



DEPARTMENT OF THE NAVY
COMMANDER
NAVAL EDUCATION AND TRAINING COMMAND
250 DALLAS STREET
PENSACOLA, FLORIDA 32508-6220

1500
Ser N00/
18 JUN 2025

LETTER OF PROMULGATION FOR NAVEDTRA 142

1. The Naval Education and Training (NAVEDTRA) M-142 series of manuals has been extensively revised. This revision merges the Ready Relevant Learning process, the Naval Education and Training Command (NETC) End-to-End process, and the OPNAV acquisition process into one Navy Training Process (NTP). The NTP is more agile, relies on type commanders to push training requirements to NETC, and eliminates a multitude of outdated and often conflicting policy and guidance.
2. The NAVEDTRA 142 series of manuals define the NTP and provide fundamental direction for the development of curricula, the delivery of instruction, and the management and evaluation of training programs, within NETC.
3. This publication is a major change and should be read in its entirety.
4. This publication is available electronically at: <https://netc.navy.mil/Resources/NETC-Directives/>.
5. NETC N71 solicits any comments and recommendations to improve the NAVEDTRA 142 series of manuals through the following link: https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/Lists/ChnqRastForm/AllItems.aspx or comments may be submitted to netc-n7@us.navy.mil.
6. Reviewed and approved.

J. J. CZERENKO

Navy Training Process

Phase IV: Course Fielding Volume I – Student Management Manual



SECURITY CLASSIFICATION: UNCLASSIFIED

18 JUN 2025

DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.

Record of Changes

Number and Description of Change:	Entered By:	Date:

Foreword

Naval Education and Training Series Manuals:

The Naval Education and Training (NAVEDTRA) M-142 series of manuals provide policy and guidance within the Naval Education and Training Command (NETC) for the development of curricula, delivery of instruction, and management and evaluation of training programs. This manual supersedes the following documents:

- NAVEDTRA 135D Navy School Management Manual
- NETCINST 1320.1A Honor Graduate Orders Selection Policy
- NETCINST 1500.7G Fleet Missed Training Opportunity Reporting Policy and Procedures
- NETCINST 1540.1K Impaired Training and Education Report Policy and Reporting Procedures
- NETCINST 3040.1A Technical Training Equipment and Training Device Casualty Reports

Scope:

The NAVEDTRA M-142.4 Navy Training Process (NTP) – Phase IV Course Fielding – Volume I Student Management Manual establishes policy and guidance for course fielding, implementation, and management of Navy Schools under NETC purview.

The guidelines set forth in this series of manuals are not intended to conflict with any higher-level authority policies or procedures. In instances where there appears to be a conflict or disagreement, please notify NETC N71, Training Standard Branch. NETC N71 solicits any comments and recommendations to improve the NAVEDTRA M-142 series of manuals through the following link: https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/Lists/Chn_gRqstForm/AllItems.aspx or comments may be submitted to netc-n7@us.navy.mil. This manual is intended for use by military, civil service, and contractor personnel engaged in the development and modification of Navy training materials.

NOTE: All links in this manual must be copied and pasted into a browser to access the document being referenced.

Contractual Use of this Manual:

Throughout the NAVEDTRA M-142 series, examples are provided to illustrate and clarify points being discussed. It is important to note in the case of an item identified as an “example,” this item is not intended to be copied exactly in all situations, but rather provided to help clarify the information being discussed. The content for items shown as examples are representative and may be tailored by the user for specific situations. Table 1 provides the meanings of various words that may be used in this manual.

Table 1: Guidance Terms

Term	Meaning
Must	This action, behavior, or construct is required by the guidelines.
Will	This denotes a required action in the future
May	This action, behavior, or construct is permitted; however, it is discretionary, not required.
Can	This refers to the inherent behavior of software and/or computer languages. Do not use to mean that an action, behavior, or construct is permissible or allowed by the guidelines.
Must not	This action, behavior, or construct is prohibited by the guidelines.
Should	This suggests that something is proper, reasonable, or the best thing to do.

Table of Contents

Record of Changes	i
Foreword.....	i
Scope.....	i
Contractual Use of this Manual.....	ii
Table of Contents	iii
List of Tables	v
List of Figures	v
List of Appendices.....	v
Acronym List	vii
CHAPTER 1 COURSE FIELDING	1
1.0. Introduction	1
1.1. Training Transfer and Installation Agreement.....	2
1.2. Total Life Cycle Cost Estimate.....	2
CHAPTER 2 LEARNING CENTER AND LEARNING SITE STUDENT MANAGEMENT.....	3
2.0. Introduction	3
2.1. Student Management Systems/Course Information	3
2.2. Academic Support.....	3
2.3. Student Counseling	5
2.4. Remediation Programs.....	5
2.5. Academic Review Board.....	6
2.6. Student Recognition.....	6
2.7. Student Record Keeping	9
2.8. Navy Training Quota Management.....	10
2.9. Missed Training Opportunity	11
2.10. Time-to-Train	14
2.11. Warrior Toughness Program.....	15
2.12. Contingency (Surge) Plans.....	15

CHAPTER 3 INSTRUCTOR AND CURRICULUM MANPOWER COMPUTATIONS.....	16
3.0. Introduction	16
3.1. Background.....	16
3.2. Instructor Utilization.....	16
3.3. Reporting.....	17
3.4. Knowledge Test Instruments	17
3.5. General Instructor Manpower Requirements Determination Process.....	17
3.6. Exceptions to Standard Instructor Computation Methodology	21
CHAPTER 4 INTER-SERVICE TRAINING REVIEW ORGANIZATION	22
4.0. Introduction	22
4.1. Guidance	22
4.2. Types of Inter-Service Training and Corporate Enterprise Training Activity Resource Systems Course Identification	23
4.3. Initial Agreement	24
4.4. Training Lifecycle	25
4.5. Deputy Executive Board	27
4.6. Instructor Utilization.....	27
4.7. Inter-Service Training Review Organization Standard Memorandum of Agreement	27
CHAPTER 5 IMPAIRED TRAINING AND EDUCATION REPORT	28
5.0. Introduction	28
5.1. Guidance	28
5.2. Definitions.....	28
5.3. Impaired Training and Education Report Policy	31
5.4. Impaired Training and Education Report Responsibility.....	32
5.5. When Degraded Training Prevents Awarding of an Navy Enlisted Classification	33
5.6. International Students	34
5.7. Speedy Resolution.....	34
5.8. Impaired Training and Education Report Reviews	34

CHAPTER 6 TECHNICAL TRAINING EQUIPMENT AND TRAINING DEVICE CASUALTY REPORT ...	35
6.0. Introduction	35
6.1. Definition of a Casualty.....	35
6.2. Types of Casualty Reports	35
6.3. Naval Education and Training Command Casualty Categories and Criteria	36
6.4. Action	36
6.5. Naval Education and Training Command Casualty Category Decision Tree	38
CHAPTER 7 ALTERNATIVE TRAINING DELIVERY METHODS	40
7.0. Introduction	40
7.1. Hybrid Course Construction and Scheduling in Corporate Enterprise Training Activity Resource Systems	40
7.2. Mobile Training Teams Course Construction and Scheduling in Corporate Enterprise Training Activity Resource Systems	43

List of Tables

Table 1: Guidance Terms	ii
Table 2: Fractional Manpower Cutoff Values	19
Table 3: Selecting Naval Education and Training Command Division Directors and Special Assistant Reviewers	32
Table 4: Naval Education and Training Command Casualty Category and Criteria	36

List of Figures

Figure 1-1: Navy Training Process using the “PADDIE+M” Model	1
Figure 6-1: Naval Education and Training Command Casualty Category Decision Logic Tree	39

List of Appendices

Navy Training Process Appendices are available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1424%20Vol%20I/Forms/AllItems.aspx

Phase V Appendices

APPENDIX A INTITIAL IMPAIRED TRAINING AND EDUCATION REPORT REPORT MESSAGE (EXAMPLE)	A-1
--	-----

APPENDIX B INITIAL IMPAIRED TRAINING AND EDUCATION REPORT RESPONSE MESSAGE (EXAMPLE)	B-1
APPENDIX C INITIAL IMPAIRED TRAINING AND EDUCATION REPORT CORRECTION MESSAGE (EXAMPLE)	C-1
APPENDIX D IMPAIRED TRAINING AND EDUCATION REPORT PROCESS FLOW CHART	D-1
APPENDIX E NAVAL EDUCATION AND TRAINING COMMAND INSTRUCTOR AND CURRICULUM MANPOWER COMPUTATIONS 21 (EXAMPLES)	E-1
APPENDIX F COURSE AUDIT TRAIL, MASTER TRAINING MATERIALS, INSTRUCTOR PLAN.....	F-1
APPENDIX G REFERENCES.....	G-1

Acronym List

Acronym	Description
AAP	Accelerated Advancement Program
AI	Awaiting Instruction
ARB	Academic Review Board
AT	Awaiting Transfer
BSC	Billet Sequence Code
CANTRAC	Catalog of Navy Training Courses
CASREP	Casualty Report
CAT	Course Audit Trail / Category
CCA	Curriculum Control Authority
CCMM	Course Curriculum Model Manager
CDP	Course Data Processing
CeTARS	Corporate enterprise Training Activity Resource System
CIN	Course Identification Number
CMS	Course Master Schedule
CNO	Chief of Naval Operations
CNX	Cancelled
CO	Commanding Officer
COB	Current on Board
CoC	Chain of Command
COI	Course of Instruction
COMNAVPERSCOM	Commander, Navy Personnel Command
COMNAVSEASYSYSCOM	Commander, Naval Sea Systems Command
COMNAVWARSYSCOM	Commander, Naval Information Warfare Systems Command
COMUSFLTFORCOM	Commander, United States Fleet Forces Command
COR	Correction
CR	Curriculum Review
CS	Course Supervisor
CURBA	Current Billets Authorized
DD	Division Director
DEB	Deputy Executive Board
DEG	Degraded
DET	Detachment
DLR	Depot Level Repairable
DoD	Department of Defense
DTG	Date Time Group
DTO	Director of Training Operations
EB	Executive Board

ECR	Electronic Classroom
eNTRS	enterprise Navy Training Reservation System
FISC	Fleet and Industrial Supply Center
FY	Fiscal Year
ICOMP	Instructor and Curriculum Manpower Computations
IG	Instructor Guide
II	Interruption of Instruction
ILA	Instructor-Led, Non-Resident, Asynchronous
ILD	Instructor-Led, Resident, Synchronous
IT	Information Technology
ITER	Impaired Training and Education Report
ITO	Inter-Service Training Office
ITRO	Inter-Service Training Review Organization
LC	Learning Center
LI	Lead Instructor
LO	Learning Objective
LS	Learning Site
LSO	Learning Standards Officer
MOA	Memorandum of Agreement
MOS	Military Occupational Specialty
MTO	Missed Training Opportunity
MTT	Mobile Training Team
NAVEDTRA	Naval Education and Training
NAVWARSCOM	Naval Information Warfare Systems Command
NCS	Naval Chaplaincy School
NEC	Navy Enlisted Classification
NETC	Naval Education and Training Command
NETPDC	Naval Education and Training Professional Development Center
NETSAFA	Naval Education and Training Security Assistance Field Activity
NMT	Navy Military Training
NONUIC	Non-Unit Identification Code
NTP	Navy Training Process
NUI	Not Under Instruction
PADDIE+M	Plan, Analyze, Design, Develop, Implement, Evaluate + Maintain
PEVT	Person Event
PII	Personally Identifiable Information
PLM	Production Line Manager
POB	Projected On Board
POC	Point of Contact
POI	Program of Instruction
POM	Program Objective Memorandum
PR	Program Review
PT	Physical Training
RRA	Resource Requirement Analysis

S:I	Student-to-Instructor (Ratio)
SA	Special Assistant
SDG	Skill Defense Group
SG	Student Guide
SME	Subject Matter Expert
SMO	Student Management Office
SSA	Supporting Supply Activity
TDM	Training Delivery Method
TDY	Temporary Duty
TITA	Training Transfer and Installation Agreement
TLCE	Total Life Cycle Cost Estimate
TQI	Total Quality Indicator
TSD	Training Support Departments
TSO	Training Support Office
TTE	Technical Training Equipment
TTT	Time to Train
TYCOM	Type Commander
UIC	Unit Identification Code
USMC	United States Marine Corps
USN	United States Navy
WT	Warrior Toughness
YSI	Yearly Student Input

CHAPTER 1

COURSE FIELDING

1.0. Introduction. The Plan, Analyze, Design, Develop, Implement, Evaluate, and Maintain (PADDIE+M) instructional systems design model is used in the creation of training content utilizing the NTP. The 'I' in the PADDIE+M model is the Implement Phase or Phase IV Course Fielding which is covered in Volume I – Student Management Manual and Volume II – Testing Manual. Following implementation of an approved course, emphasis shifts to training course management and curriculum maintenance. This manual provides guidance on the management of Navy Schools under NETC purview. Figure 1-1 shows the relationship between the NTP and the PADDIE+M model.

