2670).

CEA Center of Excellence (CoE). The cornerstone of all CEA training conducted at Lackland AFB, TX. Provides undergraduate and initial skills training through the award of the 1-skill level.

Chief Enlisted Manager (CEM) Code. A five-digit code ending in 00 to identify CMSgts and CMSgt-selects as top enlisted. (Ref: Enlisted Force Structure).

Combat Mission Ready (CMR). An aircrew member who has satisfactorily completed MQT and maintains qualification and proficiency in the command or unit combat mission (Ref: AFMAN 11-202V1)

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

Command Language Program Manager (CLPM). Manages the CLP.

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

Core Task. The CFM identifies core tasks as a minimum qualification requirement for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC. (Ref: DAFI 36-2670).

Course Objective List. A publication derived from initial and advanced skills Course Training Standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the continuum of learning to assist in conducting graduate evaluations. (Ref: DAFI 36-2670)

Crew Resource Management (CRM). The effective use of all available resources, to include people, weapon systems, facilities and equipment, and environment, by individuals or crews to safely and efficiently accomplish an assigned airborne mission or task. (Ref: AFMAN 11-290)

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 1N3X1 or 1A8X1X (A-CLA) who perform and supervise acquisition, recording, transcribing, translating, analyzing, and reporting of assigned communications. Related DoD Occupational Subgroup: 123200 (Ref: AFECD).

Cryptologic Skills Program (CSP). AF/A2 program to promote, develop and maintain a high state of cryptologic mission readiness to facilitate immediate and effective employment of ACLAs on operational missions. (Ref: 16AF/AFCO Cryptologic Skills Program Guidance)

Cryptologic Training Advisory Group (CTAG). Group composed of decision-makers and representative SME from higher headquarters and NSA/CSS, for the purpose of establishing, revising, reviewing, and validating cryptologic training conducted under the auspices of an Executive Agent or Responsible Training Authority to ensure technical adequacy (Ref: NSA Policy 4-25)

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).

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 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)

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 via https://www.dliflc.edu/elearning/

Enlisted Development Team (EDT). Provides key input on functional progression and succession planning. They execute enlisted vectoring and identify key leadership and developmental positions in their functional communities. The CFM collaborates with AF/A1 and AFPC on enlisted force development and management programs. (Ref: DAFI 36-2670).

Field Evaluation Questionnaire An extensive survey designed to solicit feedback from supervisors and/or graduates of technical school to determine if graduates were trained as specified in the training standard. This survey is sent approximately 6 months after graduation to the MAJCOM from the Career Field Manager for distribution to members at the unit level for completion. This feedback data is used to identify efficient and effective training delivery methods. In coordination with the AF Career Field Manager, determine if proficiency levels for AETC courses require adjustment based on feedback data and available resources.

Foreign Language Proficiency Bonus (FLPB)/Foreign Language Proficiency Pay (FLPP). HAF/A1D determines which languages are authorized FLPB within the USAF and the pay rate for each language. This monetary incentive is paid to eligible and qualified military (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. 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, AFI 36-4005)

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

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

Individual Language Training Plan (ILTP). Language training plan developed by supervisors, in coordination with SMEs and CLPMs that provides a path to increasing foreign language proficiency. All 1A8X1Xs will have an ILTP within the 6-part training folder.

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

Initial Skills Training. A formal school course(s) that result in an AFSC 3-skill level award for enlisted or mandatory training for updated to qualified officers. (Ref: DAFI 36-2670).

Instructional System Development (ISD). Deliberate and orderly, but flexible, process for planning, developing, implementing, and managing instructional systems. It ensures that personnel are taught in a cost-efficient way the knowledge, skills, and attitudes essential for successful job performance.

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

Language Training Activities. In the context of this CFETP, language training activities are those that increase proficiency. All activities will be documented. Suggested activities include, but are not limited to: DLIFLC resident and non-resident courses, National Cryptologic University (NCU) courses, language center materials, Partner Language Training Center-Europe, local college courses, and Internet sources. (Ref: TRADOC 350-9)

- **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.

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

- **Relanguage Training.** Formal acquisition-level language training that provides an additional language capability to an Airman in a language that is disparate from the language for which ILR skill level L2/R2 has already been achieved (e.g. Modern Standard Arabic to Chinese). Relanguaging normally occurs when 1) additional language skill is required to complement existing skills to meet mission requirements (e.g. Arabic to French), 2) to support re-balance of language health across the force. All relanguage requests must be coordinated with and authorized by the CFM through NCORP or other relanguage options as they are available. Relanguaging will result in a change to an individual's AFSC.

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

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

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

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

Occupational Analysis Report (OAR). Detailed report showing the results of an occupational survey of tasks performed within a particular AFSC. The Microsoft Excel®-based product includes narrative analysis and data formatted into tables that can easily be sorted by the user to quickly identify and highlight data tailored to user needs.

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)

Qualification Training (QT). Hands-on performance training designed to qualify an airman in a specific position. This training occurs both during and after upgrade training to maintain up-to- date qualifications. (Ref: DAFI 36-2670)

Quality of Analysis (Q of A) Program. The General Defense Intelligence Program funds this program to improve the quality of DoD intelligence analysis and help train qualified intelligence professionals by increasing their depth of analytical, area, and functional expertise.

Required Language Attribute (RLA). Digraph or code used to indicate an authorized language identity is required. Language, other than English, is required to perform the duties of the position.

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

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

Specialty Training Requirements Team (STRT)/Utilization and Training Workshop (U&TW). A forum co-chaired by the CFM and AF Training Pipeline Manager comprised of MAJCOM Functional Managers, SMEs, and AETC training personnel that determine education and training requirements and 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 AFSC training that determines career ladder training requirements (Ref: DAFI 36- 2670).

Specialty Training Standard (STS). An AF publication that describes an USAF specialty in terms of tasks and knowledge that an airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, or 7-skill level within an enlisted AFSC. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an AFSC are taught in formal schools and correspondence courses. (Ref: DAFI 36-2670)

Test Control Officers (TCOs). Individual assigned the responsibility for controlling and safeguarding all test materials, schedules and proctoring.

Total Force. All collective AF components (active, reserve, guard, and civilian elements) of the USAF.

Upgrade Training. Mandatory training which leads to the attainment of a higher skill level.

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.

Section A – General Information

1. Purpose. This CFETP provides the information necessary for CFMs, MFMs, commanders, training managers, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training that individuals in this AFSC should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, proficiency and advanced training. This training program occurs both during and after the upgrade training process and is designed to provide the performance skills and knowledge required to execute mission. The CFETP also serves the following purposes:

1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field-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. Use of CFETP. The plan will be used by MFMs down through supervisors, all levels, to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

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

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

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

2.4. Personnel in AFSC 1A8XX are exempt from maintaining OJT Training Folders (AF Form 623, Individual Training Record Folder). All training not documented in Flight Evaluation Folder (FEF) will be documented in each Airman's Six-Part Folder as follows:

2.4.1. Part 1: CFETP/STS
2.4.2. Part 2: Certifications
2.4.3. Part 3: Language Maintenance Records
2.4.4. Part 4: CSP Documentation
2.4.5. Part 5: Waivers
2.4.6. Part 6: Narrative Remarks

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

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

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

Section B - Career Progression and Information

4. Specialty Description. This information supplements the AFECD. AFSC specific descriptions with duties and responsibilities can be found in the AFECD which can be found in MyFSS by searching for "AFECD". 1A8X1s operate, evaluate and manage airborne SIGINT information systems and operations activities as well as related ground processing activities. Performs identification, acquisition, recording, translating, analyzing, and reporting of assigned voice communications. Related DoD Occupational Subgroup: 123200.

4.1. Airborne Intelligence Surveillance and Reconnaissance (A-ISR). The 1A8 A-ISR AFSCs are a mix of CEA and ISR skills that enable capabilities in an operational and strategic capacity. 1A8s are considered low density high demand assets. The distinct MWS 1A8s operate on enable the human weapons system to be in the right place at the right time to enable the valuable intelligence that supports commanders at all levels to make decisions that defend our nation. Combine that with our target expertise and analytic capabilities to critically think, research, frame and communicate the relevant data across the spectrum of intelligence products make this a highly valuable, sought after force.

4.2. Airborne Cryptologic Language Analyst. The 1A8X1X shreds are aligned to the NDS and future operating framework depicted by our most senior AF and DoD leaders. The tasks of a 1A8X1 are to be ever ready for a war time environment, continually training and gaining new experiences and skills that will make each 1A8X1 a stronger more capable warrior. These experiences and skills may develop through training scenarios and events or from operational missions surrounding real-world events. The global paradigm is ever shifting and we should be grateful for peace but be prepared for battle.

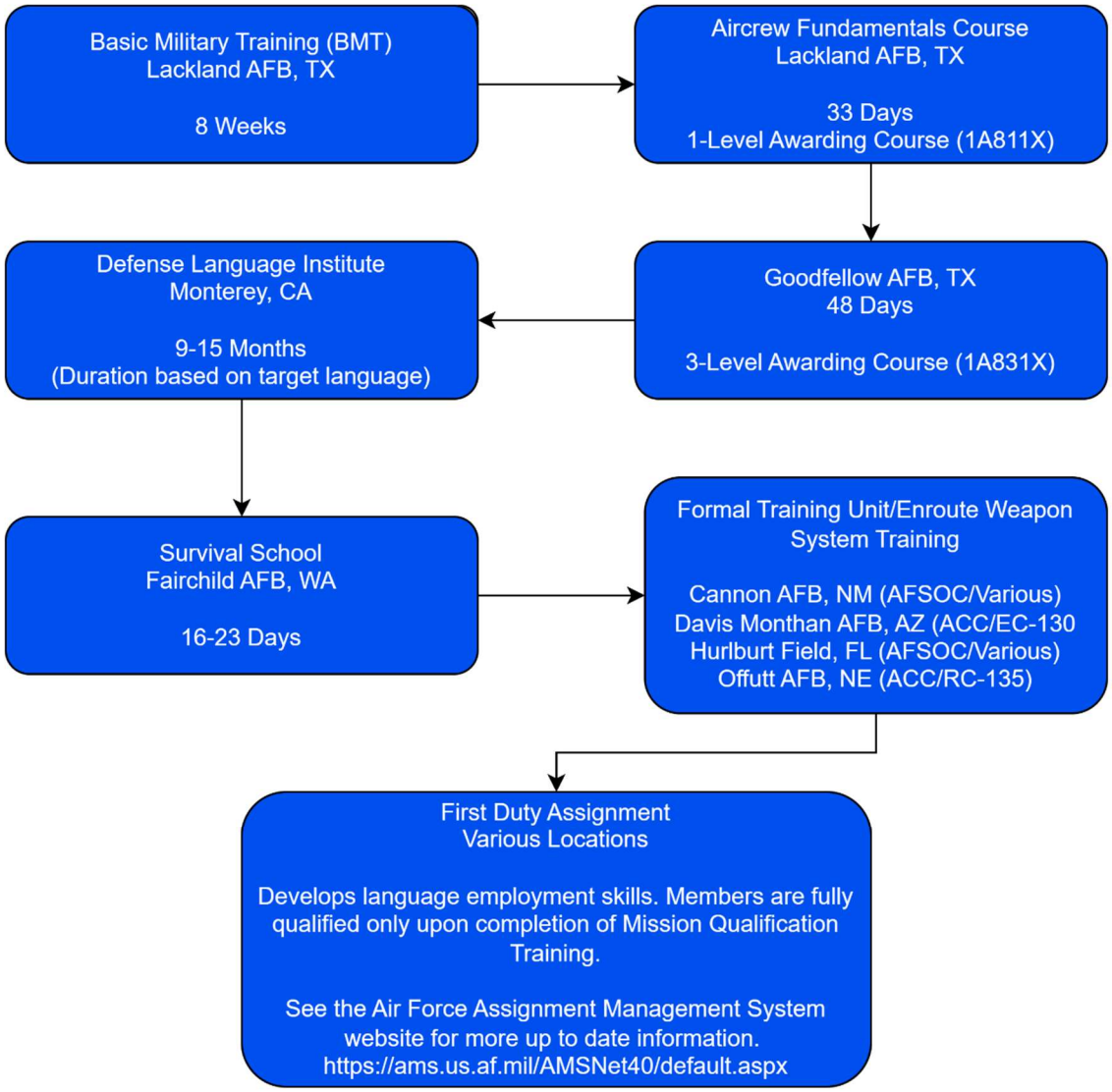
5. Training Decisions and Strategy. The CFETP uses a building block approach to encompass the entire spectrum of functional training requirements for the A-CLA specialties; including skill level, aviation, intelligence and language requirements. This CFETP was developed to include life-cycle (day one through retirement) training requirements for this specialty. The spectrum includes a framework for when, where, and how to meet the training and growth requirements. Each member should establish framework that blends functional requirements with timing of institutional requirements and drives towards each member's individual goals. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training.

6. Skill Level Career Progression. Adequate training and timely progression from the apprentice to the craftsman skill level play an important role in the AF's ability to accomplish its functional mission. It is essential that all Airmen involved in training do their part to plan, manage, and conduct an effective training program. Progression starts with initial skills training garnering 3-skill level and moves through qualification and certification in the AFSC into 5, 7 skill levels. The guidance provided in this part of the CFETP will enable individuals to visualize and find viable training at appropriate points in their functional career path but also depicts AF institutional growth through Professional Military Education (PME) and promotions that interweave into our professional growth as Airmen.

6.1. Initial Skills Training. For ACLAs initial skills training is a combination of Basic Training, AFC, Language Acquisition, and Technical Training required for the award of 3-skill level and CEA basic wings; which will be granted after successful completion of technical training at Goodfellow AFB. Initial skills training continues with Survival Courses and FTU training for IQT. Normally, initial skills training is conducted by AETC at a technical training center but some FTUs fall under a lead command to complete IQT. Initial Skills Training is complete following successful completion of IQT.

Figure 6-1.2. Enlisted Initial Skills Path

The flow outlined in Figure 1 (below) represents the formal training courses required for personnel entering and becoming fully qualified in the ACLA Specialty including MQT at first duty assignment. The locations, course lengths, and titles are subject to change. Changes will be updated in the Education Training Course Announcement by the course owner.

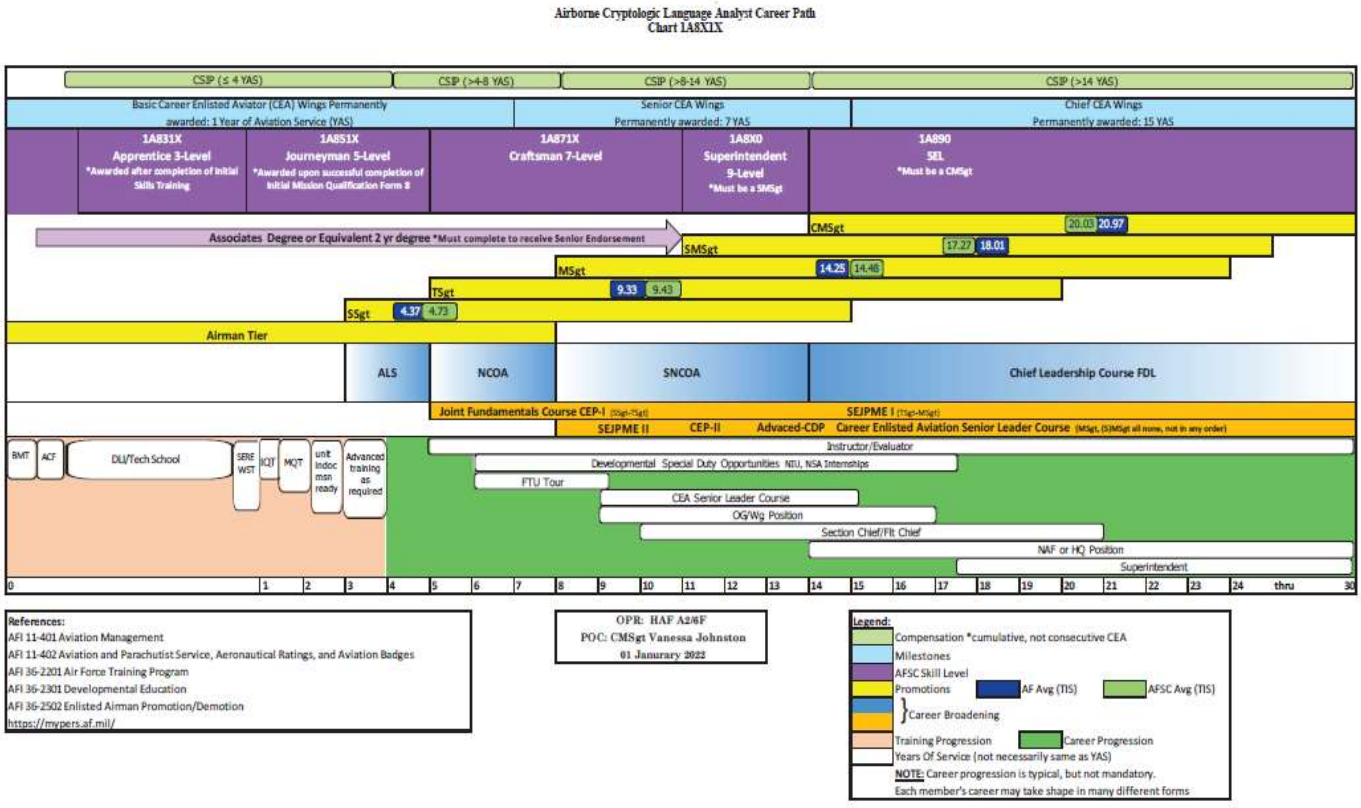


7. Assignment Locations. Authorizations are subject to change without notice and authorizations and vacancies drive assignments. A-ISR members interested in assignments should update their dream sheet and consult their Senior Enlisted Leader (SEL) for more detailed information about opportunities. SELs should engage with AFPC Assignments FAM as needed to support unique circumstances. 1A8 broadening assignments are advertised on Talent Marketplace through MyVector. https://myvector.us.af.mil/myvector/Talentmarketplace/Home

NOTE: AF broadening opportunities usually require career field release. Engage with your leadership teams to learn about opportunities; if release is needed, your SEL will engage with the CFM.

8. Development Path. The 1A8X1 Career Development Path is a foundational depiction of basic growth model. It includes items such as Incentive Flight Pay and Career Enlisted Aviator Occupational badges, A-ISR skill levels, average time in service for rank, traditional timing for PME, additional functional education, and internal and external broadening opportunities. Options listed in the career development path chart are not all-inclusive and are subject to change. The timelines and opportunities may not be feasible for all personnel including the Air National Guard and Air Force Reserve personnel, but are highly encouraged.

Figure 8.1. 1A8X1X Career Development Path.



8.1. 3-Skill Level Recommendations: Qualified individuals who are awaiting upgrade time should focus efforts in operations (ground and airborne) to gain understanding of foundational skills prior to moving into support offices such as scheduling, training, analysis, mission management. Individuals should be considered for CSP trainers, additional intelligence and cryptologic training and instructors.