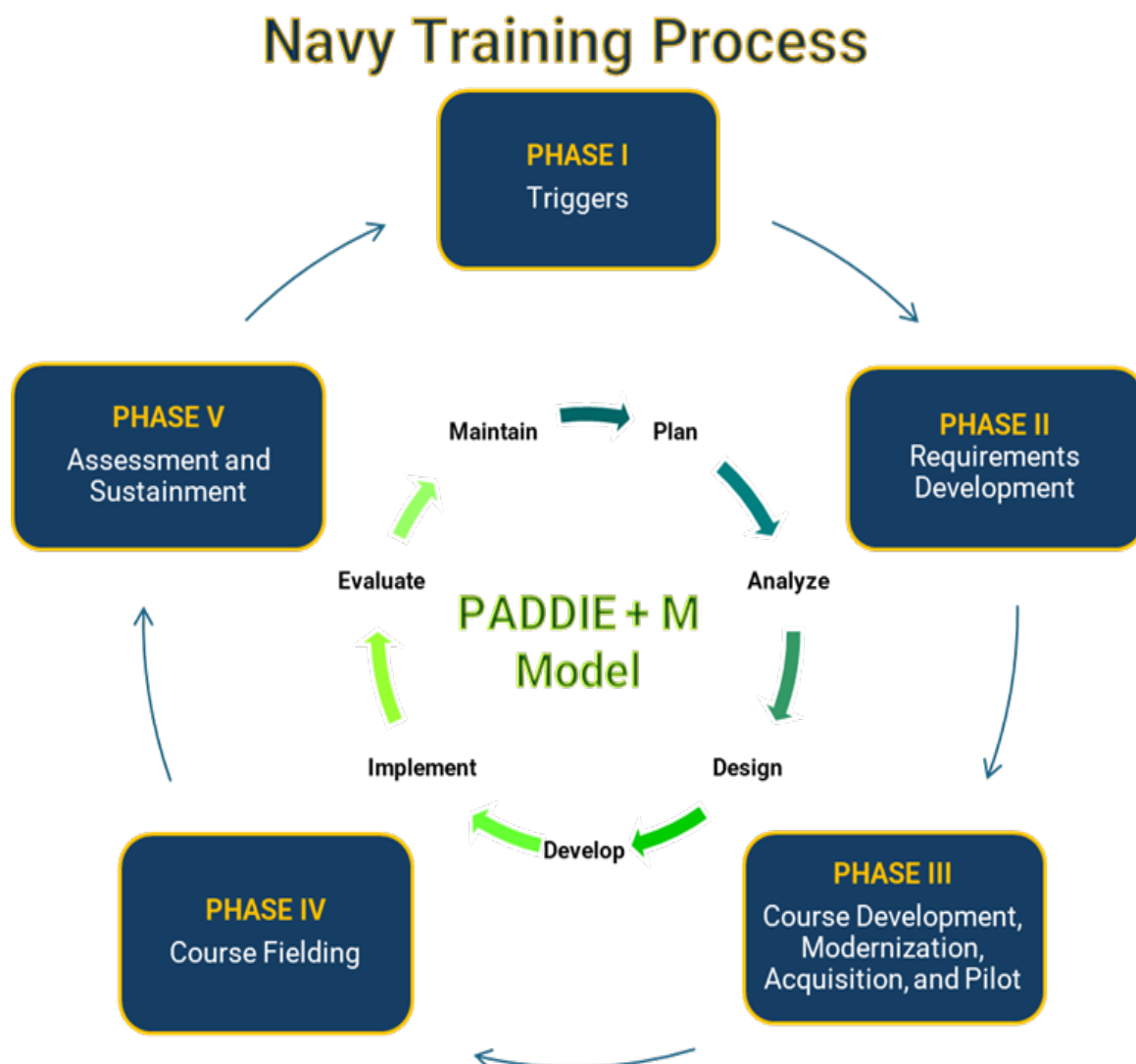


Figure 1-1: Navy Training Process using the “PADDIE+M” Model

1.1. Training Transfer and Installation Agreement. During Phase IV of the NTP the Training Transfer and Installation Agreement (TITA) will be finalized and remain as part of the course audit trail (CAT). The TITA must be in place before the ready for training date and includes provisions for the transfer of training products, equipment, facilities, and infrastructure from a training support agency to a training agency. For more information on the TITA refer to NAVEDTRA M-142.2 Phase II Requirements Development.

1.2. Total Life Cycle Cost Estimate. During Phase IV of the NTP the Total Life Cycle Cost Estimate (TLCE) will be finalized and remain as part of the CAT. The TLCE is a thorough evaluation that encompasses all expenses associated with a project, product, or system from start to finish. For more information on the TLCE refer to NAVEDTRA M-142.2 Phase II Requirements Development.

CHAPTER 2

LEARNING CENTER AND LEARNING SITE STUDENT MANAGEMENT

2.0. Introduction. The student management process involves a wide variety of programs and methods designed to support the effective training and development of students. The following sections cover various programs and methods used to manage student performance, behavior, and progression throughout their training path.

2.1. Student Management Systems/Course Information

2.1.1. Corporate enterprise Training Resource Activity System. Corporate enterprise Training Resource Activity System (CeTARS) serves as the Navy's official source of training course description and statistical information and provides student and training information required by various echelons of the Navy. All Navy training agencies and their subordinate commands must implement and use CeTARS (OPNAVINST 1510.10E). CeTARS provides robust data management capabilities to support many business processes.

2.1.2. Catalog of Navy Training Courses. Catalog of Navy Training Courses (CANTRAC), which is a component of CeTARS, permits authorized users the ability to search for Formal Navy Training Course information.

2.1.3. Course Identification Number. A course identification number (CIN) is a unique number identifying a formal Navy Course. The format is X-999-9999 or X-9X-9999. The CIN consists of three pieces of data. The first piece of data is the functional commander and identifies the organization having functional control of a course. A "U" in that place represents a course that has undergone Ready Relevant Learning modernization. The second piece consists of two or three characters, representing the skill defense group (SDG) such as a platform or rating. The third segment consists of four numbers assigned by a cognizant responsible command and is the sequence identifier.

2.1.4. Course Data Processing. A course data processing (CDP) is a code assigned to uniquely identify each course of instruction (COI) and its location. Courses with the same CIN taught at more than one location will have individual system-assigned CDPs.

2.2. Academic Support. The following various programs provide guidance for student management and disposition when students are accelerated through training, set back, dropped from training, and/or attrited.

2.2.1. Accelerated Training Program. Students arrive at NETC schoolhouses to begin their journey of life-long learning having come from various backgrounds, including education or job experiences. Students with previous experience may have their

training pipeline shortened. An Accelerated Training Program provides an opportunity for these students to accelerate through a course. In courses where appropriate, an accelerated training program must be instituted, and screening measures established to identify students for acceleration.

- a. Possible methods for screening students include:
 - (1) Analyze the results of a pretest.
 - (2) Allow a student to request acceleration.
 - (3) An instructor may recommend acceleration for a student.
- b. The Curriculum Control Authority (CCA) is responsible for determining which courses will have accelerated training programs. Suggested factors to consider when making this determination include:
 - (1) The nature of the training (high-risk), class scheduling (class/course is available to accelerate the student into), and the number and types of laboratory training (some labs require the complete training regimen to prepare for the laboratory exercises).
 - (2) Whether the student is capable of accelerating through training, if the situation is conducive to acceleration, and the cost effectiveness of acceleration.
 - (3) When the course is multi-sited, all associated CDPs will have accelerated training programs or request a waiver from the CCA via the Course Curriculum Model Manager (CCMM).
- c. In an accelerated training program, learning sites (LS) may use a board or panel, or have the course supervisor (CS) and lead instructor (LI) review the student's qualifications, interview the student, and decide on the request for acceleration. Once acceleration begins, the student must be allowed to continue if all tests are completed successfully. If the course is completed through acceleration, the enrollment record will indicate that the student is a graduate of the course. Students accelerated through courses that contain skill-type learning objectives (LO) must successfully complete the performance tests in addition to the knowledge tests.
- d. When a student is accelerated, the CS is responsible for ensuring that a CeTARS schoolhouse person event (PEVT) code is assigned and provided to the student control officer for input into the current NETC-approved student information system, which is currently CeTARS. The total number of

accelerations for a course will be summarized and tracked as a total quality indicator (TQI).

2.2.2. Setback. A student may be set back to another convening if unable to complete current training due to academic or non-academic reasons. Because setbacks are costly, they should be granted only after an Academic Review Board (ARB) has convened, all other forms of remediation have been exhausted, and when there is an indication that a setback is in the best interest of the military and/or student. For further details, refer to NAVEDTRA M-142.4 Phase IV Course Fielding – Vol II Testing Manual.

2.2.3. Drop from Training/Attrition. Every effort will be made to help students succeed. However, there are times when a student is clearly unsuited, unable, and/or unwilling to complete a course. If this occurs, the student is dropped from training. Students dropped from training may be classified as an academic drop, non-academic drop, or disenrollment as appropriate. Students who are discharged from the Navy will be classified as attrites. For further details, refer to NAVEDTRA M-142.4 Phase IV Course Fielding – Vol II Testing Manual.

2.3. Student Counseling. An instructor's leadership and instructional role influences students in the formal training environment. Be aware that there are many other influences that also affect their performance. Students have many military duties and responsibilities that affect their lives. In addition, personal involvement with family members, friends, peers, and others may influence their performance. Preventative counseling is designed to provide help in solving a problem before it results in reduced learning capacity or course failure. Preventative counseling should be instituted when applicable for performance and personal problems. For further details, refer to NAVEDTRA M-142.4 Phase IV Course Fielding – Vol II Testing Manual.

2.4. Remediation Programs. Remediation is used to aid students in achieving the course objectives by providing additional instructional study time. The primary goal of remediation is to motivate and assist students in achieving the critical course objectives. Remediation programs motivate students by providing structured opportunities to address their weaknesses, get personalized support, and to experience a sense of accomplishment. A second goal is to remove barriers to learning. Since students learn differently, it may be necessary to use several different methods of remediation to realize the most effective results. For further details, refer to NAVEDTRA M-142.4 Phase IV Course Fielding – Vol II Testing Manual.

2.5. Academic Review Board. The ARB process provides formalized procedures in handling non-disciplinary problems related to a student's academic progress. The ARB is an integral part of the student counseling program. It is based upon the philosophy that decisions concerning a student's disposition in training are better arrived at by a group acting together as a board rather than by an individual acting alone. For further details, refer to NAVEDTRA M-142.4 Phase IV Course Fielding – Vol II Testing Manual.

2.6. Student Recognition. Commanding officers (CO) are responsible for determining the need and types of programs for student recognition. Student motivation is an important tool in an effective training program and a recognition program can help motivate students. Recognition for courses less than two weeks in length will be at the discretion of the learning center (LC). The following is a list of activity-wide programs that may be used to motivate students.

2.6.1. Student of the Quarter

- a. This type of program should be used to recognize the student that not only excels in academic performance but in all areas of military performance.
- b. LCs and LSs may desire to differentiate between U.S. Navy (USN), U.S. Marine Corps (USMC), Inter-service Training Review Organization (ITRO) students, or between A-School students and other students if both are located at the same activity.
- c. The LS CO is responsible for establishing the criteria used to evaluate the candidates and ensuring these requirements are communicated to all students.
- d. The CSs, LIs, and instructors are responsible for nominating students for this award. Awards may include a picture in the newspaper, designated parking area, etc. This program may also be implemented on a weekly or monthly basis.

2.6.2. Activity Honor Roll

- a. This type of award should be used for academic performance only.
- b. Students with the highest grades should be recognized by the activity on a scheduled basis.

2.6.3. Honor Graduate Orders Selection. Students selected as the Honor Graduate in select NETC programs will have the opportunity to decline their current orders and select new orders from a listing of those available. This policy will apply to eligible

Accession Sailors at participating A-Schools located at NETC LCs and LSs. Non-NETC training sites will be provided with this manual and be requested to participate.

- a. **Overview.** Under the current detailing process, Accession Sailors receive ultimate duty station orders as early as eight (8) weeks prior to A-school graduation. While every attempt is made to meet the desires of the individual Sailor utilizing a list of duty preferences per NETCINST 1306.1A, receipt of orders at this time does not allow for LCs and LSs to reward a top performing Sailor during the order selection process. If a Sailor is later identified as the "Honor Graduate," this manual affords that Sailor the opportunity to retain their current orders or to renegotiate new orders from available billets identified by the detailer.
- b. **Exceptions.** Honor Graduates at Nuclear Power, Submarine, Surface, Naval Special Warfare, Naval Special Operations, Full Time Support, New Accession Training reservists, or Cryptologic Technician Interpretive schools are excluded from participation and ineligible to renegotiate their assigned orders.

2.6.3.1. Honor Graduate Orders Policy. Participating NETC LCs and LSs will develop a class ranking methodology for their students. The methodology will be briefed to the students at the beginning of course instruction during initial course indoctrination. The LC or LS will provide an overview of the Honor Graduate program, explain the criteria used to determine class ranking, and describe the orders renegotiation benefit available to the "Honor Graduate." No more than one Honor Graduate will be named for each graduating class, and if no Sailor in a class meets the qualifications necessary to be named Honor Graduate, the designation for that class is forfeited. As each class may have only one Honor Graduate, the LC or LS commander or CO should carefully weigh the candidate's academic performance, commitment to duty, and demonstration of exemplary Navy Core Values in order to determine a final class ranking. Any Honor Graduate determination made pursuant to this manual will be consistent with the standards of equal opportunity set forth in OPNAVINST 5354.1H and will be made without regard to any candidate's race, color, religion, sex, national origin, genetic information, or participation in a protected activity. LCs and LSs will establish a final class ranking no later than one week prior to graduation. Minimum qualifications for consideration as an Honor Graduate include:

- a. A minimum academic average of 90.0, or the equivalent if academic grading is not on a 0-100 scale.
- b. No record of non-judicial punishment in the previous 24 months.

- c. No evaluation rating below 3.0 in the previous 24 months.
- d. Must meet Navy height and weight requirements and have no record of physical fitness assessment failure in the previous 24 months.

2.6.3.2. Honor Graduate Orders Selection Responsibility. To ensure Honor Graduate identification does not interfere with the timely release and receipt of orders, adhere to the following guidance:

- a. LC or LS must coordinate with NETC N3 to arrange a fixed time window for Sailors to be designated as the "Honor Graduate." This period will be a minimum of one week prior to graduation.
- b. LC or LS representatives and the "Honor Graduate" will contact the appropriate NETC N33 detailer directly for choice of available orders. If an Honor Graduate chooses to change orders, the LSs will process an immediate availability per MILPERSMAN 1306-1704, to include member's duty preferences.
- c. Sailors subsequently found ineligible for the selected billet via failure to screen, legal hold, medical hold, or divert will be placed per "Needs of the Navy."
- d. Despite designation as an Honor Graduate, all orders are subject to change based on the needs of the Navy.

2.6.4. Course-Unique Programs

- a. **Individual Performance.** As with the honor roll and student of the quarter, CSs may also establish similar programs specific to their courses and functional areas. Awards should be limited by an activity's written policies.
- b. **Improved Performance.** While awarding individual performance is important, it often reaches only a small portion of the student population. Many times, the student recognized would have been motivated without the program. Improved performance awards recognize students for something other than the highest course average.
- c. **Team Performance.** Some courses require students to work as teams. When the team displays outstanding performance, the team should be recognized.