8.2. 5-Skill Level Recommendations: Qualified individuals should be considered for movement into support offices such as scheduling, training, analysis, mission management. Individuals should be considered for CSP trainers if not already as well as additional advanced intelligence and cryptologic

training and instructors and/or evaluators or crew position upgrade when in 5 skill level. Individuals in this skill level should strive to achieve higher language proficiency scores of L2+/R2+ in their primary language (shred) as defined by their CAFSC and any additional foreign language(s) (if applicable), and continue development in ISR and cryptologic skills to grow their expertise and experience.

8.3. 7-Skill Level Recommendations: Newly upgraded personnel should be looked at for expanded breadth across support office functions. Individuals should again be considered for additional advanced intelligence and cryptologic training, instructors and/or evaluators or additional crew position upgrade at this time. Individuals in this skill level should strive to achieve L3/R3 in their primary language as defined by their CAFSC and any additional foreign language(s) (if applicable) and continue development in ISR and cryptologic skills to grow their expertise and experience.

8.4. Rank Responsibilities: Airmen should develop their functional skill levels IAW with this CFETP and should develop institutional leadership skills IAW AFH *36-2618 The Enlisted Force Structure.*

8.5. 1A8 Enlisted Development Team (EDT). The 1A8 career field will utilize the EDT process to develop and place individuals into E-7 Key Developmental and E-8 Key Leadership positions throughout the community. The process is governed by DAFI 36-2670, the Enlisted Development Team Charter and CFM guidance.

8.6. Key Functional Positions

8.6.1. MAJCOM Functional Managers (MFM) and Functional Area Managers (FAMs): IAW DAFI 36-2670, *Total Force Development*; AFMAN 36- 2100, *Military Utilization and Classification*; AFH 36-*2618 The Enlisted Force Structure and the AFECD*; the MFM is appointed by the MAJCOM Director of ISR (A2) or equivalent. The MFM and FAMs advise the MAJCOM directorates and staff on 1A8 utilization and training issues. The MFM serves as the MAJCOM voting representative during career field STRT/U&TW. Assists in gathering inputs and data to complete enlisted grade allocation for Career Progression Group (CPG) reviews. Provides guidance to field units on 1A8 personnel utilization. Assists with the dissemination of information regarding AF and career field policies, plans, programs, and procedures to field units. Assists in identifying qualified SMEs to help with the development of CDPs and acts as the primary MAJCOM reviewer on CDP training and classification waiver request packages. MFM and FAMs coordinate on 1A8 staffing and manpower issues. 1A8 MAJCOM processes and FAMs are split between ACC A/2, ACC A/3 and 16 AF/AFCO, with 16 AF/AFCO executing MFM responsibilities and executing cryptologic authority to support CFM.

8.6.2. CFM for the A-ISR Career Fields. IAW DAFI 36-2670, *Total Force Development*; AFMAN 36-2100, *Military Utilization and Classification* and the *AFECD*; the CFM is appointed by the Deputy Chief of Staff, Intelligence, Surveillance, Reconnaissance & Cyber Effects Operations (AF A2/6). The CFM advises the FAM and MFM on all matters affecting the 1A8 A-ISR career fields. Communicates directly with MFMs and AETC to disseminate AF and career field policies and program requirements. Ensures development, implementation, and maintenance of the CFETP. Serves as the chairperson for the STRT/U&TW and uses it as a forum to determine and manage career field education and training requirements as they apply to mission needs. Possesses final authority to waive CFETP requirements, including Learning Programs/CDPs. Assists AETC training managers and course supervisors with planning, developing, implementing, and maintaining all AFSC-specific training courses. Assists in the development of AFSC-related manpower. 1A8 CFM coordinates across HAF directorates to drive force health initiatives.

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

9.1. Aircrew Member Badge. The aircrew wings are a mandatory uniform item for the 1A8X1X AFSC upon graduation from the 3-level awarding course. Wear and permanent awarding requirements of the Basic/Senior/Chief Aircrew Member Badge will be IAW AFMAN 11-402 *Aviation and Parachutist Service.* Failure to complete IQT provides the authority for supervisors to recommend revocation of wear of the aircrew member badge.

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

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

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

11.1. Standard. The DIRNSA requirement for language proficiency is L3/R3. The AF expectation is that all ACLAs will strive to meet the L3/R3 standard. The AF minimum ACLA proficiency standard is L2/R2 for all DoD funded acquisition-level languages/dialects that are still operationally relevant as determined by the CFM. These standards also apply to personnel who were accepted into the AFSC without attending formal language training at DLIFLC (DLI bypass). ACLAs who have received DoD funded acquisition-level training designed to achieve the minimum proficiency standard in more than one language or dialect are required to meet the testing standards outlined below; however, in order to maintain the AFSC, they are only required to meet or exceed the minimum proficiency standard in their primary (shred) language or dialect defined by their CAFSC. **NOTE: ARC -** Guard and Reserve ACLAs must maintain the minimum proficiency standard in the language to which they are assigned in their current duty position. The waiver authority for the ARC Guard and Reserve is the respective CFM.

11.2. Testing. Unless otherwise directed, the DLPT and OPI are the primary methods for testing language proficiency. All MSgt and below ACLAs must test annually in their CAFSC, unless they score L3/R3 or better, in which case they are only required to test every two years (Ref: DoDI 5160.71 and DAFI 36-4005). SMSgts are not required to maintain proficiency or enter RLTP. DLI bypass members must also test annually (and maintain proficiency in the language tied to the AFSC for which they were accepted). ACLAs failing to test within the required timeframe will be considered sub-proficient and entered into RLTP. Testing results will be documented in foreign language training databases. (Ref: DoDI 3300.07) **NOTE: ARC** - Guard and Reserve ACLAs are only required to test annually in the language assigned in their current duty position, though they are welcome to test in other languages to highlight their other proficiencies.

11.3. Language Continuation Training.

11.3.1. Individual Language Training Plan (ILTP). An ILTP is required for all MSgt and below ACLAs and must be developed and maintained per AF CLP guidance (Ref: DODI 5160.70, DODD 5160.41E, DoDI 3300.07). The ILTP will be developed and modified by ACLAs and their supervisors, in coordination with a language mentor and CLPM, to provide a path to improving an ACLA's foreign language skills and will be loaded to the Joint CLPM Database (JCD) or as dictated by Air Force CLP and local guidance.

11.3.2. Weekly/Monthly Enhancement. Language enhancement requirements for MSgt and below are 12 events per month, culminating in 180 hours every 2 years. An equal balance between global skills and cryptologic skills training must be maintained IAW 16AF/AFCO Cryptologic Skills Program Guidance. CT events may be used to meet this requirement, up to six events. Weekly or monthly enhancement will be documented per local command guidance. Commanders are responsible for maintaining a Command Language Program and will provide opportunities for language maintenance and enhancement of language proficiency and associated analytical skills and knowledge IAW DODI 3300.07 and DODI 5160.70.

11.3.3. Significant Language Training Events (SLTEs). SLTE hour requirements are defined as a minimum of 150 hours enhancement. MSgt and below ACLAs will meet SLTE requirements established in DoDI 5160.71. Pipeline Airmen must accomplish a SLTE within 12 months of arrival to first duty station. An additional 6 months may be granted, and the waiver approval authority for this is 16 AF/AFCO-CF. Members will attend a SLTE in the member's assigned CAFSC using the score and timeline guidance in Table 11.3.3.1. This applies to members utilized in a language other than their CAFSC shred and members who were accepted into the AFSC without attending formal language training at DLIFLC (e.g. DLI by- pass). Sub-proficient ACLAs must adhere to the SLTE requirements of the Remedial Language Training Program (RLTP). Any unit or location that cannot meet the required SLTE schedule will submit a request for a training delay to 16 AF/AFCO-CF. SLTE attendance will be documented in the Joint CLP Database (JCD) **NOTE: ARC** - Guard and Reserve ACLAs with scores below L3/R3 must attend a SLTE for their operationally assigned language every 18 months. Those who maintain L3/R3 or better may be directed to attend a SLTE every 24 months.

Table 11.3.3.1. – SLTE Frequency

SLTE Timeline	
DLPT SCORE	**Frequency**
At least 2/2	12 Months
At least 2+/2+	18 Months
3/3 and above	24 Months

11.3.3.2. Enhancement SLTE – A language training event designed to facilitate an increase in proficiency level.

11.3.4. Remedial Language Training Program (RLTP). All MSgt and below ACLAs who fail to meet the minimum proficiency standard in their primary CAFSC language/dialect will enter into RLTP status. Official entry into the program will be recognized from the date the ACLA records a sub-proficient score on the DLPT/OPI, or upon completion of IQT, as applicable. A RLTP entry document is highly

encouraged to provide situational awareness to the ACLA and chain of command, however, lack of an entry does not preclude adherence to the one-year proficiency requirement. Extenuating circumstances negatively affecting RLTP progress shall be annotated in training records. RLTP training window will last no greater than 12 months unless otherwise specified by CFM. **NOTE: ARC** - Guard and Reserve MSgt and below ACLAs who do not meet the minimum proficiency standard will enter RLTP only in the language assigned in the current duty position, which should correspond to their CAFSC; the training window will last no greater than two years unless otherwise specified by the respective Guard or Reserve CFM.

11.3.4.1. RLTP Process. The RLTP is a process that lasts either until the member achieves proficiency in that language or until the end of the RLTP period, not to exceed 12 months. **Exception:** Members arriving at their first duty station upon completion of initial skills acquisition training (pipeline) will not be entered into RLTP until completion of IQT. CLPMs should direct the ACLA to conduct an Online Diagnostic Assessment, if available, and interview the supervisor and the ACLA within 10 duty days from entry into RLTP to determine reasons for failure and provide guidance. At a MINIMUM, the ACLA's remedial ILTP will include 24 hours of supervisor-directed, tailored language training per month and one, 150-hour SLTE funded by 16 AF/AFCO.

11.3.4.1.1. Local commanders may schedule a SLTE and DLPT at any point within the 12-month RLTP window; however, any additional SLTEs within this period must be unit funded, and no more than 2 DLPTs can be conducted within a 12-month window. ACLAs that retest and attain the minimum proficiency standard will be removed from the RLTP. The ILTP should be revised at this time to ensure the ACLA does not again fall below the minimum proficiency standard. **NOTE: Guard and Reserve members.** Once a sub-proficient DLPT/OPI score is recorded by the ACLA, the interview should be conducted within 60 days. The ILTP will include at a minimum 12 hours per month of directed supervised, tailored language training and one SLTE.

NOTE: An ACLA who is not proficient in the language tied to their CAFSC should not volunteer for, or be considered for deployments, but final determination for these events resides with the local command. Extenuating circumstances negatively affecting RLTP progress shall be annotated in training records.

11.3.4.3. Post RLTP. Upon completion of remedial status, Airmen remaining below standards must be immediately processed for reclassification unless otherwise determined by the local commander and in conjunction with the CFM. AFMAN 36-2100, *Classifying Military Personnel*, contains procedures for these actions. **NOTE: ARC** - Guard and Reserve members who do not achieve language proficiency scores of L2/R2, as measured by the DLPT, or level 2 for OPI-only languages or those with only one testing modality within 2 years of enrollment in waiver consideration must request a waiver of mandatory AFSC requirement or reclassification from HQAFRC/A2CEM/MFM or be reassigned to HQ ARPC (IRR).

11.3.4.4. Waiver Consideration. In the event of significant extenuating circumstances, the ACLA 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 ACLA 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, and provide input to the waiver request. Requests for waivers must be submitted to 16AF/AFCO-CF for approval, within 30 days upon completion of RLTP. If a waiver is granted by the

CFM, the ACLA will be considered for decertification from mission positions requiring language proficiency and should not be considered for deployments. For this period, the ILTP at a minimum will include 30 hours per month of directed, supervised and tailored language training and a minimum of one 150-hour SLTE. An additional minimum-150 hour SLTE must occur within the six month waiver timeframe. ACLAs that retest at the end of six months and demonstrate further degradation of language scores will be immediately processed for reclassification or separation. ACLAs that retest and attain the minimum proficiency standard should be removed from the RLTP for that language and, if decertified, reinstated as appropriate. An ACLA's ILTP should be revised at this time to ensure the ACLA does not again fall below the minimum proficiency standard.

11.3.4.5. Repeated Failures. Commanders must consider AFSC disqualification for MSgt and below ACLAs entered into remedial status 3 times within 6 years for the same language.

11.3.5. Cryptologic/Global Language Training Resources. The NSA NCU offers a variety of in-residence, exportable, self-paced, or distance learning courses. These courses provide training across a broad spectrum of topics. Local training managers maintain information on course listings.

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

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

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

Semester Hours

Technical Education	24
Leadership, Management, and Military Studies	6

Physical Education 4
General Education 15
Program Elective 15
Total: 64

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

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

12.1.3. Physical Education (4 Semester Hours): This requirement is satisfied by completion of Basic Military Training.

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

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

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

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

https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803252/credentialing-programs-flight/. In addition to its associate degree program, CCAF offers the following certification programs and resources:

12.2.1. CCAF Instructor Certification (CIC) Program. CCAF offers the three-tiered CIC Program for qualified instructors teaching at CCAF affiliated schools who have demonstrated a high level of professional accomplishment. The CIC is a professional credential that recognizes the instructor's extensive faculty development training, education and qualification required to teach a CCAF course, and formally acknowledges the instructor's practical teaching experience. https://www.my.af.mil/gcss-af/USAF/AFP40/d/s6925EC13447C0FB5E044080020E329A9/Publications/Certifications/CIC_Brochure.pdf

12.2.2. CCAF Instructional Systems Development (ISD) Certification Program. CCAF offers the ISD Certification Program for qualified curriculum developers and managers who are formally assigned at CCAF affiliated schools to develop and manage CCAF collegiate courses. The ISD Certification is a professional credential that recognizes the curriculum developers' or managers' extensive training, education, qualifications and experience required to develop and manage CCAF courses. The certification also recognizes the individual's ISD qualifications and experience in planning, developing, implementing and managing instructional systems. https://www.my.af.mil/gcss-af/USAF/AFP40/d/s6925EC13447C0FB5E044080020E329A9/Publications/Certifications/ISD_Brochure.pdf

12.3. Air Force Credentialing Opportunities On-Line (AF COOL). AF COOL replaced the CCAF Credentialing and Education Research Tool (CERT). The AF COOL Program is managed by CCAF and provides a research tool designed to increase an Airman's awareness of national professional credentialing and funding opportunities available for all AF occupational specialties. AF COOL also provides information on specific occupational specialties, civilian occupational equivalencies, AFSC-related national professional credentials, credentialing agencies, and professional organizations. To learn more about AF COOL visit https://afvec.us.af.mil/afvec/af-cool/welcome.

12.4. 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/how-to-apply.

12.5. Occupational Instructor Certification. AF and other service members currently assigned to a CCAF affiliated course are eligible for the Instructor of Technology and Military Science (ITMS) degree program. Individuals desiring to pursue the Instructor of Technology & Military Science (ITMS) degree program can obtain further information through the CCAF website. https://www.airuniversity.af.edu/Barnes/CCAF/

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

13. A-ISR Career Enhancement Programs. The below listed opportunities are available to 1A8 Airmen within the larger AF or DoD framework.

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

13.2. National Intelligence University (NIU). NIU is an accredited academic institution established by the Department of Defense to prepare ISR professionals for Joint, Air Staff, and MAJCOM level positions. This is a center of excellence that offers both undergraduate and graduate degree programs educating military and civilian professionals and conducting and disseminating ISR-related research. The management and outplacement is directed by the CFM office. For more information visit https://ni-u.edu/wp/

13.3. Air Force Institute of Technology (AFIT). Located at Wright-Patterson AFB, Ohio, AFIT is the AF's graduate school of engineering and management under Air University and AETC. 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/

13.4. 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.

13.5. Internship Programs. NOTE: The following internship programs are for Active Duty only and Active Duty Service Commitments (ADSC) and follow on assignments are managed by the respective program owners. Airmen should pursue these programs just like Certification Programs to continually improve their analytic tradecraft.

13.5.1. Middle Enlisted Cryptologic Career Advancement Program (MECCAP). A 3-year internship for 1A8XX, 1N2XX, 1N3XX, and 1N4XX Airmen 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 you supervisor, superintendent, or functional manager for details. Call for packages takes place every

fall with RNLTD of the following summer. The management and outplacement is directed by 16 AF/AFCO.

13.5.2. Military Language Analyst Program (MLAP). This 3-year internship for 1A8XXX and 1N3XXX 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 is directed by 16 AF/AFCO.

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

Section C – Skill Level Training Requirements

14.1. Apprentice (3) Level. 1A831X. Meeting mandatory requirements listed in the AFECD and DAFMAN 36-2689. Completion of the AFC and Survival training is mandatory. Attend language accession or conversion training or possess minimum language proficiency scores of L2/R2 as measured by the DLPT. Tasks and knowledge training requirements are identified in the STS, at Part II, Section A. Individuals must complete the initial skills course to be awarded AFSC 1A831X. Attendance of the 3-level course is mandatory to cross train into 1A8X1X. Waiver authority for any training action resides with the CFM.

14.2. Journeyman (5) Level. 1A851X. Individuals must hold 1A831X AFSC and maintain the mandatory requirements listed in the AFECD and DAFMAN 36-2689. Upgrade training to the 5-skill level in this specialty consists of successful completion of training provided in MDS Specific IQT, MQT and member must be in possession of a valid Form 8. Additionally, member must have 6 months experience performing ACLA functions, must possess the minimum language proficiency scores of L2/R2 as measured by the DLPT and complete the ISR Basic CDP. Final requirement is supervisor recommendation. Retrainees are subject to the same training requirements. **NOTE:** Units will defer upgrade training and ISR CDP enrollment until after completion of IQT/FTU training and MQT/CSP and Form 8 completion at assignment to the first operational squadron.

14.3. Craftsman (7) Level. 1A871X. Individuals must hold 1A851X AFSC and maintain the mandatory requirements listed in the AFECD and DAFMAN 36-2689. Upgrade training to the 7-skill level in this specialty consists of maintaining tasks and knowledge training provided in MDS IQT, MQT, and member must be in possession of a valid Form 8. Additionally, member must have 12 months experience performing or supervising ACLA functions, must possess minimum language proficiency scores of L2/R2 as measured by the DLPT. Final requirement is supervisor recommendation. Retrainees are subject to the same training requirements. Completion of ISR Intermediate CDP is expected after promotion to Technical Sergeant.

14.4. Superintendent (9) Level. Upgrade training to the 9-skill level in this specialty consists of holding 1A871X or 1A872 AFCS, maintaining the mandatory requirements listed in the AFECD, DAFMAN 36-2689 and a supervisor's recommendation. Complete upgrade with promotion to SMSgt/E-8.

14.5. Chief Enlisted Manager (CEM). CEM code is awarded when promoted to CMSgt/E-9.

Section D - Resource Constraints

15. Purpose. This section identifies known resource constraints, which preclude 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 reviewed and updated at least annually.