2.6.5. Accelerated Advancement Program. The Accelerated Advancement Program (AAP) is a program designed to recognize outstanding Sailors by providing them with an accelerated promotion. It allows eligible Sailors to advance to the next pay grade ahead of their regular advancement schedule. This program typically targets Sailors

who demonstrate exceptional performance, leadership abilities, and potential for future success in the Navy. AAP criteria may vary depending on factors such as rating, time in service, and specific requirements set by Navy leadership. Generally, candidates must meet certain performance benchmarks, pass required examinations, and receive endorsements from their CO or other senior leaders. Accelerated advancement not only rewards individual excellence but also serves to motivate and retain talented personnel in the Navy. It's a way for the Navy to ensure it retains its top performers and maintains a skilled and motivated workforce. For comprehensive guidelines and clarifications regarding the AAP refer to MILPERSMAN 1430-010.

2.7. Student Record Keeping. Student records serve as a basis for training management decisions, as historical references, and for inspections and audits. All Navy training agencies and their subordinate commands must implement and use CeTARS. CeTARS is the Deputy Chief of Naval Operations for Personnel, Manpower and Training (CNO N1) training management system and the authoritative source for all formal Navy course data, student data and training statistics in accordance with OPNAVINST 1510.10E.

2.7.1. The specific content of a student record and the procedures for maintaining those records will vary among training activities due to the type of training provided and the method used to store the records. A-School courses, for example, may require different student information than F-School courses. The method of storage may vary based on the information technology (IT) equipment and software programs available to a command. The use of electronic media is highly encouraged.

2.7.2. The general information contained in student records will be standardized. For this purpose, all records will contain background data and student progress data appropriate to the type of training provided.

- a. Background data is normally available in the student's service record and includes student name, age, highest educational level attained, Armed Services Vocational Aptitude Battery scores, test version, and a list of technical schools previously completed.
- b. Student progress data may include test scores, acceleration data, remediation data, setback data, counseling data, ARB actions, disenrollment disposition, and graduation/drop date.
- c. This information may be used to assess the needs of individual students by identifying students for possible advanced placement, assisting instructional personnel in solving individual learning problems, and determining if course prerequisites have been met.

- d. If students do not meet course prerequisites, a waiver (NETC Form 1500/8) will be generated by the requesting command and submitted through their immediate superior in command, endorsed by the applicable type commander (TYCOM), and then approved by the LC before the student is admitted into training.

2.7.3. Access to a student record is restricted to the student, those who maintain student records, and those who are directly involved with the student's training or evaluation. A record may be disclosed to other Department of Defense (DoD) personnel, who have a need for the record in the performance of their duties, provided this use is compatible with the purpose for which the record is maintained. It is the responsibility of all personnel with access to a student's record to prevent the unauthorized disclosure of personal information contained within it.

2.7.4. All required data will be recorded in the member's service record upon completion of training, transfer, or discharge.

2.7.5. All student enrollment and progress records may be disposed of seven years after the completion of training or disenrollment.

2.7.6. Student test answer sheets will be destroyed when they have been graded, grades have been recorded on the student's official progress records, and all data for test analysis has been recorded.

NOTE: Dispose of student records per SECNAV Manual 5210.1 (SSIC 1000-27). Refer to SECNAVINST 5211.5F for further guidance on personally identifiable information (PII).

2.8. Navy Training Quota Management. The overall objective of the Navy Training Quota Management Process (OPNAVINST 1500.47D), is to ensure the right quantity of personnel are trained and available at the right time. The primary goal is to provide trained Sailors to the fleet quickly, by optimizing the use of training resources, managing and controlling capacity to various student types, minimizing awaiting instruction (AI) time, and avoiding missed training opportunities. This section addresses enlisted training quota management for apprentice training, initial skills training (A-Schools), specialized skills training (C-Schools), and associated pipeline schools. OPNAVINST 1500.27G refines the centralized process for managing quotas and contains procedures for inter-service and defense training.

- a. Quota management consists of the out-year planning process and the execution year process. These processes will be managed per the operational parameters and business rules described in OPNAVINST 1500.47D.

- b. NETC domain local quota control offices will manage and control training reservations. NETCINST 1510.2F will be used as a formal, consistent, and efficient method for processing unused Navy enlisted classification (NEC) awarding courses (Type C1) training quotas via the enterprise Navy Training Reservation System (eNTRS).
- c. For further information on quota management, class scheduling, release of quotas, feasibility studies, execution year for courses, etc., refer to OPNAVINST 1500.47D and NETCINST 1510.2F.

2.9. Missed Training Opportunity. Fleet TYCOMs require missed training opportunity (MTO) data to be reported to them to assist NETC in maximizing training delivery and related resources. MTO documentation and reporting are not intended to be punitive in nature. Rather, MTO documentation and reporting is intended to inform TYCOMs and command leadership of lost training opportunities for which quotas were requested and granted, but course credit could not be awarded due to non-attendance. Additionally, it is requested that commands review training reservations and maximize student attendance through active communication with NETC Site East or West N34 offices, local training support departments (TSD), and schoolhouses. This manual defines what constitutes an MTO and issues NETC's policy for MTO reporting.

2.9.1. Missed Training Opportunity Policy

- a. An MTO is when an individual who has a confirmed seat in a scheduled class convening is unable to enroll, and there is no substitute or stand-by provided by the same command (regardless of by-name designation), or the command cancels the seat within five (5) days of class convening.

Note 1: Substitute is someone that is replacing the original Sailor with a reservation in eNTRS.

Note 2: Stand-by is someone who does not already have a reservation and is sent to the schoolhouse to wait to get an open seat the day of convene.

- (1) Students may be substituted in eNTRS no later than 1600 local time the day prior to convening for courses not requiring specific prerequisites.
- (2) For courses requiring specific prerequisites, a substitution request is required to be submitted through eNTRS two working days prior to class convening in order for the quota management office to verify and document that the prerequisites are met by the substitute.
- (3) For emergent substitutions, prior to class convening, please contact your servicing fleet quota management office. NETC Site East quota office

may be reached at netceast.quotas@navy.mil or 757-444-7152. NETC Site West quota office may be reached at netcwest.quotas@navy.mil or 619-556-0594.

- b. An MTO exists when one of the following occurs:
 - (1) A command or activity has a quota for a student who does not report for a COI and the command does not provide a by-name substitution or standby at the initial class muster.
 - (2) A command or activity cancels a granted quota in five or fewer working days prior to a course convening without providing a substitute or standby.
 - (3) A student does not meet course prerequisites. Specifically, the student neither holds a previously obtained waiver for course prerequisites, nor is able to provide the required documentation for prerequisites at course convening.
- c. Reporting: NETC Sites East and West N34 offices and TSDs will submit weekly to Fleet TYCOMs, who have requested the data, via e-mail, an excel spreadsheet listing each command or activity that shows an MTO in the previous training week.

2.9.2. Missed Training Opportunity Action. NETC commands and activities must comply with the policy and guidelines in this manual to ensure the standardization of MTO reporting.

- a. **LCs/LSs must:**
 - (1) Ensure class rosters are pulled on the day of convening with timely submission reflecting the initial course muster.
 - (2) Fill no-shows with standbys from the same no-show command before utilizing standbys from other commands.
 - (3) Ensure class rosters accurately report the command unit identification code (UIC) to which a student is assigned.
 - (4) Submit original student verified enrollment rosters, to include changes in class student composition, and course graduation rosters to their servicing student management office (SMO) within CeTARS established timelines.

(5) SMOs will ensure that entries are made in CeTARS within three days of class event. SMOs will only use the following PEVT codes for fleet requested schools when students fail to enroll.

(a) PEVT 407 – No Show

(b) PEVT 953 – Canceled – Student does not meet prerequisites.

(6) All student records, including but not limited to, student verified enrollment rosters, eNTRS rosters, and student action report/drop letter forms are to be filed and retained for a minimum of seven years from date of convene.

b. NETC Sites East and West N34 offices:

(1) Pull fail-to-enroll and late cancellation reports from CeTARS.

(2) Compile MTO data as reported in class rosters.

(3) Compare class rosters, as needed, with quota management records to verify an MTO exists, and the requesting command is accurately recorded.

(4) Submit MTO Report via e-mail to the command training representative, requesting review or rebuttal within three working days.

(5) If rebuttal is received, research and correct any administrative errors in coordination with the SMO and provide feedback to the command.

(6) Submit MTO final reports via e-mail to the TYCOM. Reports will not include PII. Such information should already be known to the command that requested the quota.

c. Commands:

(1) Training officers need to update Sailor's UIC and paygrade in eNTRS under "Student Menu" then select "Update Student Data" prior to requesting a quota. This will help with the validation of the MTO report.

(2) Review reservations in upcoming classes and, if required, substitute names in eNTRS.

(3) Provide a paper copy of the substitution to the new student and instruct them to take it with them to class, if substitutes in eNTRS happened after 1600 local time the day prior to the convene.

(4) It is the command's responsibility to ensure that upon reporting the Sailor communicates the following to the schoolhouse as:

- (a) I am a substitute replacing a named reservation from my command.
 - (b) I am a standby to fill an unused seat.
- (5) Review circumstances for MTO and, where possible, take appropriate measures to avoid recurrence.

2.10. Time-to-Train. Time-to-Train (TTT) is the principal method used to calculate actual student man-days expended in training. By understanding and applying the data from TTT, training managers can determine if excess man-days are occurring and for what reasons. These specifications are used to determine if graduates are flowing through the pipeline within the specified period. Any man-days above the specification are considered excess. NETC monitors TTT data frequently and compares actual graduate man-days to the specifications for conformance. In general, the specifications are set as follows:

- a. The under instruction specification is set at the published course length plus additional days for setbacks and holidays, depending on the length of the course. An additional day is allowed for any number of 30-day increments of instruction. For example, a 30-day course would be allowed one day, whereas a 40-day course would be allowed one day for the first 30-day increment and one additional day for the next 10-day increment for a total of two days. Courses under 30 days in length are not allowed additional days.
- b. The not under instruction (NUI) specification includes AI, awaiting transfer (AT), hold legal, hold medical, and interruption of instruction (II).
- c. AI specifications are based on the convening frequency and whether additional screenings (e.g., medical, legal, security, etc.) are required before a student begins class.
- d. AT specifications are set for the last course in the pipeline or path, based on historical data, but will not exceed three days.
- e. II specifications are based on historical course data for the last two fiscal years (FY).
- f. The TTT specification will be used as a baseline or benchmark to assist the manager in reporting trends in the student flow within a training pipeline or path.
- g. LCs will establish necessary policies and procedures to facilitate appropriate oversight management and review of excess man-days occurring in all schools under their purview.

- h. It is the responsibility of training and course supervisors to continually monitor the excess man-day reports as provided by the TTT specifications to ensure that the most efficient and effective means are used to move students through the training pipeline or path.
- i. Monitoring allows for early detection of variances and provides the opportunity to isolate out-of-tolerance areas that require corrective action. If a course is reported with excessive man-days beyond the specification levels, training and course supervisors should first validate man-day expenditures at the lowest level of data reported and verify data entry.
- j. The tracking of student's NUI in the TTT data is a TQI.

2.11. Warrior Toughness Program. Warrior toughness (WT) skills and concepts must be woven into all NETC courses. The reinforcement of WT skills will not increase course length. They will be integrated into an appropriate portion of each course, highlighting fleet application of WT skills. See NETCINST 1700.2 for more information.

2.12. Contingency (Surge) Plans. LCs and LSs will develop contingency plans to support a national call to arms. Plans must exist that will increase Sailor capacity, train faster, and shorten training paths. These plans will often need to be executed in a rapid time frame due to a national emergency.

- a. Course lengths can be shortened by teaching on Saturday. CeTARS supports a mobilization course length. The definition of mobilization course length is the number of training days, including Saturdays, needed to teach a COI during time of war.
- b. Additional time savings could be derived from defining LOs to meet a TYCOM "basically trained Sailor" for an apprentice billet. LCs must work with their TYCOM to define what the minimum acceptable training for a Sailor will be.
- c. Some C-Schools may be canceled, and instructors utilized to train A-School students. Sailors in a current C-School would graduate before the course is canceled.
- d. Initial Skill Training – Apprenticeship training courses may be canceled, and Sailors sent directly to the fleet.
- e. This plan must take into consideration maximizing classroom and barracks space while identifying any potential resource shortfalls.

CHAPTER 3

INSTRUCTOR AND CURRICULUM MANPOWER COMPUTATIONS

3.0. Introduction. These policies and procedures regarding the determination, documentation, and utilization of instructor resources required to conduct efficient and effective instruction in schools and courses under the command of the Commander, NETC, apply to instructor requirements at all NETC LSs/Detachments (DET) and courses except those staffed through ITRO agreements, Nuclear Propulsion Activities, Naval Reserve Officer Training Corps Units, Recruit Training Command, and Navy Military Training (NMT) which are covered by other programs.

3.1. Background. OPNAVINST 1000.16L provides policy guidance and assigns responsibilities for determining manpower requirements to Manpower Budget Submitting Offices.

3.1.1. The Navy shore establishment must accomplish essential missions and functions within imposed fiscal, end-strength, and other constraints through efficiency and productivity. In view of this, NETC LSs/DETs must utilize a standardized instructor requirements formula consistent with policy promulgated by OPNAVINST 1000.16L. The process of determining instructor requirements is based upon an approved, documented COI, represented by the course master schedule (CMS). The only exception(s) for instructor computation, relative to the CMS are specified in Section 3.6, below. These exceptions are unique and affect less than one percent of the training domain. Courses that meet the criteria are strictly managed and monitored by NETC N1 and N7.

3.1.2. All COIs must have an approved CMS. This applies to each CIN and CDP. The CMS identifies the lessons/sections taught in a course, the time allowed for each lesson/section, and the student-to-instructor (S:I) ratio required for that period of instruction. As the Learning Stack, our collection of integrated technologies used to create, deliver, manage, and analyze learning experiences matures, future IT improvements will enhance its capabilities by linking the CMS more effectively with the resources required for each instructional block.

3.2. Instructor Utilization. The NETC planning factor for annual instructor utilization is 1,089 instructor contact hours. This planned utilization factor allows for leave, holidays, training, and service diversion as provided by OPNAVINST 1000.16L, and for three hours of instructor preparation and related duties time for every five hours of instructor contact time. This guidance applies to military and government civilian instructors only. Instructor contracts are funded annually based on the estimated hours of instruction required. Therefore, contract instructors will not be expressed in terms of billets or

spaces. Funded contract hours of instruction will be subtracted from total annual instructor contract hours prior to calculation of military instructor requirements.