16. Skill-Level Training: Currently no constraints, impacts, resources or actions required.

Section E – Transitional Training Guide.

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

PART II

Section A – Specialty Training Standard (STS)

Implementation. This STS will be used for technical training provided by AETC for classes beginning 1 Oct 2021.

1. Purpose. As prescribed in DAFI 36-2670, *Total Force Development*, and this STS:

1.1. Lists Tasks, Knowledge, and Technical References necessary for Airmen to perform duties in a specialty. Column 1 identifies the most common tasks, knowledge, and technical references (TR) necessary for Airmen to perform duties in the 3-, 5-, and 7-skill level. All 3-level line items in the STS are trained during technical school. Column 2 lists the core/tasks identified by the AFCFM. In addition to these core tasks, all ACLAs have an inherent core task to maintain language proficiency at a minimum of L2/R2, as measured by the DLPT, or level 2 for OPI-only languages or those with only one testing modality.

1.2. Provides certification for OJT. Column 3 is used to record completion of task and knowledge training requirements. When placed in the Six Part Folder, the STS serves as a Job Qualification Standard (JQS). Task certification must show a certification/completed date. All other documentation should be performed in accordance with DAFI 36-2670.

1.3. Serves as a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS) if there is a Specialty Knowledge Test (SKT) for that AFSC/Skill Level. Tests are developed at the AF Occupational Measurement Squadron (AFOMS) by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members to be most appropriate for promotion to higher grades. Questions are based on study references listed in the WAPS study catalog. Individual responsibilities are in AFI 36-2606, Chapter 14, *Reenlistment and Extension of Enlistment in the United States Air Force*. WAPS is not applicable to the Air National Guard or Air Force Reserve.

2. Qualitative Requirements. Attachment 1 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

3. Recommendations. Report STS inadequacies and/or unsatisfactory performance of individual course graduates to 316TRS/DOE. A 24-hour Customer Service Information Line (CSIL) has been installed for the supervisor's convenience to identify demonstrated over- or under-training on performance/knowledge items listed in the training standard. For a quick response to any training concerns, call CSIL, DSN: 312-477-3350, anytime day or night, or send an email to: 17TRG.ccme@goodfellow.af.mil. Please reference specific STS line items.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

MARY F. O'BRIEN, Lt Gen, USAF
Deputy Chief of Staff, Intelligence, Surveillance, Reconnaissance, and Cyber Effects Operations

3 Attachments:
1. Qualitative Requirements
2. Aircrew Fundamentals
3. Airborne Cryptologic Language Analyst Apprentice Specialty Training Standard

Attachment 1 Qualitative Requirements		
THIS BLOCK FOR IDENTIFICATION PURPOSES ONLY		
Name of Trainee		
Printed Name (*Last, First, Middle Initial*)	**Initials (*Written)***	**SSAN**
Printed Name of Certifying Official and Written Initials		
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	

QUALITATIVE REQUIREMENTS

Proficiency Code Key		
	Scale Value	**Definition: The individual**
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)

Explanations

* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)

** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.

- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.

X This mark is used alone in the course columns to show that training is required but not given due to limitations in resources.

***NOTE**:* All tasks and knowledge items shown with a proficiency code are trained during war time.

Attachment 2 Aircrew Fundamentals					
		A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
Line Item	1. Tasks, Knowledge, and Technical References	Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
1	**CAREER LADDER PROGRESSION** TR: AFMAN 36-2100, AFI 36-2104, AFI 11-401, AF Mission Directives				
1.1	Progression within 1AXXX AFSC's	A	--	--	--
1.2	Duties within 1AXXX AFSCs	A	--	--	--
1.3	Total Force	A	--	--	--
1.3.1	MAJCOM Missions	A	--	--	--
1.4	Joint / Combined	A	--	--	--
2	**SECURITY** TR: DODR 5200.1, AFI 10-1101, 31-201v2, 31-401, 33-208, 33-211, 10-701				
2.1	COMSEC relating to aircrew	A	--	--	--
2.2	OPSEC relating to aircrew	A	--	--	--
2.3	Perform Anti-Hijacking / Anti-Terrorism Procedures	1a	--	--	--
2.4	Information Security relating to aircrew	A	--	--	--
2.5	Physical Security relating to aircrew	A	--	--	--
2.5.1	Perform flight line security procedures	1a	--	--	--
3	**CREW RESOURCE MANAGEMENT (CRM)** TR: AFI-11-290				
3.1	Crew Resource Management fundamentals	A	--	--	--
3.2	Communication				
3.2.1	Terms and definitions	B	--	--	--
3.2.2	Radio discipline	A	--	--	--
4	**AVIATION SAFETY / AF OCCUPATIONAL SAFETY AND HEALTH (AFOSH) PROGRAM** TR: AFI 32- 7806, 91-201, 91-202, 91-301, 91-302, 91-303, 123-1, AFMAN 24-204, AFOSH Std 91-25, 91-66, 91-100, AFPAM 91-121				
4.1	Aviator hazards				
4.1.1.	Engine air intake and exhaust	A	--	--	--
4.1.1.1.	Apply appropriate safety measures	1a	--	--	--
4.1.2	High intensity sound	A	--	--	--
4.1.2.1	Apply appropriate safety measures	1a	--	--	--
4.1.3	Rotor / propeller planes of rotation	A	--	--	--
Line Item	1. Tasks, Knowledge, and Technical References	A		B	C

		3 Skill Level		5 Skill Level	7 Skill Level
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
4.1.3.1	Apply appropriate safety measures	1a	--	--	--
4.1.4	Antenna radiation	A	--	--	--
4.1.4.1	Apply appropriate safety measures	1a	--	--	--
4.1.5	Aircraft Electrical System	A	--	--	--
4.1.5.1	Apply appropriate safety measures	1a	--	--	--
4.1.6	Ground support equipment	A	--	--	--
4.1.6.1	Apply appropriate safety measures	1a	--	--	--
4.2	Weather	A	--	--	--
4.3	Bird Avoidance Strike Hazard (BASH) Program	A	--	--	--
4.4.	Hazardous Materials (HAZMAT)	A	--	--	--
4.5	Foreign Object Damage (FOD) Hazards / Prevention	A	--	--	--
4.6	High intensity light (Strobes)	A	--	--	--
5	**PUBLICATIONS** TR: AFI 11-215, 33-360, 37-160v1, T.O. 00-20, 00-5-1/2, DODR 4500-32v1, 11-202v2				
5.1	Air Force Technical Order's	B	--	--	--
5.1.1	Use T.O.s	2b	--	--	--
5.1.2	Post changes	2b	--	--	--
5.2	Publications	B	--	--	--
5.2.1	Use publications	2b	--	--	--
5.2.2	Post changes	2b	--	--	--
5.3	Flight Publication Improvement Reports	B	--	--	--
5.4	Complete flight publication improvement report (AF Form 847)	2b	--	--	--
5.5	AFTO IMT 781 series	B	--	--	--
5.5.1	Use AFTO IMT 781A	1a	--	--	--
5.6	Flight Crew Information File (FCIF)	B	--	--	--
5.6.1	Use Flight Crew Information File (FCIF)	2b	--	--	--
6	**AIRCREW/FLIGHT MANAGEMENT** TR: AFPD 11-4, AFI 11-401, 11-402, 11-412, 11-202, 38-201, 48-123v3				
6.1	Responsibilities of HQ USAF and	--	--	--	--
		A		B	C
Line Item	1. Tasks, Knowledge, and Technical References	**3 Skill Level**		**5 Skill Level**	**7 Skill Level**

		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
	MAJCOM Aircrew Managers				
6.2	Flight authorization	A	--	--	--
6.3	Aviation Resource Management (ARM)				
6.3.1	Host Aviation Resource Management (HARM)	A	--	--	--
6.3.2	Squadron Aviation Resource Management (SARM)	A	--	--	--
6.4	Flight Records Folder (FRF)	A	--	--	--
6.5	Aviation service, aeronautical ratings, badges	A	--	--	--
6.6	Flight pay / Career Enlisted Flight Incentive Pay (CEFIP) / gates	B	--	--	--
6.7	Flight medicine				
6.7.1	Flight surgeon functions	B	--	--	--
6.7.2	Grounding / Duties Not Including Flying (DNIF) status	B	--	--	--
6.8	Aircrew member responsibilities				
6.8.1	Crew rest	A	--	--	--
6.8.2	Restrictions	A	--	--	--
7	**AIRCREW TRAINING / SUPERVISION** TR: AFI 11-2MDS V1, 11-202v1/2, 36-2101, 36- 2670, Education & Training Course Announcements (ETCA)				
7.1	Physiological Training	A	--	--	--
7.2	General education requirements	A	--	--	--
7.3	Initial qualification training	A	--	--	--
7.4	Mission qualification training	A	--	--	--
7.5	Continuation training / maintaining currency	A	--	--	--
7.6	Requalification training	A	--	--	--
7.7	Flight Training Records	A	--	--	--
7.8	Standardization/Evaluation duties	A	--	--	--
7.9	Flight Evaluation Folder (FEF)	A	--	--	--
7.10	Life support equipment	A	--	--	--
8	**AERODYNAMICS**TR: -1 T.O., AFH 11-203v1, T.O. 1-1B-50				
		A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
Line Item	1. **Tasks**, Knowledge, and Technical References	Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level

8.1	Fixed wing	A	--	--	--
8.2	Rotary wing	A	--	--	--
8.3	Aircraft general (basic construction)	A	--	--	--
8.4	Flight controls	A	--	--	--
8.5	Instruments	A	--	--	--
8.6	Aircraft Weight and Balance				
8.6.1	Principles	A	--	--	--
8.6.2	Solve math problems	1a	--	--	--
9	**AIRCREW ACTIVITIES** TR: -1 T.O., -9 T.O, AFI 10-707, 1-202				
9.1	Mission briefings	A	--	--	--
9.1.1	Mission planning documents	A	--	--	--
9.2	Professional Equipment	A	--	--	--
9.3	Perform egress procedures	1a	--	--	--
9.4	Identify aircraft emergency equipment	1a	--	--	--
9.5	Oxygen	A	--	--	--
9.6	Joint Spectrum Interference Resolution (JSIR) / Air Force Spectrum Interference Resolution (AFSIR)	A	--	--	--
10	**AIRCRAFT SYSTEMS / EQUIPMENT** TR: -1 T.O., MAJCOM guidance and T.O. 00- 25-172, AFI 11-202				
10.1	Electrical	A	--	--	--
10.2	Hydraulic	A	--	--	--
10.3	Environmental	A	--	--	--
10.4	Communications	A	--	--	--
10.5	Oxygen	A	--	--	--
10.6	Fuel	A	--	--	--
10.7	Concurrent servicing	A	--	--	--
10.8	Fleet Service equipment	A	--	--	--
10.9	Engines	A	--	--	--
10.10	Navigation lighting	A	--	--	--

Attachment 3 Airborne Cryptologic Language Analyst Apprentice Specialty Training Standard					
		A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
Line Item	1. Tasks, Knowledge, and Technical References	Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
1	**SAFETY**				
1.1	Flight line Safety and Aircraft Ground Safety TR: AFI 91-202	--	A	--	--
2	**SECURITY**				
2.1	Information Security	--	B	--	--
2.2	Communications Security (COMSEC) TR: AFI 33-201V1	--	B	--	--
2.3	Operations Security (OPSEC) Program. TR: AFI 10-701	--	B	--	--
2.4	Physical Security TR: TR: AFI 31-102	--	B	--	--
2.5	Personnel Security TR: AFI 31-501	--	B	--	--
2.6	Emission Security TR: AFI 33-200, AFI 31-102	--	B	--	--
2.7	Computer Security (COMPUSEC) TR: AFI 33-200, AFSSI 8520, AFMAN 33-282	--	B	--	--
2.8	Intelligence Oversight Program TR: AFI 14-104, EO 12333	--	B	--	--
2.9	SCI Classification TR: DoD 5200.1-R, EO 12958-IS00, http://www.intelink.sgov.gov/sites/ssc/capco/default.aspx	--	B	--	--
2.10	Derivative Security Classifications TR: DoD 5200.1-R, EO 12958-IS00, DODM 5200.01V1 & V2 http://www.intelink.sgov.gov/sites/ssc/capco/default.aspx	--	B	--	--
2.11	Demonstrate Safeguard of Classified TR: DoD 5200.1-R, EO 12958, as amended, AFI 16-201	--	2b	--	--
2.12	Describe destruction procedures for classified material TR: EO 13526, DoD 5200.01V1, USSID SP0003	--	B	--	--
3	**ORGANIZATIONS AND MISSIONS**				
3.1	Executive Branch TR: http://www.usa.gov/Agencies/Federal/Executive.shtml	--	A	--	--
3.2	AF Intelligence TR: Joint Pub 2-0, HAFMD 1-33, AFPD 14-2, AFI 14-202v3	--	A	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		5 Skill Level	7 Skill Level
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
3.3	Department of Defense (DoD) TR: www.defense.gov	--	A	--	--
3.3.1	Joints Chiefs of Staff TR: jcs.mil	--	A	--	--
3.3.2	Joint Operations TR: Joint Pub 2-0	--	A	--	--
3.3.2.1	Unified Commands TR: www.defense.gov.orgchart/	--	A	--	--
3.3.2.2	Joint Task Force (JTF) TR: Joint Pub 2-0	--	A	--	--
3.3.3	USAF Major Commands (MAJCOMS) TR: afhra.mil, AFPAM 26-2241	--	A	--	--
3.3.4	Title 10, 18, 32, 50 TR: United States Code	--	B	--	--
3.4	Coalition Forces TR: Joint Pub 2-1, AFI 16-201	--	A	--	--
4	**CONTINGENCY OPERATIONS**				
4.1	Expeditionary Air Force TR: AFI 10-401, AFI 10-402	--	A	--	--
4.2	Special Operations/Joint Special Operations Task Force (JSOTF) TR: Joint Pub 3-5.1	--	A	--	--
4.3	Personnel Recovery TR: www.jpra.smil.mil (SIPR),; www.jpra.mil (NIPR); AFDD 2-0; AFDD 3-50; AFI 13-1AOCv3	--	A	--	--
4.4	OPLANS; CONOPS TR: AFDD 2-0	--	A	--	--
5	**DOCTRINE**				
5.1	Air Force Core Competencies TR: https://doctrine.af.mil/; AFD Volume 1 - Basic Doctrine or potentially 'Global Vigilance, Global reach, Global Power for America" http://www.af.mil/Portals/1/images/airpower/GV_GR_GP_300DPI.pdf, AFMAN 36-2647	--	A	--	--
5.2	Tenets of Air and Space Power TR: https://doctrine.af.mil/; AFD Volume 1 - Basic Doctrine or potentially 'Global Vigilance, Global reach, Global Power for America" http://www.af.mil/Portals/1/images/airpower/GV_GR_GP_300DPI.pdf, AF Doctrine Vol I	--	A	--	--
5.3	Air Force and Joint Doctrine TR: AFDD 1, Joint Pub 2-01, AFDD 3-12, AFDD 3-72, AFDD 3-14	--	A	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		5 Skill Level	7 Skill Level
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
5.4	Strategic Guidance: NSS, NDS, National Military and Security Strategies, and AF Next Generation ISR Dominance Flight Plan	--	A	--	--
6	**OPERATIONS**				
6.1	Fundamentals of IO Doctrine TR: AFDD 2-5, Joint Pub 3-13	--	A	--	--
6.2	Intelligence, Surveillance Reconnaissance (ISR) Operations	--	A	--	--
6.3	Distributed Common Ground System Structure and Mission TR: AFTTP 3-1.DCGS, AFI 14-2DCGS	--	A	--	--
6.4	Air & Space Operations Center Structure and Mission TR: AFTTP 3.1AOC, AFI 10-401, AFI 13- 1AOCV3	--	A	--	--
7	**INTELLIGENCE PREPARATION OF THE OPERATIONAL ENVIRONMENT (IPOE)**				
7.1	Intelligence Preparation of the Operational Environment TR: AFI 14-124, Joint Pub 2-01.3, AFPAM 14-124	--	A	--	--
8	**TARGETING**				
8.1	Targeting Cycle TR: AFDD 3-60, AFI4-117, AFPAM 114-201, JP 3-60	--	A	--	--
9	**US AND FRIENDLY FORCE FAMILIARIZATION**				
9.1	Air, Space, Cyberspace TR: AFDD 3-12, Chapter 1; AFDD 2-0; http//www.naic.wrightpatterson.af.smil.mil/aero/ (SIPR) AFTTP 3-1 All Vols	--	A	--	--
9.2	Ground TR:http//www.ngic.army.smil.mil/functions/armor (SIPR), AFTTP 3-1 All Vols	--	A	--	--
9.3	Naval TR: http//www.navy.mil/navydata/fact.asp (NIPR), AFTTP 3-1 All Vols	--	A	--	--
10	**INFORMATION & SERVICE (GI&S)**				
10.1	Identify marginal data and symbology TR: Joint Pub 2-3	--	1a	--	--
10.2	Manually Plot Coordinates TR: Joint Pub 2-3	--	2b	--	--
10.3	Perform Time Zone Calculations TR: http//www.nist.gov/pml/general/time/world.cfm (NIPR)	--	1a	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
10.4	Identify Target Area Geography (Aligned to the National Defense Strategy) TR: www.worldatlas.com (NIPR), CIA World Fact Book	--	A	--	--
11	**CRITICAL THINKING**				
11.1	Apply principles of Critical Thinking TR: Richards J. Heuer, Jr., "Psychology of intel Analysis" Morgan Jones "The Thinkers Tool Kit"; www.criticalthinking.org (NIPR)	--	1a	--	--
11.2	Identify Principles of Conducting an Online Data Search	--	A	--	--
12	**CYBER SECURITY**				
12.1	Identify common cyber adversary threats and techniques TR: ADLS Cyber Awareness Challenge (ZZ133098), OPSEC Awareness, Information Protection (ZZ133078) (NIPR	--	A	--	--
13	**Publicly Available Information (PAI)**				
13.1	PAI Concepts and Technologies	--	B	--	--
13.2	Legal landscape governing PAI collection	--	B	--	--
13.3	Role of OPSEC in the successful execution of PAI collection	--	B	--	--
13.4	PAI collection resources	--	B	--	--
13.5	Process and criteria for vetting and validating sources	--	B	--	--
14	**INTELLIGENCE COMMUNITY (IC) AND THE U.S. SIGINT SYSTEM**				
14.1	Identify the members of the U.S. Intelligence Community and their functions TR: USSID 1, USSID 2, USSID 311, Joint Pub 2-0, EO 12333	--	A	--	--
14.2	Describe the disciplines of the IC TR:USSID 1, USSID 2, Joint Pub 2-0, EO 12333, Force Enlisted Classification Directory	--	B	--	--
14.3	(U) Functions of AF Intelligence AFSCs TR: Force Enlisted Classification Directory (AFECD), intelligence.gov	--	B	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
14.4	Describe the missions, organizations, and structure of the U.S. Armed Forces, with emphasis on Service Cryptologic Components and their relationship to NSA/CSS TR: USSID 1000, USSID 2000, USSID 3000, USSID 4000, USSID 3000 ANNEX A, USSID 400, 401, 403, & 404, USSID 311, USSID 300	--	A	--	--
14.5	Describe the U.S. IC relationship with Foreign Partners TR: USSID 1, USSID 400, 401, 403, & 404, USSID 401, USSID 400, 401, 403, & 404, USSID 400, 401, 403, & 404, USSID 109, S00011	--	A	--	--
15	**National Security Agency/ Central Security Service (NSA/CSS)**				
15.1	Describe the SIGINT and Information Assurance missions of NSA/CSS TR: USSID 1, www.nsa.gov/sigint (NIPR)	--	A	--	--
15.2	Identify the role of the U.S. Cyber Command and its relationship to NSA/CSS TR: www.stratcom.mil ; www.defense.gov/cyber (NIPR)	--	A	--	--
15.3	Define the SIGINT sub-disciplines TR: www.intelligence.gov (NIPR)	--	A	--	--
15.4	Describe how NSA/CSS conducts SIGINT operations worldwide TR: USSID 1, CR1100 to CR1299	--	A	--	--
15.5	Identify SIGINT Producers and Consumers TR: USSID 1000 to USSID 3000 ANNEX A, RPTG 1011 (NCS)	--	A	--	--
15.6	Describe the U.S. Signals Intelligence Directives (USSID) system TR: USSID Index, USSID 2	--	A	--	--
16	**Intelligence Oversight**				
16.1	Define principles of the Intelligence Oversight Program TR: AFI 14-104, EO 12333	--	B	--	--
17	**SIGINT PROCESS**				
17.1	Describe the Intelligence Cycle TR: Joint Pub 2-01, AFDD 3-13	--	A	--	--
18	**SIGINT Collection**				