3.2.1. Background. NETC LCs will use the procedures in this section to determine instructor manpower requirements for courses under their purview. Instructor manpower requirements will be evaluated at least annually, or as required, when courses are added, deleted, or revised, during program objective memorandum (POM) or program review (PR) development cycles, or during the feasibility study process. Other instructor manpower requirements determination processes are not authorized for use. NETC N9 will conduct periodic oversight over the process.

3.3. Reporting. Instructor manpower requirements developed in support of POM or PR submissions, or feasibility studies will be reported as directed by NETC (N1 and N9). Changes to existing instructor manpower authorizations necessitated by annual or other reviews that can be accommodated within existing authorized end strength levels will be submitted as manpower change requests via LC manpower personnel to NETC N1, following procedures contained in OPNAVINST 1000.16L.

3.4. Responsibilities. LC COs will ensure that instructor manpower requirements presented to resourcing enterprises are developed using these guidelines.

- a. LC COs will ensure that the current CMS is maintained in CeTARS.
- b. LC COs will ensure that the S:I ratio for each teaching situation recorded in the CMS is the highest ratio possible without causing serious detriment to the quality and safety of training.

3.5. General Instructor Manpower Requirements Determination Process. All personnel assigned to billets, which are derived from the application of the NETC instructor manpower requirements determination process, will maintain their instructor proficiency, and at a minimum perform in instructional situations to meet peak student loads.

3.5.1. Instructor cross-utilization will be carried out to the maximum extent possible as limited only by skill requirements and geographical location. Cross-utilized courses, to the extent possible, will be scheduled to minimize the overlapping of classes. All courses will be scheduled, to the extent possible, to minimize the manpower requirements impact of peak instructional situations.

3.5.2. Some courses may incorporate physical training (PT) to achieve specific LOs as per validated fleet training requirements approved by the requirement sponsor. However, the physical fitness requirements specified in OPNAVINST 6110.1K - Physical Readiness Program will not affect the curriculum's contact hours or course duration.

While PT, as part of the Physical Readiness Program, may extend the training day, it will not add extra training days to the course. Any additional PT time will be recorded in the CMS exclusively for physical fitness tracking, without impacting the official course schedule.

NOTE: PT within a course will be treated as a high-risk event and subject to the high-risk training safety protocols as provided in NETCINST 1500.13F.

3.5.3. If course instructor billet requirements generated by the NETC instructor manpower requirements determination process do not provide sufficient billets to staff the instructors required by the highest S:I ratio in the CMS, the billet requirement will be computed as the higher of the two numbers. Every effort will be made to minimize the use of this rule through instructor cross-utilization.

3.5.4. When computing instructor manpower requirements, funded contract instructor hours will be subtracted from total annual instructor contact hours prior to computing military or civil service instructor requirements. For example, if total annual instructor contact hours are 50,000 and funded annual contract instructor hours are 10,000, the military or government civilian instructor requirement is $(50,000 - 10,000) = 40,000 / 1,089 = 36.73$ man-years or 37 billets.

3.5.5. Yearly Student Input (YSI) for each course will be derived from the requirements (R) value from the resource sponsor approved student input plan. YSI divided by class size will determine annual class convenings. In cases where the quotient of YSI divided by class size does not yield a round number, LCs should consider whether adding seats to the classes is a viable alternative to rounding up convenes to the next whole number. If an additional class convening is needed to optimize student throughput, NETC N7 will grant approval on a case-by-case basis.

3.5.6. Only mission essential taskings will be staffed. Collateral duties not requiring instructor expertise (e.g., Voting Officer), local initiatives (e.g., drill teams, plaque making, etc.), functions assigned to host or support commands (e.g., public works/building maintenance, base audio/visual support, printing, etc.), and assumed taskings will not be staffed.

3.5.7. Training Department Master Chief Petty Officers or other supervisory billets will not be staffed unless the requirement is a product of the application of the NETC instructor manpower requirements determination process.

3.5.8. Cross-utilization of all instructors within a training site holding rates or Navy NECs certifying them to conduct or assist in conducting COIs should be carried out regardless of internal command structures. Instructor requirements will not be rounded

at the CIN/CDP level, but rather all cross-utilized course instructor requirements will be totaled prior to rounding.

3.5.9. Rounding of instructor requirements will be accomplished using the following Navy Manpower Analysis Center-approved table. If computed instructor requirements exceed the fractional manpower cutoff value (Table 2) in the right-hand column, round up to the next whole number.

Table 2: Fractional Manpower Cutoff Values

REQUIRED MANPOWER (N)	FRACTIONAL MANPOWER (FM) CUTOFF
(N)	(FM)
1	1.072
2	2.144
3	3.216
4	4.288
5	5.360
6	6.432
7	7.500
OVER 7	Required + 0.500 Requirements

3.5.10. Contact periods are periods of curriculum time devoted to instruction, including breaks, but excluding administrative time, lunch, medical and dental appointments, or sick call.

3.5.11. Curriculum hours are the minimum number of hours of formal, approved training a student receives to complete the total COI. These hours do not include “bottleneck” hours during which the student is in quiet study while the instructor works with other students in a lab, etc.

3.5.12. Instructors are those personnel whose primary duties are instructing or facilitating in classroom, shop, laboratory, line, or field situations in topics pertinent to the school, or supervising instruction/testing/evaluation/curriculum development in the technical specialty of the course. This definition covers all instructor personnel – officers, enlisted, and civilians.

3.5.13. Instructor contact hours are the total number of hours provided by instructors required to teach a course once.

3.5.14. Instructor workweek is the standard (normal) instructor teaching load of 25 contact periods per week of instruction, including lecture and lab/shop contact time. This normally will consist of five platform or instructional periods each day, with the remaining three periods devoted to instructor preparation and related duties. Due to

allowance for leave, holidays, training, and service contingencies, the instructor workweek averages 21 instructional periods weekly on an annualized basis.

3.5.15. Non-technical training subjects are training requirements, not essential to technical skill development. These subjects include NMT and PT that are not course curriculum requirements. Assigned NMT personnel normally teach these subjects. Refer to NETCINST 1500.11B for more information on NMT.

3.5.16. Optimum S:I ratio is the ratio of students to instructors, which is the highest possible considering facilities, equipment, and learning scenarios without serious detriment to the quality of training. These ratios will differ for classroom and practical (lab) situations and must be determined by subject matter experts (SME) in agreement with learning standards officers (LSO), field LSO, and field training specialists.

3.5.17. Quotas are the planned number of students scheduled to enter instruction on established convening dates.

3.5.18. Standard technical training day is the normal scheduled technical training day, which consists of eight hours (periods) of approved technical training topics exclusive of meal hours.

3.5.19. Standard technical training week is the normal scheduled technical training workweek of 40 hours (periods) of approved technical training topics. Time allocated to non-technical training requirements, such as NMT, will be in addition to this requirement. Greater amounts of either technical or non-technical training outside the prescribed workweek may be scheduled if required.

3.5.20. Approved non-technical training subjects scheduled outside the 40 hour (period) technical training workweek will be included in the CMS and considered workload in instructor requirements computations if technical training instructors are required to do the training. PT and medical or dental time directly related to or required for the technical course completion, or required as a prerequisite for follow-on technical training, may be included in the CMS and considered workload in instructor requirement computations only if technical training instructors not in a duty or watch status are required to participate in those evolutions. The normal scheduled workweek for instructors and support personnel will be 40 hours exclusive of duty status (watch) requirements and meal hours.

3.5.21. The standard training period will be 60 minutes, whether break time is included or not. Ideally, a period should consist of 50 minutes of technical instruction and a 10-minute break. However, local training situations or curriculum requirements may

preclude strict adherence to this ideal. When variation to this policy is required, the CMS should be appropriately adjusted and approved.

3.6. Exceptions to Standard Instructor Computation Methodology. In certain instances, the nature of a course conduct results in a CMS that is not accurately reflected in CeTARS. In these rare instances, NETC N7 will notify NETC N1, provide the CMS, and request the derivation of an instructor computation for that particular course. It should not be inferred that this is a deviation from the Instructor and Curriculum Manpower Computations (ICOMP) formula, but rather the irregularities of the course itself require a manual application of the ICOMP formula. A master list of courses meeting this criterion is maintained by NETC N1 and no other courses are subject to this exception. Though not all inclusive, the following are the most common exceptions:

- a. The course does not typically conform to a standard training day as defined in section 3.5.18 above, and the established training hours vary daily.
- b. The course does not proceed in a linear progression (e.g., course periods containing different topic material run concurrently and students do not attend the course periods in a prescribed order).
- c. Course where the learning is asynchronous, (e.g., delivered in an environment where the subject matter is primarily delivered by means other than a live instructor such as computer-based training or some other form of media).
- d. Course progression does not support traditional student/instructor interaction within modules of the same course.
- e. Asynchronous and synchronous distance learning.
- f. NETC N7 and N1 must mutually agree that the course requires a trained manpower analyst to apply the ICOMP formula appropriately. Requests for special handling must be submitted to NETC N7, who will coordinate with NETC N1 for final adjudication. If adjudicated for special handling, the course will be added to the master list of excepted courses and will be reviewed annually by NETC N7 and N1. NETC N7 will notify NETC N1 of any CMS changes as they occur that affect the courses on the master list or could potentially add, or remove, a course to/from the master list. See [Appendix E](#) for examples of NETC ICOMP.

CHAPTER 4

INTER-SERVICE TRAINING REVIEW ORGANIZATION

4.0. Introduction. Inter-service training occurs when one or more DoD services train together in a formal environment on individual skills in an institutional setting. ITRO is a voluntary organization of the military services established to set policies and procedures for inter-service training and improve the effectiveness and efficiency of individual skills training consistent with individual service training requirements. ITRO is hierarchical and consists of boards and committees designed to facilitate inter-service consolidated and collocated training. It is flexible and dynamic, expanding and contracting in response to the services' changing requirements, the evolution of the national security environment, and Service training priorities. Not all inter-service training is governed by ITRO. For ITRO policy and procedures, see OPNAVINST 1500.27G. ITRO methodology can be used to support establishing and maintaining other types of DoD interservice training, provided the agencies involved agree to applying ITRO processes and procedures.

Note: While services often make ITRO decisions by consensus, no individual service is required to adhere to a majority decision not in its best interest. Service interests are not subordinate to ITRO (ITRO organization, administration and training manual).

4.1. Guidance. NETC N9 acts as the primary point of contact (POC) for all ITRO matters within the NETC domain. All formal training provided to Navy personnel will be managed and reported in CeTARS. NETC N9 (Program Integration and Business Operations/ITRO), provides guidance for inter-service training as the Navy's direct liaison with other services. NETC N9 ITRO responsibilities:

- a. Serve as the primary advisor to NETC on all ITRO issues and to manpower, personnel, and training commands on all ITRO matters.
- b. Participate and collaborate on various ITRO committees.
- c. In conjunction with other services, conduct studies and evaluations, coordinate the development of inter-service courses to reduce the duplication of training, provide improvements in training efficiencies, and establish ITRO program regulations and instructions. Review and resolve quality of life issues that affect all members of all Services.
- d. Monitor and evaluate the progress of inter-service reviews and actions, assisting Navy representatives, to ensure proposed consolidated and collocated inter-service training meets Navy training requirements and standards.

- e. Work with resource and functional sponsors, along with NETC LCs/LSs to identify the functional skill areas for training that have high potential for consolidation and collocation with other services.

4.2. Types of Inter-Service Training and Corporate enterprise Training Activity

Resource System Course Identification. There are four types of inter-service training as defined by OPNAVINST 1500.27G.

- a. **ITRO**-established training is either consolidated or collocated (service unique). Resources (manpower, facilities, equipment, and funding) are assessed per ITRO rules.
 - (1) **Consolidated Training** – Training managed under ITRO agreement, policies, directives, and rules. Curriculum developed by two or more services, with materials and personnel requirements determined by mutual agreement and fair-share instructor representation. Curriculum may be common throughout or consist of common core plus service-unique portions.
 - (2) **Collocated training** – Training managed under formal agreement. One service teaches a course on another service's installation, sharing classroom facilities and equipment. Training policies, curriculum, and instructor requirements determined and funded by the service conducting the training.
- b. **DoD Executive Agent Training** is military training for which responsibility has been assigned by the Secretary of Defense to the head of a DoD component and involves the training of personnel of two or more Services.
- c. **Joint Training** involves forces of two or more military services interacting with a combatant commander or subordinate Joint Force commander and is conducted using joint doctrine or joint tactics, techniques, and procedures.
- d. **Quota Training** is characterized by the following: Training conducted by one service and attended by other services on a space-available basis. Owning service designs and presents program of instruction (POI) without modification.

4.2.1. CeTARS can identify ITRO training courses in a field titled ITRO when creating CINs. The four types of inter-service codes that can be selected are: Consolidated training, collocated training, executive agent/single manager, or other service quota training.

- a. Code A: ITRO Consolidated Training
- b. Code B: ITRO Collocated Training
- c. Code C: DoD Executive Agent/Joint Training/Single Manager
- d. Code D: Quota Training

4.2.2. CeTARS can also identify the Interservice Training Lead/Host Service.

Code Lead/Host Service

A	US NAVY
B	US ARMY
C	US AIR FORCE
D	US MARINE CORPS
E	US COAST GUARD
F	CIVILIAN
G	MERCHANT MARINES
H	NATIONAL
J	NONE
K	CONTRACTOR
L	DEPT OF DEFENSE
S	US SPACE FORCE

Note: LCs are responsible for establishing the CIN and the proper coding of the interservice training within CeTARS. Additionally, courses attended on a quota basis will be properly coded in CeTARS, regardless of service ownership.

4.3. Initial Agreement. The ITRO process is initiated when a service identifies a training requirement with a potential for consolidation/collocation exists or the executive board (EB) or deputy executive board (DEB) directs a study be conducted.

- a. A requirement sponsor or another source that classifies training requirements will request a study be conducted for potential consolidation/collocation through the service inter-service training office (ITO). This request is required to be in writing. NETC N9 ITRO is designated as the Navy's ITO.
- b. The service ITO starts the ITRO process by staffing a training study proposal to the other services for comment. If services are interested in conducting

the study, the service ITO approves the request, assigns the lead service, and establishes a study committee.