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
18.1	Describe Active and Passive Collection Techniques TR: NCS Course – VUPORT NETA 2002, www.fbi.gov/about-us/intelligence/disciplines (NIPR)	--	A	--	--
18.2	Define the Major Types of Collection Access	--	A	--	--
18.3	Describe Signal Related Information (SRI and metadata) TR: www.intel.dhs.sgov.gov/sins.asp (SIPR)	--	A	--	--
19	**COMMUNICATION SIGNALS FUNDAMENTALS & RADIO WAVE THEORY**				
19.1	Describe radio wave and landline transmission paths TR:www,vias.org/albert_ecomm/aec12_radio_wave_propagation_ 005.html (NIPR); www.fas.org/spp/military/docops/afwa/U2.htm (NIPR)	--	A	--	--
19.2	Describe communications modalities (analog vs. digital) and their basic differences TR: NCS Course – SIGG 1048 www.diffen.com/difference/Analog_vs_Digital (NIPR)	--	A	--	--
19.3	Identify the various communication systems such as microwave, satellite, and cellular phone TR: NCS Course – SIGG 1040; www.itu.int/ITU-D/asp/Events/ITU- BSNL-India/presentations/4-Tranmission%20Technology%20Session.pdf	--	B	--	--
19.4	Identify basic crypto-analysis and encryption techniques TR: USSIDs USSID 100, USSID 218	--	A	--	--
19.5	Identify denial and deception Techniques TR: USSIDs USSID 100, USSID 218	--	B	--	--
20	**Telephony**				
20.1	Describe basic concepts of telecommunication transmission systems, such as Public Switched Telephone Network (PSTN) and microwave TR: NCS Course – VUPORT SIGG1048, HowStuffWorks: PSTN and VOIP www.howstuffworks.com/telphone- country-codes1.html (NIPR); www.howstuffworks.com/ip-telephony.htm (NIPR)	--	B	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
20.2	Describe basic Global System Mobile (GSM) theory, including network components and identifiers (Such as International Mobile Equipment Identity (IMEI), International Mobile Subscriber Identity (IMSI), Mobile Station Integrated Services Digital Network (MSISDN) TR: NETA 2005 NSA/CSS Virtual University www.slashdocs.com/rpqyy/introduction-to-gsm-theory-and-cellular- theory.html (NIPR)	--	B	--	--
20.3	Describe High Powered Cordless Phones (HPCP), including functionality and identifiers TR: www.howstuffworks.com/cordless-telephone1.htm (NIPR)	--	B	--	--
20.4	Describe basic satellite phone theory (Such as Inmarsat, Iridium, Thuraya) TR: www.ehow.com/how-does_5001654_satellite-phones-work.html www.ehow.com/about_4676283_satellite- phones-technology.html (NIPR)	--	B	--	--
20.5	Describe Short Messaging Service (SMS) and texting TR: VUPORT NETA 2005; www.howstuffworks.com/e-mail-messaging/ sms.htm (NIPR)	--	B	--	--
21	**Digital Network Communications**				
21.1	Identify Essential Elements of Information (EEI) about digital network communications (Such as IP addresses, MAC addresses, and selectors) TR: NETA 2002/1021 www.allaboutcirucits.com/vol_4/chpt_14/7.html (NIPR); www.nwtel.ca/services-and-products-frequently-asked-questions/ glossary-of-data-network-terminology (NIPR)	--	B	--	--
21.2	Identify relationship of basic facts and state general principles about digital network communications	--	B	--	--
21.3	Define the Domain Name System (DNS) TR: DoDI 8410.01	--	B	--	--
22	**BASIC TRAFFIC EXPLOITATION**				
22.1	Communications Network Structures TR: RTA Manual, USSID 100, USSID 218, USSID 316, TEXTA Manual, SIGG 1049, TRAF 2101	--	A	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
22.1.1	Identify basic concepts of networks and net reconstruction TR: TR: NCS Courses – TRAF 2101, TRAF 2102, SIGG 1049, TOL 1101, TOL 1102, TOL 20001, NETA 2000, GISA 200 www.nsa.gov/public_info/_files/tech_journals/Net_Reconstruction.pdf (NIPR)	--	B	--	--
22.1.2	Define network diagramming TR: NCS Courses – TRAF 2101, TRAF 2102, SIGG 1049, https://wiki.nsa.ic.gov/wiki/Network (NSANet)	--	B	--	--
23	**BASIC TARGET KNOWLEDGE** TR: CIA World Fact Book, USSID 100, USSID 218, USSID 316, TEXTA Manual, AFI 14-117, AFDD 2-1.9, Joint Pub 2-01.1, AFPAM 14-210, TRAF 2101				
23.1	Target Structure	--	B	--	--
24	**LANGUAGE ANALYSIS**				
24.1	Identify and tip distress signals, and signals of interest such as jamming or enciphered speech TR: USSID 122, Joint Pub Electronic Warfare, JP 3-13	--	2b	--	--
24.2	Perform a gist of cryptologic communications, identifying Essential Elements of Information (EEIs) to provide time-sensitive indications and warnings	--	2b	--	--
24.3	Transcribe (using appropriate format) cryptologic communications and identify EEIs.	--	1a	--	--
24.4	Provide a journalistic style summary of one or more related events in English of cryptologic communications, incorporating and emphasizing EEIs to convey the aggregate meaning of an activity or situation	--	2b	--	--
25	**TYPING**				
25.1	Type 25 words per minute at 90% Accuracy	--	2b	--	--
26	**Global and Cryptologic Language Maintenance and Exposure**				
26.1	Complete 3 hours of Independent Global Language Maintenance per week during normal duty/classroom hours while in the target portion of the AFSC awarding course.	--	2b	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		5 Skill Level	7 Skill Level
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
26.2	Complete 3 hours of Instructor-led Cryptologic Language Exposure per week during normal duty/classroom hours while in the target portion of the AFSC awarding course. When one is available training will be led by an ACLA trained in the Target Language	--	2b	--	--
SCENARIO-BASED EXERCISES: CORNERSTONES					
27	**Participate in a CORNERSTONE Exercises: MISSION PLANNING**				
27.1	Apply critical thinking (traffic logic), cryptologic and analytic skills to exploit signals of interest and communication networks with emphasis placed on gisting, transcribing, and summarizing while applying basic traffic analysis skills and processing tools introduced during the course. TR: Intelink User's Guide, ic.gov, nsa.ic.gov	--	1a	--	--
27.1.1	JWICS (Intelink- SCI)	--	A	--	--
27.1.2	SIPRNET (Intelink-S)	--	A	--	--
27.1.3	NIPRNET (Intelink-U)	--	A	--	--
27.1.4	NSA Net	--	A	--	--
27.2	Range of Military Operations TR: JP 3-0, AF Doctrine Annex 3-0	--	A	--	--
27.2.1	Locate places using applicable systems, such as military grid system and geographic coordinates TR: USSID 100; NCS Courses – AREA 1045, TRAF 2101, CIA World Fact Book	--	2b	--	--
27.3	Determine and Brief Threat Systems Capabilities and Associated C4 using authoritative sources (ex. AFTTP 3-1 Threat volumes, DIODE, etc.) TR: AFTTP 3-1, DIODE, VINTAGE HARVEST 2	--	2b	--	--
27.3.1	Air Tasking Order Cycle TR: JP 3-0, JP 3-30, AF Doctrine Annex 3-0//SAMPLE ATO	--	A	--	--
27.3.2	Airborne ISR Platforms TR: AFTTP 3-1 MDS Specific, NTTP 3-1 MDS Specific	--	B	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
27.3.2.1	Determine 1A8X1 Platform Capabilities Using Authoritative Sources (ex. AFTTP 3-1. MDS specific Volumes) TR: AFTTP 3-1. MDS Specific Volumes, MDS Specific Capabilities Briefs	--	2b	--	--
27.3.2.2	Mission Design Series Specific Volumes TR: AFTTP 3-1 MDS Specific Volumes	--	B	--	--
27.3.2.3	ATO/SPINS/RSTA TR: JP 3-30, AF Doctrine Annex 3-30, MIL-STD- 6040	--	A	--	--
27.3.2.4	AFI 11-Series and 14- Series Resources TR: AFI 11- Series and 14- Series Instructions	--	A	--	--
27.4	Order or Battle (Cornerstone, AMC OB on Demand) TR: Cornerstone Web Page, MIDB Webpage	--	A	--	--
27.5	Define Information Needs (INs) TR: www.intel.dhs.sgov.gov/sins.asp (SIPR)	--	A	--	--
27.6	Describe the National SIGINT Requirements Process (NSRP) TR: USSID 1, USSID 2, USSID 201, USSID 100, AFPB 38-201	--	A	--	--
27.6.1	Identify methods of approved dissemination, including SIGINT Reporting TR: USSID 201, USSID 212, USSID 219, USSID 214, USSID 308, USSID 217	--	A	--	--
27.6.2	Describe SIGINT Support to Force Protection TR: USSID 201, AFI 14-119	--	A	--	--
27.6.3	SIGINT Threat Warning	--	A	--	--
27.7	**AUTOMATED INTELLIGENCE & MACHINE LEARNING**				
27.7.1	Identify Facts and Terms of HLT	--	A	--	--
28	**Participate in CORNERSTONE Exercises: RADIO THEORY AND SEARCH STRATEGIES**				
28.1	Transmitter/Receiver	--	A	--	--
28.2	Modulator/Demodulator (Modem)	--	A	--	--
28.3	Multiplexers/De-multiplexers	--	A	--	--
28.4	Translators/Converts	--	A	--	--
28.5	Radio Frequency (RF) Spectrum	--	B	--	--
29	**WAVE CHARACTERISTICS** TR: Electronic Warfare Fundamentals, Electronic Warfare and Radar Systems Engineering Handbook, NAVEDTRA 14182, SIGE2810, SIGG1160, SIGG1041, SIGG2100				