- c. The training study is conducted to evaluate the potential for a consolidation or collocation.
- d. Based on the analysis conducted during the study, services will provide the required resources (manpower, equipment/facilities, and funding) prior to executing the consolidated/collocated training.

4.3.1. Type of Studies. The studies listed below are required for the initial consolidation/collocation agreement.

- a. **Quick Look Group** – Determine the level of commonality among service training requirements and feasibility of single site training for proposed consolidation.
- b. **Detailed Analysis Group** – Develop curriculum structure to support training requirements of each service and identify training site options for proposed consolidation. Review or revise POI to ensure host service facilities can support requirements for proposed collocation.
- c. **Curriculum Review Board** – Conducts a review of a POI to ensure it meets evolving training requirements for proposed consolidation.
- d. **Resource Requirement Analysis (RRA)** – Determines the resource obligations incurred by each service as a result of participation in an ITRO consolidation/collocation. The resource analysis involves the coordinated efforts of each service's manpower, facilities, and cost analysts to determine the resource impacts of a proposed ITRO training option. Once the training option(s) is/are confirmed, a substantial sequential process begins with the manpower analysis, flows into the facilities analysis, and ends with completion of the cost analysis. A subsequent report result is provided. RRA is required for consolidated and collocated training. Resource and requirement sponsors are required during the RRA.
- e. **DEB** – Exercises decision-making and policy implementation authority.

4.4. Training Lifecycle. Lifecycle management addresses challenges that arise throughout the life of a consolidated course, impacting training effectiveness. These challenges include, but are not limited to, quality-of-life concerns, instructor staffing, fluctuations in student throughput, and updates to memorandums of agreement (MOA) or base realignment and closure actions. As part of lifecycle management, periodic curriculum reviews ensure that training aligns with mission requirements and keeps pace

with evolving technology, combat systems, and training platforms. Any Service may request a curriculum review (CR) to adjust training skill requirements, remove redundant or non-essential content, or validate resource requirements.

4.4.1. Type of Studies. Process when an existing consolidated/collocated course requires modification.

- a. Locally coordinated CRs are conducted in accordance with host service policy in cases where no resource changes are anticipated, and service training requirements are not impacted. Lead, host, and participating service representatives at the schoolhouse are primarily responsible for course lifecycle management. All issues that cannot be resolved locally are referred to the appropriate service ITO.

Note: When training gaps are identified, the applicable LC must notify NETC ITRO. An approved Instructional Performance Requirements Document or validated training requirements are required to conduct a CR.

- b. When an ITRO-led CR is required, the lead service provides each primary service representative with a copy of the existing POI. During the CR, the study committee develops a notional POI to summarize its recommendations for the proposed training.

Note: The notional POI will have enough detail to allow resource analysts and service voting members to make informed decisions on the study committee's recommendations. Voting members are requirement sponsors, along with LC and LS SMEs.

- c. ITRO-led CRs are conducted per established ITRO procedures in cases where resource changes are anticipated and/or service training requirements are impacted. Participating ITRO offices coordinate resolution of issues raised by schoolhouse representatives.

Note: If the CR determines no additional resources are required, the ITRO study process is complete. If additional resources are required, an ITRO RRA is required.

- d. The RRA is to determine the resource obligations incurred by each service as a result of participation in an ITRO consolidated/collocated course or if a service desires to terminate the consolidation/collocation. The RRA involves the coordinated efforts of each service's manpower, facilities, and cost analysts to determine the resource impacts of a proposed ITRO training

option. All three processes will be part of the final RRA report. The RRA report is utilized by each service for their POM submission.

- e. DEB – Exercises decision-making and policy implementation authority.

Note: Withdrawal from an ITRO consolidation is discouraged and adjustments to curriculum are normally used to avoid terminating the ITRO consolidated training. However, consolidations or collocations may be terminated based on changes to a participating service's requirements. A one-year notification is required in terminating any ITRO agreement.

4.5. Deputy Executive Board. The DEB exercises decision-making and policy implementation authority on behalf of the EB, except on issues the EB reserves for itself, and is chaired by service with secretariat function. All actions requiring resources or establishing ITRO governing policies require DEB approval. The goal of this ITRO process is to get appropriate level decisions on the RRA study committee's recommendations. There is no study meeting associated with this phase. Recommendations with a resource impact require DEB decision approval.

4.6. Instructor Utilization. The ITRO ICOMP model is used to determine Instructor manpower requirements for ITRO consolidated training. For ITRO collocated training, utilize the NETC 21 ICOMP model. NETC N9 ITRO representative is responsible for performing manpower calculation for all ITRO consolidated courses. The ITRO planning factor for annual instructor utilization is 1,740 instructor contact hours. For additional information regarding ITRO Instructor Computation, refer to the ITRO Resource Committees Manual or contact NETC N9 ITRO for assistance.

4.7. Inter-Service Training Review Organization Standard Memorandum of Agreement. The purpose of the ITRO standard MOA is to establish non-program specific command-working relationships, policies, guidelines, and procedures under which the host and participating service's will operate consolidated and collocated training at all training sites under the purview of the signatories. Each service's DEB member is the signatory authority. The standard MOA may be further supplemented by program or course specific MOA addenda developed and staffed at the time of future ITRO studies, reviews, and or RRA meetings.

CHAPTER 5

IMPAIRED TRAINING AND EDUCATION REPORT

5.0. Introduction. An Impaired Training and Education Report (ITER) is NETC N3's tool for reporting conditions that may reduce NETC's capacity to train personnel. The ITER process is in addition to reports required by other processes (e.g., casualty reporting (CASREP)). The ITER complements the information contained in those messages.

5.1. Guidance. The ability of NETC training commands to provide training and education as scheduled directly impacts fleet readiness. The ITER message notifies the NETC chain of command (CoC) and relevant stakeholders of situations that currently or may soon impair timely execution of NETC's training and education missions.

5.2. Definitions. The following terms define ITERs and are used as guidelines to prepare ITER messages.

5.2.1. Impaired Training and Education Report Conditions. Reflect the severity of the training impairment and are coded by a color (see below). All ITER submissions and updates require assignment of a color code. A change in severity of an ITER often requires a corresponding update to the ITER's color code. The two-color codes are:

- a. **Yellow:** Denoting a future, anticipated situation that may result in delayed or canceled classes, failure to instruct critical LOs, degradations in training quality or delivery, or inability to meet scheduled throughput if appropriate action is not taken.
- b. **Red:** A current situation that has or will very shortly cancel or stop any formal training entirely, or that degrades Navy NEC - producing training to the point that the NEC cannot be awarded.

5.2.2. Impaired Training and Education Report Types. ITER types provide notice of the specific impairment to training.

- a. **Personnel:** A lack of qualified instructors that impairs, or potentially impairs, the ability to conduct training. Gapped billets do not necessarily warrant an ITER if a work-around, such as cross-utilization of instructors, mitigates the training or education impairment. If an LC does not anticipate timely corrections of an identified manning deficiency after communicating with their placement coordinator (PERS-4013), NETC Manpower and Manning (N1), or the NETC Human Resource Office (N1CP), an ITER should be initiated. When an LC has a new manning deficiency for the same rating or NEC across different LSs, LCs will update the original ITER to show all vacancies and courses affected. LCs will use paragraph 6 of [Appendix A](#) to

prioritize identified vacancy against all vacancies for the same rating or NEC within their LSs. LCs with existing ITERs open for the same rating or NEC will have existing ITERs combined, and LCs will be required to prioritize fills.

NOTE: Personnel issues frequently take time to resolve. Commands should take proactive steps to identify manning shortfalls that may prevent the delivery of training at least nine months in advance. LCs and LSs should make every effort to coordinate with NETC Total Force Manpower (N1) and N1CP prior to ITER submission. Notification and coordination should be completed as early as possible so the situation can be resolved before impacting training or education. LCs should work closely with LSs to mitigate manpower shortages prior to submitting an ITER. Examples of mitigation include, but are not limited to, adjusting class size, waivers for instructor or student ratios, and using instructors from other commands within the same domain. In an event that an ITER is submitted, NETC N1 is a mandatory reviewer for military personnel ITERs and NETC N1CP is a mandatory reviewer for civilian personnel ITERs.

- b. **Equipment:** May include, but is not limited to, equipment damage, modifications, or installation delays that will negatively impact training. An equipment casualty to one of multiple duplicate devices, even if students must be doubled up on the remaining devices, does not necessarily warrant an ITER. A CASREP, per Chapter 6 in this manual, will precede all equipment ITERs, if required. NETC N4 and N44 are mandatory reviewers of equipment ITERs.
- c. **Facilities:** Some examples include, but are not limited to, air conditioning, heating, electrical, or building defects that are the responsibility of the host activity. Additionally, student barracks renovations, other closures that will limit the number of students who can enroll in training courses, or trainer/equipment installation or modification issues that are facilities-driven are also included. Some IT issues could also fall under the facilities category when the IT infrastructure is insufficient or suffers a casualty that affects training delivery. All facility ITERs should include the facility number, room number if available, as well as the Naval Facilities Engineering Systems Command work order number or a status of host agent coordination in lieu of work order information when available. NETC N4 and N43 are mandatory reviewers for facilities ITERs. NETC IT Program Manager (N6) is a mandatory reviewer if the ITER involves IT systems (see section 5.2.2.f. regarding IT issues).

- d. **Curricula:** This type of ITER may include curricula incompatibility with electronic classrooms (ECR), incomplete or late delivery of contractor-developed curricula, or situations where the schoolhouse curricula or technical training equipment (TTE) do not match that found in the fleet. NETC Training and Development Division (N7) is the primary POC for curricula ITERs and will interface with applicable requirement sponsors, systems commands, and/or program offices to determine resolution. NETC N7 is a mandatory reviewer of curricula ITERs.
- e. **Ammunition:** Utilize this type of ITER to report arms, ammunition, and explosives shortfalls. NETC N4 and N414 are the primary POCs.
- f. **IT:** Situations where IT issues impact training delivery or instructor preparation will be classified as IT ITERs. Examples include IT supportability issues, ECR support, lag time or speed issues, IT equipment and network failures, the inability to access electronic content hosted by enterprise training delivery services, and when the IT infrastructure is insufficient or suffers a casualty that affects training delivery. NETC N6 and N73 are mandatory reviewers.
- g. **Blanket:** Use this type of ITER in the event of a natural disaster or in the event of extraordinary circumstances, such as a government shutdown. It does not include short-term cancellations for snow days. All CINs affected will be listed within the ITER. Updates to the blanket ITER will be submitted listing the CINs affected and the primary associated adverse effect (e.g., personnel, facilities, or equipment).

5.2.3. Impaired Training and Education Report Categories. There are three categories of ITERs.

- a. **Initial:** Submitted upon discovery of a situation where training is degraded or will soon become degraded. The initial ITER notifies NETC of impacts or potential impacts to a CDP/CIN. Initial ITERs will use a FY sequential numbering system (e.g., 24-001). To avoid repetitive numbered ITERs, LCs will assign sequential ITER tracking numbers.
- b. **Update:** The maximum time allowed between update reporting is any time a condition changes, at the discretion of the production line manager (PLM) based on reported conditions or expected repair date, or no greater than six months. Update intervals must take into account the severity of the impairment and the estimated time to rectify the issue. Updates will maintain the FY sequential numbering system, but each consecutive update will

include a letter modifier signifying the update (e.g., 24-001A). After a Z update, the next update will be AA, AB, etc. Updates must include line item "K" as described in [Appendix A](#).

- c. **Correction (COR):** Used when a situation has been resolved. Final resolution of an ITER will be submitted as a COR. LCs will report final resolution of an ITER by submitting a COR to NETC for final adjudication by NETC Supply Chain Operations (N3).

5.3. Impaired Training and Education Report Policy. Circumstances that impair or reduce training production which cannot be resolved at the LC level will be reported by the LC in an ITER message to NETC. All ITER messages will follow the formats prescribed in Appendices A-C. [Appendix A](#) is an Initial ITER Message Example, [Appendix B](#) is an ITER Response Message Example, and [Appendix C](#) is an ITER Correction Message Example. To determine ITER type and category, LCs will utilize the definitions in section 5.2.2. The process flow is depicted in [Appendix D](#).

5.3.1. ITERs are reserved for communicating training production issues between an LC and NETC. Subordinate LSs will report issues to their parent LC utilizing whatever process or means that the LC directs. The LC will centrally track and respond to those issues and will report to NETC via an ITER when they cannot mitigate the issue at the LC level.

5.3.2. Use of the ITER application in the Solution Business Manager (also known as SERENA) is required for each ITER and will be closely monitored by the NETC PLM. NETC Division Directors (DD) and Special Assistants (SA) will designate ITER POCs and use the SERENA tracking and reporting tool as their primary means to review each ITER and provide any comments, recommendations, updates, or actions taken in response to the ITER.

5.3.3. NETC PLMs will draft a NETC response to ITER submissions, using the template provided in [Appendix B](#), and have that response ready for release within five working days of receipt of the ITER message. Using the SERENA tracking and reporting tool, NETC PLMs will select the appropriate NETC DDs and SAs for review utilizing Table 3 as a guide. DD and SA responses must be provided via SERENA within two working days of notification of the ITER. Responses must include any current efforts to resolve impairments, updated data, concurrence and acknowledgement of LC message submission information, and DD and SA message information reply back to the LC. ITERs not corrected in a timely fashion will be monitored closely by the appropriate NETC DD or SA with status updates to NETC leadership as directed in section 5.8 of this manual.

Table 3: Selecting Naval Education and Training Command Division Director and Special Assistant Reviewers

ITER Type or Situation	NETC DD and SA Reviewers
Personnel	N1, N3, N1CP (civilian instructors)
Equipment	N3, N4, N44, N9
Facilities	N3, N4, N43, N6 (IT-related), N9
Curricula	N3, N44 (TTE/other equipment related), N7
Ammunition	N3, N414
IT	N3, N6, N73, N9
Blanket	N3
All high-risk COI and safety issues	N00X
Funding requested from NETC	N8
Any required resourcing program objective memorandum issue	N9

5.3.4. DD and SA comments and actions taken will be utilized to craft the NETC ITER response message, as applicable.

5.3.5. LCs will provide ITER updates as directed, when ITER condition changes, and when additional NETC action or notification is required. The ITER update must be processed in the SERENA tracking and reporting tool by the applicable PLM.

5.3.6. When an ITER is corrected, the LC will report resolution via an ITER COR message using the template provided in [Appendix C](#), within five working days. The ITER COR will also be processed in the SERENA tracking and reporting tool by the applicable PLM.

5.3.7. This reporting process is not intended to replace other normal administrative vehicles (e.g., equipment CASREP). Date Time Group (DTG) of CASREPs will be included in the ITER as a reference and will be documented in SERENA by the PLM.

5.4. Impaired Training and Education Report Responsibility

5.4.1. Resolution of situations that impair the ability to train must be handled at the lowest possible level. LCs will mitigate training issues internally to the maximum extent possible prior to generating an ITER.

5.4.2. When training has degraded to the point that an NEC or military occupational specialty (MOS), or other skill award cannot be granted, LCs and subordinate LSs will coordinate with their servicing organizations to ensure students are coded correctly in the CeTARS.

5.4.3. Circumstances may arise where not all LOs can be attained. When the LC assessment determines that an NEC award recommendation is still valid, the LC must work with NETC N7 to obtain requirement sponsor concurrence. That concurrence will be reflected in the text of the ITER message and include Page 13 entries as appropriate, regarding how the LO will be trained (e.g., on-the-job training, personnel qualifications standard, job qualification requirements).

5.4.4. Class convening cancellations due to an ITER should occur only after the LC has exhausted all avenues to resolve the issue. Timely notification of ITER-related class convening cancellations must be provided to NETC N3. To ensure accurate documentation of class cancellations due to an ITER, enter the applicable cancellation code in the CeTARS and ensure the students are removed from the “convene by” the cognizant detailer or LC.

5.4.5. The LC or LS will notify their servicing organizations of canceled convenes. The quota management authority will then notify individuals or commands holding reservations that a convening has been cancelled. If possible, the LC or LS will provide the date for which training has been rescheduled.

5.4.6. ITER messages will indicate the number of international students holding quotas and if they will not be awarded a graduation diploma. The remarks section of the student’s completion report must indicate the reason for not awarding a diploma.

5.4.7. ITER messages will indicate the number of non-Navy students (e.g., ITRO or international students) holding quotas and any coordination with other services required.

5.4.8. LCs will constantly track and report the status and resolution of all ITERs in partnership with NETC. They will provide data when requested to identify trends, deficiencies, resolutions (including lessons learned), and recommendations for future efficiencies to NETC and higher authority when requested. ITER reporting will be included in CO updates, as well as other briefings related to LC readiness.

5.5. When Degraded Training Prevents Awarding of a Navy Enlisted Classification. If the LC determines training has been degraded to the point that recommending a skill award (NEC or MOS) cannot be made, the following administrative actions will be taken:

- a. Ensure CeTARS is changed to indicate the NEC will not be recommended for students who received degraded training per OPNAVINST 1510.10E.
- b. A NAVPERS 1070/13 entry must be made in the student’s service record annotating the reason the NEC code was not recommended.

5.6. International Students. LCs and LSs must remain aware of the impact of impaired training on international student travel plans and attendance. Security assistance and security cooperation procedures normally require that the country be notified 60 days in advance if previously confirmed training will not be available. If international student training is significantly affected by an ITER, NETCINST 4950.2G requires the POC from the international training LC to inform Naval Education and Training Security Assistance Field Activity (NETSAFA) N3 via phone or e-mail prior to canceling courses.

5.7. Speedy Resolution. Any potential situation that may impact training and education should be identified at the earliest possible timeframe. All open ITERs will be reviewed by the respective N-code at least annually to ensure they remain valid and require NETC Headquarters assistance. ITERs should be coordinated with the CoC for resolution per guidance below:

- a. **Yellow ITERs** will be maintained at DD and SA level unless plan in place to resolve is modified so that ITER would be at risk of being upgraded to Red.
- b. **Red ITERs** must be briefed to chief of staff, executive director, and director of training operations (DTO) when O-6 or GS15 coordination is unable to resolve with a request for flag.

5.8. Impaired Training and Education Report Reviews. As a way to ensure ITERs are reevaluated on a regular basis, open ITERs will be brought before an ITER review working group. This working group will meet on a regular basis (at least quarterly) to discuss ITERs. ITERs will be chosen for this review based on their type and condition. The working group will be chaired by the DTO with NETC N-code involvement and affected LCs representation.

CHAPTER 6

TECHNICAL TRAINING EQUIPMENT AND TRAINING DEVICE CASUALTY REPORT

6.0. Introduction. A CASREP is a message report submitted by the CO of a ship or shore activity when there is a significant casualty affecting equipment essential for the performance of assigned missions and tasks. The effective utilization and support of training activities in the NETC enterprise requires up-to-date, accurate operational equipment status from each command. An important part of the operational status is equipment casualty information. The reporting of equipment casualties' results in senior commanders and support personnel being advised of significant equipment malfunctions which may result in the command's need for technical or other assistance to correct an equipment casualty which is beyond the site's capability to repair and/or replacement parts are not available to correct a casualty.

Commands must be aware that alerting higher authority to the operational limitations of their activity, as a result of equipment casualties, is as important as expediting receipt of replacement parts and obtaining technical assistance. Commands must not delay or withhold reports in order to artificially maintain readiness at a higher level than actually exists.

6.1. Definition of a Casualty. A casualty is defined as an equipment malfunction or deficiency that cannot be corrected within 48 hours and reduces the command's ability to perform its mission, or a significant segment of its mission, and cannot be corrected or adequately accommodated locally by rescheduling or double-shifting lessons or classes. See Section 6.5 for a decision matrix to assist in determining the casualty category. A hazard risk assessment should also be conducted, and interim controls initiated to prevent reoccurrence.

6.2. Types of Casualty Reports. The four types of CASREPs are defined as follows:

- a. **INITIAL.** An INITIAL CASREP identifies, to an appropriate level of detail, the status of the casualty, parts, and/or assistance required to affect repairs. This information is essential for operational and staff authorities to properly apply corrective resources in a prioritized and responsive manner.
- b. **UPDATE.** An UPDATE CASREP contains information similar to that submitted in the INITIAL CASREP. However, an UPDATE CASREP provides current status of ongoing efforts and/or submits changes to previously submitted information.

- c. **CORRECT.** An activity submits a CORRECT CASREP when equipment, which has been the subject of casualty reporting, is repaired and returned to operational condition.
- d. **CANCEL.** An activity submits a CANCEL CASREP upon commencement of an overhaul or other scheduled availability period when equipment, which has been the subject of casualty reporting, is scheduled to be repaired. Outstanding casualties that will not be repaired during such availability will not be cancelled and will be subject to normal follow-up casualty reporting procedures as specified.

6.3. Naval Education and Training Command Casualty Categories and Criteria. NETC activities use four categories of messages to report equipment casualties which are defined in Table 4 below:

Table 4: Naval Education and Training Command Casualty Category and Criteria

Casualty Category	Training Equipment Casualty Criteria
1	Equipment casualty exists, but training is not affected. No impact on training for a period in excess of 30 days (e.g., no course convened that uses the equipment). Category must be reevaluated and reassigned to Category 2, 3, or 4 if impact will be experienced within 30 days.
2	MINOR degradation to training. Training continues and all course objectives are met as a result of rescheduling, scheduling additional shifts, use of redundant equipment, etc.
3	MAJOR degradation to training. All course objectives are not being met, but sufficient training is being conducted to warrant continuing the course. An NEC may still be awarded, if applicable.
4	SEVERE degradation to training. Course objectives cannot be met, classes have to be canceled, or class-convening dates must be postponed. If the course is an NEC-awarding course and NECs cannot be awarded due to an inability to deliver essential training, Category 4 must be assigned.

6.4. Action. Training equipment, TTE, training device, training unique equipment, and training support equipment CASREPs will be submitted by formatted message consisting of data sets. These data sets are preceded by a standard Navy message heading consisting of precedence, addresses, and classification. Navy Tactical Reference Publication 1-03.1 provides specific guidelines for both the message header and data

sets to be used for each type of casualty reporting (INITIAL, UPDATE, CORRECT, or CANCEL).

- a. Only one casualty initial, update, correction, or cancellation may be submitted per INITIAL, UPDATE, CORRECT, or CANCEL CASREP message.
- b. CASREP messages from NETC training activities (with the exception of depot level repairable (DLR) identified below) will be submitted for action to NETC N4 and N7 and for information to CNO; Commander, Naval Sea Systems Command (COMNAVSEASYS COM); Commander, Naval Air Systems Command; Commander, Naval Information Warfare Systems Command (COMNAVWARSYSCOM); Naval Air Warfare Center Training Systems Division; Naval Sea Logistics Center, Mechanicsburg (0437); Naval Inventory Control Point; Naval Education and Training Professional Development Center (NETPDC) (N8612); the cognizant Fleet and Industrial Supply Center (FISC); supporting supply activity (SSA); and others as applicable. In the event the CASREP affects accessions training activities, Naval Service Training Command must be included as an information addressee.
 - (1) All DLR requisitions will be submitted via CASREP for action to NETPDC N8613. NETC N4 and N7 will be included for information on all CASREPs pertaining to DLRs.
 - (2) COMNAVSEASYS COM (07L) and (PMS 392) will be included for all CASREPs pertaining to submarine activities. For all NAVWARSYSCOM equipment, COMNAVWARSYSCOM (04L) will be included.
- c. Each command will designate a CASREP coordinator who will develop procedures to coordinate CASREP reporting procedures within the command's respective LSs and to liaise with NETC concerning training impact, status of repair effort, outside assistance requirements, and problem areas.
- d. All CASREP-related actions will be coordinated with the supply officer to ensure the inclusion of supply information. If the SSA is a local supply department, (e.g., a FISC, Naval Air Station, Naval Training Center, etc.), then all CASREPs will also be coordinated with the SSA supply officer for additional information prior to transmittal.
- e. The Supply Officer will ascertain status of outstanding requisitions weekly and report any changes by UPDATE CASREP. An activity will submit an UPDATE CASREP for a casualty when any of the following criteria apply:

- (1) There is a need to complete information reporting requirements or to revise previously submitted information.
 - (2) The casualty situation changes (e.g., the estimated repair date has changed, parts status has changed significantly, or additional assistance is needed, etc.).
 - (3) Additional malfunctions are discovered in the same item of equipment.
 - (4) All parts ordered to repair the equipment are received.
 - (5) Upon receipt of any significant part or equipment, inclusion of the date of receipt is required.
 - (6) Thirty days after the last report was submitted.
- f. There will only be one outstanding CASREP for each item of equipment. Additional problems or malfunctions on the same item will be reported via an UPDATE CASREP and do not require submission of a new INITIAL CASREP.
 - g. Ensure the UPDATE, CORRECT, or CANCEL CASREP contains a reference line identifying the date time group of the INITIAL CASREP.
 - h. Remarks will include the percentage of training lost (classroom, lab, or team), course(s) affected, number of students affected, definition of the problem, action(s) taken to resolve casualty, and other amplifying information deemed necessary.
 - i. Ensure a POC with code and phone number is specified on the CASREP in the remarks field as a final entry. If CASREP is for an item supported by the Contractor Operation and Maintenance of Simulators Program, provide the contractor's POC as well as the on-site government Contracting Officer's Representative. POCs must be knowledgeable of the CASREP being submitted in order to provide amplifying information when necessary.
 - j. Establish a CASREP data file to include each CASREP submitted. Minimum data required includes name of the affected system/equipment, serial number of the CASREP, a copy of the CASREP, all situation reports, message traffic, notes, etc., pertaining to the CASREP. Data files must be in serial number sequence and maintained in the supply office, readily accessible to duty personnel.

6.5. Naval Education and Training Command Casualty Category Decision Tree. Figure 6-1 can be used to determine the category of a casualty.

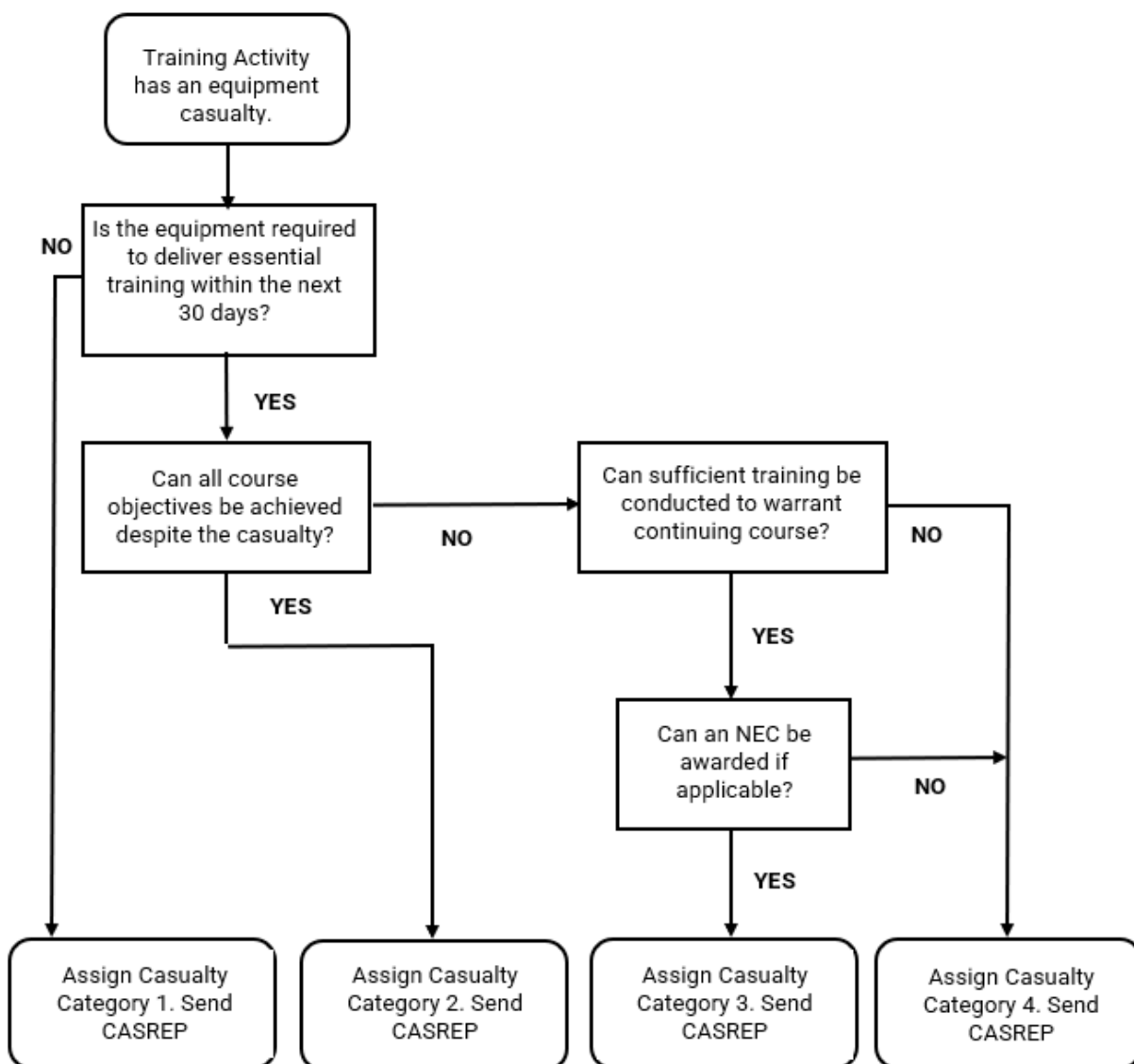


Figure 6-1: Naval Education and Training Command Casualty Category Decision Logic Tree

CHAPTER 7

ALTERNATIVE TRAINING DELIVERY METHODS

7.0. Introduction. NETC, as a training agency, is responsible for establishing policy and priorities for training throughout the NETC domain to meet fleet needs. In keeping with the intent of mission and readiness, NETC recognizes the need for alternative training delivery methods. Funding shortfalls, constraints, and operational requirements can often prevent fleet personnel from attending formal courses at NETC domain LCs and LSs. Hybrid courses, to include distance learning, and mobile training teams (MTT) provide a means for the Navy to maximize the availability of training opportunities, concurrent with the training needs of the fleet. Courses delivered via hybrid and MTT methods will help meet the situational training needs of our fleet customers.