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
29.1	Cycle	--	A	--	--
29.2	Period	--	A	--	--
29.3	Wavelength	--	A	--	--
29.4	Frequency	--	B	--	--
29.5	Phase	--	A	--	--
29.6	Amplitude	--	B	--	--
29.7	Polarity	--	A	--	--
29.8	Bandwidth	--	B	--	--
30	**WAVE PROPAGATION** TR: Electronic Warfare Handbook, Electronic Warfare and Radar Systems Engineering Handbook, NAVEDTRA 14182, SIGG1160, SIGG1047				
30.1	Atmospheric Medium	--	A	--	--
30.2	**PHENOMENA**				
30.2.1	Attenuation and Losses	--	A	--	--
30.2.2	Absorption	--	A	--	--
30.2.3	Scatter	--	A	--	--
30.2.4	Reflection	--	A	--	--
30.2.5	Refraction	--	A	--	--
30.2.6	Diffraction	--	A	--	--
30.2.7	Interference	--	A	--	--
30.2.8	Multi-Path	--	A	--	--
30.2.9	Speed of EM Waves	--	A	--	--
30.2.10	Signals-to-Noise Ratio	--	A	--	--
30.2.11	Antenna Functions	--	A	--	--
30.2.12	Identify RF communication ranges and their usage TR: NCS Course –VUPORT NETA 1021 www.wisegeek.org/what-is-rf.htm (NIPR)	--	A	--	--
30.2.13	Identify communication methods such as voice, fax, data, video teleconference and electronic messaging TR: NCS Course _ SIGG 1040 www.igcseict.info/theory/4/index.html (NIPR)	--	B	--	--
30.3	**MULTIPLE ACCESS TECHNOLOGIES** TR: Fundamentals of Wireless Communications Systems (AF Portal Safari Books), Digital Signal Processing 101 (AF Portal Safari Books), Vintage Harvest Training Page				

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		**5 Skill Level**	**7 Skill Level**
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
30.3.1	Frequency Division Multiple Access	--	A	--	--
30.3.2	Time Division Multiple Access	--	A	--	--
30.3.3	Code Division Multiple Access	--	A	--	--
30.3.4	Orthogonal Frequency Multiple Access	--	A	--	--
31	**Participate in CORNERSTONE Exercises: MISSION EXECUTION, REPORTING, INTEL FUNDAMENTALS**				
31.1	Communications Technologies Standards To Include Fundamentals, Logical Channels, etc. TR: Fundamentals of Wireless Communications Systems (AF Portal SafariBooks), Digital Signal Processing 101 (AF Portal SafariBooks), SIGG1045, SIGG1047	--	A	--	--
31.2	Intelligence Organizations, Systems, Functions, Products, and Coordination	--	A	--	--
31.3	National Security Operations Center TR: NSOC Web Page	--	A	--	--
31.4	Ground Stations TR: NRO SIGINT Product Guide	--	A	--	--
31.5	Global Net-Centric Cryptologic Centers TR: USSID 100	--	A	--	--
31.6	Service Production Centers TR: Organizational Relationship Chart for ELINT Modernization, USSS Dictionary, USSID SE3150, SE2300, SE1110	--	A	--	--
31.7	Joint Intelligence Operations Centers TR: JP 2-0	--	A	--	--
31.8	Airborne SIGINT Collection Platforms TR: AFTTP 3-1 and NTTP 3-1 Platform specific volumes, USSID DA3114	--	B	--	--
31.9	National SIGINT Collection Platforms TR: JTENS	--	B	--	--
31.10	Terrestrial SIGINT Collection Platforms TR: U.S. Army and USMC TO&Es	--	B	--	--
31.11	Basic Direction Finding (DF) Capabilities TR: USSID 100, Joint Pub 2-3	-	A	-	-
31.12	Explain CRITIC criteria and time Requirements TR: USSID 212, USSID 219, CR 1251	--	A	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		5 Skill Level	7 Skill Level
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
31.13	Identify methods of approved dissemination, including SIGINT Reporting TR: USSID 201, USSID 219, USSID 219, USSID 212, USSID 214	--	A	--	--
31.14	Basic Traffic Terminology	--	A	--	--
31.15	Identify basic message components and subcomponents TR: USSID 218	--	B	--	--
31.16	Identify basic facts of call sign usage TR: USSID 218	--	B	--	--
31.17	Identify and tip regional non-target language and dialects	--	1a	--	--
31.18	Nickleback	--	A	--	--
32	**SCENARIO-BASED EXERCISE: CAPSTONE**				
32.1	Optimize collection based on changes in the operational environment (Ex. MIJI, environmental effects, threat system activation, dynamic changes to friendly or adversary operations or dispositions, time sensitive targets, etc.) TR: JP 2-01.3	--	b	--	--
32.2	Demonstrate the understanding of organizations and capabilities, such as geopolitical, military socio- economic, and personalities; and their capabilities, such as order of battle and spheres of influence	--	2b	--	--
33	**Situational Awareness**				
33.1	Extract Relevant Data from Pre-Mission Intelligence	--	2b	--	--
33.2	Maintain Situational Awareness	--	2b	--	--
33.3	Alert crew to potential threats	--	2b	--	--
33.4	Prioritize Tasks	--	2b	--	--
33.5	Troubleshoot Systems	--	2b	--	--
33.6	Identify PCPAD Requirements and Procedures using authoritative sources (USSIDs, Tasking databases, ATO, etc.)	--	2b	--	--
33.7	Acquire signals	--	b	--	--
33.8	Record signals	--	b	--	--
33.9	Geolocate signals	--	b	--	--

Line Item	1. Tasks, Knowledge, and Technical References	A		B	C
		3 Skill Level		5 Skill Level	7 Skill Level
		Aircrew Fundamentals	1A8X1X Airborne Cryptologic Language Analyst Apprentice	ISR CDP 5- Skill Level	ISR CDP 7- Skill Level
34	**PRE MISSION BRIEF**				
34.1	Record mission essential information	--	2b	--	--
34.2	Convey mission essential information	--	2b	--	--
34.3	Verify mission essential information	--	2b	--	--
35	**CREW DEBRIEF**				
35.1	Reconstruct mission events	--	2b	--	--
35.2	Receive constructive feedback	--	2b	--	--
35.3	Provide constructive feedback	--	2b	--	--
36	**COMMUNICATIONS** TR: AFTTP 3-1 MDS Specific Volumes, AFTTP(I) 3-2.18, AFTTP(I) 3-2.5, JP 2-01.3, AFI 11-2 MDS, AFI 14-2 MDS				
36.1	Transmit and Receive Voice Communications (ex. Flight status, results of collection, threat information,(mission EEIs) using radio discipline (radio, ICS)	--	2b	--	--
36.2	Transmit and Receive Text Based Communications (mission EEIs)	--	2b	--	--
36.3	Plot and Extract MGRS	--	2b	--	--
36.4	Extract coordinates	--	2b	--	--
36.5	Convert points from MGRS to coordinate and vice versa	--	2b	--	--
36.6	Compute azimuth and range	--	2b	--	--
36.7	Convert MGRS and coordinates from one datum to another	--	2b	--	--
37	**GEOSPATIAL BATTLESPACE TERMS/CONCEPTS** TR: AFTTP(I) 3-2.18, AFTTP(I) 3-2.5, AFTTP 3- 1.GP				
37.1	Bullseye	--	A	--	--
37.2	SARDOT	--	A	--	--
37.3	Bearing Range Altitude and Aspect (BRAA)	--	A	--	--