7.1. Hybrid and Virtual Course Construction and Scheduling in Corporate enterprise Training Activity Resource System. Recent evolutions in NETC training methods include the implementation of “hybrid” courses. NETC defines “hybrid” courses as those comprised of a non-resident distance learning phase(s) and a resident training phase(s) conducted at a schoolhouse. The non-resident distance-learning phase of such courses may be conducted synchronously (e.g., instructor-led webinar), asynchronously (e.g., student works on their own schedule) or using a combination of both methods. Business rules and processes are required for constructing hybrid course data and for scheduling associated classes via CeTARS to establish standard practices, maintain clarity in interpreting CeTARS training data and to ensure stability of Navy accession and distribution management processes.

7.1.1. Characteristics. Formal training courses have typically been identified in CeTARS using a single CIN; however, the non-resident and resident phases of hybrid training courses have distinctly different characteristics with respect to class scheduling, student management, and overall logistics. These differences make the use of a single CIN for such courses unworkable and instead require separate CINs to be established for the non-resident and resident phases. In addition to the use of separate CINs, coding is desired to enable clear identification of such courses, particularly the non-resident phases where certain statistical and other analyses (e.g., time-to-train) should be interpreted differently than for resident training.

7.1.2. Goals

- a. Standardize hybrid course and student data management with least impact on data managers and stakeholders.
- b. Provide coding for clear identification of non-resident training.

- c. Provide coding and naming conventions that support logical association of the two CINs representing the non-resident and resident phases of the same hybrid course.

7.1.3. Responsibilities. NETC provides centralized program management for governance, compliance, training, and monitoring of CeTARS. NETC LCs, LSs, and direct reports assign CINs and CDPs for all formal training provided to Navy students, enter course descriptive data elements to populate a CIN and CDP, including, but not limited to, training agency, training description, course length, location, schedules, and class size, and ensure CeTARS course descriptive data for each CIN and CDP remains accurate and current.

7.1.4. Procedures. CeTARS CIN data structure supports limited options for establishing two CINs with clearly related identifiers. The following procedures will facilitate the creation of related identifiers within system limitations.

- a. The CIN prefix “Y” will be established for use in identifying hybrid course CINs. All hybrid course CINs must use the “Y” prefix.
- b. Two CINs representing the non-resident and resident phases of the same COI will, to the extent possible, be constructed using the same SDG code and sequence numbers that directly follow each other (e.g. “0001” and “0002”). To better facilitate this approach, NETC will support the establishment of new SDG codes per LC requests.
- c. Course names for the non-resident and resident phase CINs associated with the same COI will be identical except for appendices identifying the phase:
 - (1) Course long names will be appended with “NONRESIDENT PHASE” and “RESIDENT PHASE.”
 - (2) Course short names will be appended with “NONRES” and “RESIDENT.”
 - (3) Each non-resident phase CIN will be identified as a course prerequisite for its associated resident CIN.
 - (4) CeTARS structure requires each non-resident and resident phase CIN to be associated with its own CDP (e.g., the non-resident and resident phases of a course will be represented by separate CDPs as well as by separate CINs).
 - (5) CDPs and class schedules for resident phase CINs will be established and coded per usual procedures for schoolhouse training.

- (6) CDPs for non-resident phase CINs will be established and coded as follows: CDPs for non-resident phase CINs will be associated with non-UIC (NONUIC) training organization codes established for this purpose (vice training organization codes representing NETC student assignment UICs). The NETC data steward will work with NETC N7 and LCs to define and establish such codes as required representing the distance learning technology platform and methodology being employed.

7.1.5. Example. This is an example and does not reflect an actual situation. The following training organization code has been established for use with CDPs representing synchronous nonresident training delivered by the Naval Chaplaincy School (NCS):

Training Organization Code: "NCSDL"

Long Name: NAVCHAPSCOL NONRES DL (NONUIC)

Short Name: NCS NONRES (NONUIC)

The NONUIC training organization code would be used exactly like a true UIC code when creating a CDP. It is aligned with NCS, associated with the NCS staff UIC providing the instructor resources, and mapped to the NCS remote activity. Since students will not, by definition, be formally detailed temporary duty under instruction to this training, the use of a NONUIC code is appropriate. The location in CANTRAC for a CDP using this code will show as "NON-RESIDENT DISTANCE LEARNING."

- a. CDPs for all non-resident phase CINs using asynchronous delivery will be coded with a type delivery method (TDM) code "ILA" (Instructor-Led, Non-Resident, Asynchronous (ILA)).
- b. CDPs for non-resident phase CINs using synchronous delivery (e.g., scheduled webinars) will be coded with TDM code "ILD" (Instructor-Led, Resident, Synchronous (ILD)).
- c. CDPs for non-resident phase CINs using both synchronous and asynchronous delivery will be coded with either ILD or ILA based on the predominate mode of delivery.
- d. Class schedules for non-resident phase CDPs will be managed as follows:
 - (1) Class schedules for non-resident phase CDPs where training will be delivered synchronously will be established based on the dates of the first and last scheduled webinars/web meetings.
 - (2) Class scheduling for non-resident phase CDPs where training is taken entirely asynchronously at the student's discretion presents a special

challenge, as students are training individually, and the notion of a “class” of students is not meaningful. In such cases, local student management procedures should attempt to determine when students begin and end training and group them into classes as best as possible for tracking purposes.

7.2. Mobile Training Team Course Construction and Scheduling in Corporate enterprise Training Activity Resource System. Funding shortfalls, constraints, and operational requirements can often prevent fleet personnel from attending formal courses at NETC domain LCs and LSs. MTTs provide a means for the Navy to maximize the availability of training opportunities, concurrent with the training needs of the fleet. Business rules and processes are required for constructing MTT course data and for scheduling associated classes via CeTARS to establish standard practices, maintain clarity in interpreting CeTARS training data, and to ensure stability of Navy accession and distribution management processes.

7.2.1. Goals:

- a. Standardize MTT and student data management with the least impact on data managers and stakeholders.
- b. Provide coding for clear identification of MTT training.
- c. Provide coding and utilization of alternative UICs that support logical association of representing the alternative location with the same traditional brick and mortar course.

7.2.2. Responsibilities:

- a. NETC provides centralized program management for governance, compliance, training, and monitoring of CeTARS.
- b. NETC LCs, LSs, and direct reports assign CINs and CDPs for all formal training provided to Navy students. Enter course descriptive data elements to populate a CIN and CDP including, but not limited to, training agent, training description, course length, location, schedules, and class size, and ensure CeTARS course descriptive data for each CIN and CDP remains accurate and current.

7.2.3. Procedures:

- a. When documenting an MTT there are several considerations that are considered; class size, UIC of the instructors (staff UIC), and command UIC

(destination UIC) will be documented. For those MTTs held at a destination without a command UIC, a Zone Improvement Plan Code with comment will be required.

NOTE: The staff UIC cannot be the same as the destination UIC.

- b. An MTT CDP with a defined command UIC will be assigned a category indicator at the CDP level, along with a category code, to outline MTT resource status. These categories are to supplement the efforts of resource management and feasibility studies. The options for MTT category codes are listed below:

- (1) Category 1 – MTT that is aligned to a resident CDP (brick and mortar type delivery) and no dedicated resources. Training delivered via cross utilization of billeted instructor resources and all Temporary Duty (TDY) costs provided by requesting command.
- (2) Category 2 – MTT that is the sole method of acquiring the training and resourced individually by the respective Resource Sponsor.
- (3) Category 3 – MTT that is partially resourced. Resources may include TDY or support staff.

7.2.4. Mobile Training Team Class Schedules. Class schedules for MTT CDPs will be managed as follows:

- a. MTT Class schedules timeline must be established per OPNAVINST 1500.47D.
- b. Class scheduling for MTT CDPs will be tracked within CeTARS under the class schedule providing the alternative site UIC and location for each class convene date (sequence and section).
- c. CANTRAC and eNTRS recognize MTTs and will reflect the actual alternative UIC and name of location for each convening that the fleet will see in advance.

APPENDIX A

INITIAL IMPAIRED TRAINING AND EDUCATION REPORT MESSAGE (EXAMPLE)

Areas below that are **bolded** give an example of the ITER message format. The non-bolded areas are the instructions.

FM LEARNING CENTER

TO NETC PENSACOLA FL (All ITER messages will be addressed to NETC.)

INFO COMNAVPERSCOM MILLINGTON TN (note 1)

LEARNING CENTER (as applicable)

NETSAFA PENSACOLA FL (if international students impacted)

MARINE CORPS HEADQUARTERS (if USMC students impacted)

COAST GUARD HEADQUARTERS (if United States Coast Guard is impacted)

ARMY HEADQUARTERS (if United States Army is impacted)

AIR FORCE HEADQUARTERS (if United States Air Force is impacted)

RESERVE FORCES (if Reserves are impacted)

SYSCOM (as applicable)

RESOURCE SPONSOR (as applicable)

COMUSFLTFORCOM NORFOLK VA (note 1)

TYCOM(s) (include all TYCOMs as applicable to training issue)

CNIC/HOST BASE/REGIONAL COMMANDER (for support related issues)

PROGRAM OFFICE(S) (as applicable) (note 2)

LEARNING SITES (as applicable)

List all applicable Information addressees. NETSAFA will be included in all ITERs that impact international students. Do not use office codes or slashes on information addressees. List office codes under "Pass to Office Code" (note 2).

BT

UNCLAS//N01540//

PASS TO OFFICE CODES (note 3)

COMUSFLTFORCOM NORFOLK VA//N1T// (note 3)

MSGID/GENADMIN/ACTIVITY SHORT TITLE/SERIAL #/MMM//

List the activity's short title (example: SCSTC Dahlgren) followed by the ITER serial number.

SUBJ/IMPAIRED TRAINING AND EDUCATION REPORT (CATEGORY), (FY-SEQUENTIAL NUMBER) (TYPE/CONDITION)//

See Chapter 5 of this manual for definitions of type and category of ITER submissions.

REF/A/DOC/NETC/DATE//

Refers to the source reference document mandating an ITER report.

REF/B/CASREP/ACTIVITY SHORT TITLE/DTG/ADDRESSEE//

Used only if a CASREP has been issued in relation to this CIN or CDP. If the CASREP has been sent related to equipment or facilities, list the sending activity's short title, DTG of the sent message, and the addressee. If the ITER is not related to equipment or facilities, place a dash in the short title, DTG, and addressee fields.

REF/C/PHONCON/POC/DATE// (as applicable)

To be used when phone or e-mail contact was made by the LC issuing an ITER (detailer, PERS-4013, NETC, program offices) and information was discussed that would not be found in the CASREP. If not applicable, place a dash in the phonecon, POC, and date fields.

REF/D/ (ENTER ADDITIONAL INFORMATION, AS APPLICABLE) //

Used to inform the CoC of any information not found in any other reporting vehicle previously used. If not applicable, place a dash in the additional information field. Use this field when the condition of an existing ITER changes. Place "UPGRADED" or "DOWNGRADED" to notify the addressee of the change in priority of the message.

NARR/REF A IS NAVEDTRA M-142.4 Vol I. REF B (ENTER REFERENCE INFORMATION, AS APPLICABLE)//**POC/NAME/RANK/ACTIVITY/LOCATION/DSN: DSN NUMBER/COMM: COMMERCIAL NUMBER/EMAIL: E-MAIL ADDRESS//**

Enter the command POC who can be contacted for further information or clarification.

RMKS/1. Full reasons or circumstances associated with the impairment, include the following:

- A. Course title(s) (note 2)
- B. Staff or student UIC
- C. CIN(s) (note 2)
- D. CDP codes (note 2)
- E. NEC or MOS affected (note 2)
- F. Initial impact date (should reflect when impact began)
- G. Number of total convenings impacted (see following example, status, cancelled (CNX) or degraded (DEG)). Do not include past convene dates documented previously.

(P) CIN	(P) CDP	Class #	Convene/Grad	Status
(1) C-602-3509	454H	2020-10	05MAR21/16MAR21	CNX
(2) C-602-3507	701B	2020-30	02APR21/08MAY21	DEG

H. Total number of students affected:

(1) Scheduled, by FY (include # data in below)

(a) Navy (including Reserves)

(b) Marines

(c) International Students

Add additional FYs if applicable.

(2) Projected, by FY (include # data in below)

(a) Navy (including Reserves)

(b) Marines

(c) International Students

Add additional FYs if applicable.

I. Total number of international students affected, if any, and indicate if any international students will not be receiving their diploma or certificate due to the impairment.

J. Percent of planned Navy or other service throughput for current FY affected. (note 4)

K. Update summary. Highlight reason for update and summary of changes since original ITER or previous update. Applicable only to ITER updates. Not required for initial ITERs; message should reflect not applicable "N/A."

2. List alternatives considered (If nonapplicable, enter "N/A" in the message)
 - A. Alternative 1 (short description)
 - (1) Availability
 - (2) Capacity
 - (3) Feasibility
 - (4) Cost
 - (5) Justification for selecting alternative or reason alternative not selected
 - B. Alternative 2 (short description)
 - (1) Availability
 - (2) Capacity
 - (3) Feasibility
 - (4) Cost
 - (5) Justification for selecting alternative or reason alternative not selected
 - C. Other alternatives as necessary
3. Known impacts on strike groups or other fleet workups or deployments.
4. Instructor manning issues (personnel ITER). Include the following: (If instructor manning non applicable, enter "N/A.")
 - A. Other activities support. (Describe fully why other activity personnel (internal or external) cannot be used to prevent the impairment.)
 - B. Rating or Rate (enlisted) and Rank(s). (Include designator (officer), grade or series (civilian), and MOS (other service)).
 - C. Projected Billet Sequence Code(s) (BSC) Losses
 - D. Current BSC Gaps
 - E. Billet Title
 - F. NEC or MOS
 - G. Contractor issues (include estimated cost)
 - H. Individual augmentee assignments (include if affecting manning, otherwise enter "N/A").
 - (1) BSC
 - (2) Expected Date of Departure
 - (3) Expected Date of Return

I. Manning affected in six columns (specific rate and NEC or grade or series affected, Current Billets Authorized (CURBA) P9 BA, Current On Board (COB), Projected On Board (POB) 5 months from now (POB5), and POB 9 months from now (POB9) in the following example format):

(1)	(2)	(3)	(4)	(5)	(6)
RATE/NEC	CURBA	P9BA	COB	POB5	POB9
XXXC/XXX	01	01	01	01	01
XXX1/XXX	02	02	02	01	01
XXX2/XXX	09	09	09	07	03
TOTAL	12	12	12	09	05

Source: Identify data source, as applicable

Date: 10 MAR 2024

Utilize the above format for each of the following manning categories, as applicable: Other services Marine Corps, Air Force, Army MOS (fair share numbers as applicable), civilian, contractor, reserves, and military officer that supports training.

J. Reserve and Contractor Instructor Support Analysis:

(1) Reserve Support Analysis (statement concerning whether or not analysis has been completed, if or when reserve support will be requested).

(2) Contractor Support Analysis (statement concerning whether or not analysis has been completed. Include, if or when contractor support or funding (NETC, LC, program office, POM, etc.) will or has been requested concerning issue).

(3) Other service support analysis (statement concerning whether or not analysis has been completed, and if or when other service support is requested, contact or status made to support fair share manning).

5. Mitigation(s): State all mitigations attempted, or mitigations currently being used that are allowed per NETCINST 4950.2G, and why ITER cannot be resolved. Examples of mitigations include, but are not limited to, adjusting class size, waivers for instructor and student ratios, or using instructors from other commands within the same domain.

6. Indicate action requested, NETC or external sources, etc.

7. Name (CO, XO), acknowledgement, and concurrence.//

BT

Note 1: Commander, United States Fleet Forces Command (COMUSFLTFORCOM) Norfolk VA and Commander, Navy Personnel Command (COMNAVPERSCOM) Millington TN//PERS40/4013/4016// are information addressees for all ITERs. Include applicable personnel codes for officer personnel ITERs.

Note 2: Include full course titles, CINs, and CDPs for all affected pipelines, segments, and/or single courses as applicable. Identify pipelines and segments where applicable. Ensure all affected NECs are listed.

Note 3: Include office codes as required. Do not list NETC office codes.

Note 4: When calculating percentage of throughput affected, the numerator will be: 1) course capacity for future convenes, or 2) number of students enrolled for convenes in progress. The denominator will be the plan for the affected FY.

APPENDIX B
INITIAL IMPAIRED TRAINING AND EDUCATION REPORT RESPONSE
MESSAGE (EXAMPLE)

FM NETC PENSACOLA FL
TO SWSC NEWPORT RI (See Note 1)
INFO NSTC GREAT LAKES IL
COMNAVPERSCOM MILLINGTON TN
COMUSFLTFORCOM NORFOLK VA
NAVSEALOGCEN MECHANICSBURG PA
BT
UNCLAS //N01540//
PASS TO OFFICE CODES
COMUSFLTFORCOM NORFOLK VA//N1T//
COMNAVPERSCOM MILLINGTON TN//PERS40X/4013/4016//
MSGID/GENADMIN/NETC/MMM//
SUBJ/NETC RESPONSE TO SWSC IMPAIRED TRAINING AND EDUCATION REPORT
(ITER) 18-001 (EQUIPMENT/YELLOW)//
REF/A/GENADMIN/SWSC NEWPORT RI/ITER DTG//
REF/B/DOC/NETC/DDMMMYYYY//
NARR/REF A IS SWSC ITER INITIAL 22-001 (EQUIPMENT/YELLOW). REF B IS
NAVEDTRA M-142.4 Vol I (Student Management).//
POC/DOE/CIV/NETC N3/MILLINGTON, TN/901-874-XXXX/
DOE.JOHN(AT)NAVY.MIL//
POC/NEWBIE/LT/NETC N3/MILLINGTON, TN/901-874-XXXX
X3086/NEWBIE.SWO(AT)NAVY.MIL//
RMKS/1. Acknowledge receipt of REF A.
2. See Note 2.
3. See Note 3.
4. See Note 4.
5. Send ITER UPDATE NLT DD MMM YYYY; earlier if conditions warrant.//
BT

Note 1: Ensure all recipients of the LC's original ITER message are included in the NETC response message.

Note 2: Include a brief summary of the ITER (1-2 sentences). Include the main cause and impact of the ITER.

Example: Acknowledge total loss of training in GCCS 4.X COIs due to software incompatibility.

Note 3: Include NETC N-Code response if applicable (e.g., for personnel ITER, include NETC N1 response).

Example: (LS Name) Instructor Manning Status:

Currently BA5 and COB3 with no prospective gains. Billets were advertised in MyNavy Assignments but not filled due to lack of rollers.

Note 4: NETC recommendation.

Example: NETC concurs with LC mitigation and actions; NETC directs downgrade from ITER Red to ITER Yellow, etc.

APPENDIX C
INITIAL IMPAIRED TRAINING AND EDUCATION REPORT CORRECTION
MESSAGE (EXAMPLE)

FM LEARNING CENTER
TO NETC PENSACOLA FL (note 1)
INFO COMNAVPERSCOM MILLINGTON TN (note 2)
COMUSFLTFORCOM NORFOLK VA
TYCOM (as applicable)
LEARNING CENTER (as applicable)
NETSAFA PENSACOLA FL (as applicable)
SYSCOM (as applicable)
HOST BASE/REGIONAL COMMANDER (for support related issues)
BT
UNCLAS //N01540//
PASS TO OFFICE CODES
COMNAVPERSCOM MILLINGTON TN//PERS40X/4013/4016//
COMUSFLTFORCOM NORFOLK VA//N1T// (note 3)
BUPERS MILLINGTON TN//40// (note 1)
MSGID/GENADMIN/ACTIVITY SHORT TITLE/SERIAL #/MMM//
SUBJ/IMPAIRED TRAINING AND EDUCATION REPORT (**FY-SEQUENTIAL NUMBER**)
(TYPE/CONDITION) CORRECTION//
REF/A/DOC/NETC/DDMMMYYYY//
REF/B/INITIAL ITER/FROM ACTIVITY SHORT TITLE/DTG//
REF/C/CASREP/FROM ACTIVITY SHORT TITLE/DTG// (if applicable)
REF/D/PHONCON/POC/DATE// (if applicable)
REF/E/ (additional information as applicable)//
NARR/REF A IS NAVEDTRA M-142.4 Vol I. (REF B THROUGH E (ENTER REFERENCE
INFORMATION, AS APPLICABLE)).//
POC/NAME/RANK/ACTIVITY/LOCATION/DSN: DSN NUMBER/COMM: COMMERCIAL
NUMBER/EMAIL: EMAIL ADDRESS//
RMKS/1. BRIEF STATEMENT ON ORIGINAL IMPAIRMENT.
2. ACTIONS TAKEN TO RESOLVE THE IMPAIRMENT.
3. NAME (CO, XO, ED ACKNOWLEDGEMENT, CONCURRENCE.//
BT

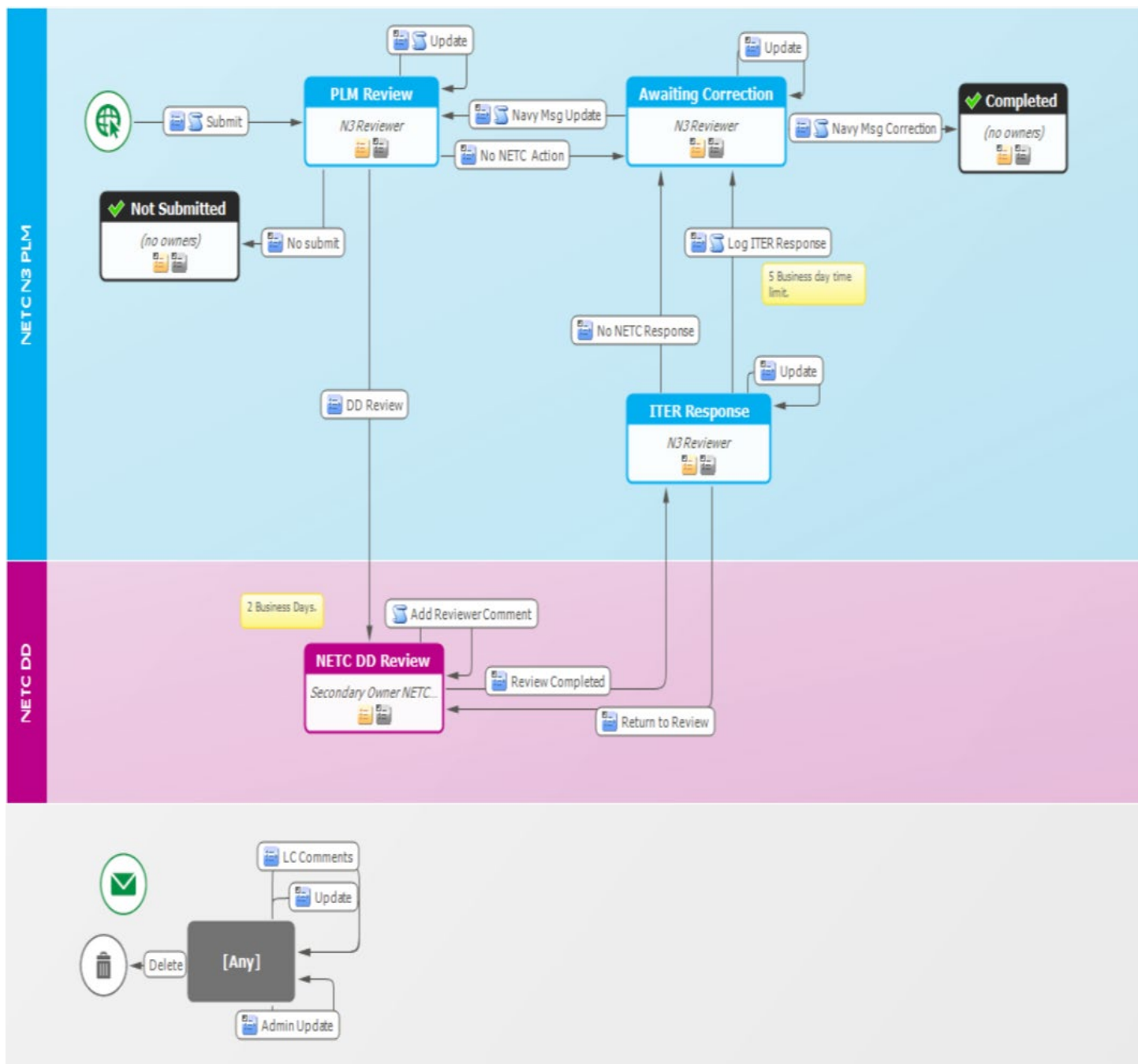
Note 1: Include CNO and Bureau of Naval Personnel office codes as required. Do not list NETC office codes.

Note 2: COMNAVPERSCOM MILLINGTON TN//PERS40X/4013/4016//are information addressees for all enlisted personnel ITER. Include applicable personnel codes for officer personnel ITER.

Note 3: COMUSFLTFORCOM NORFOLK VA is an information addressee for all ITER messages. Additionally, pass to office code COMUSFLTFORCOM NORFOLK VA//N1T// should be included on all ITER messages. Ensure all recipients of the LC original ITER message are included on the ITER COR, so they are aware of the correction.

APPENDIX D

IMPAIRED TRAINING AND EDUCATION REPORT PROCESS FLOW CHART



APPENDIX E

NAVAL EDUCATION AND TRAINING COMMAND INSTRUCTOR AND CURRICULUM MANPOWER COMPUTATIONS 21 (EXAMPLES)

INSTRUCTOR COMP

TITLE: HOW TO BE A SAILOR

CIN: U-ABC-0000

CDP: ABOD

COURSE LENGTH: 105 PERIODS
2.4 WEEKS

Enter CeTARS fields: "Course Short Title", "Course Identification Number", CDP, and the FY of interest.

FY 2023

REV: 01/23/2023

			FY	FY +1	FY +2	FY +3	FY +4
Y3I			1200	1500	1300		
CONVENINGS			48	60	52		
CLASS SIZE	25	INST PRDS					
RATIOS:	25/ 1			10	10	10	10
	25/ 2			40	40	40	40
	25/ 3			90	90	90	90
	25/ 4	48	180	180	180	180	180
	25/		0	0	0	0	0
	25/		0	0	0	0	0
	25/		0	0	0	0	0
	25/		0	0	0	0	0
	25/		0	0	0	0	0
	25/		0	0	0	0	0
	25/		0	0	0	0	0
	25/		0	0	0	0	0
	25/		0	0	0	0	0
CONTACT HRS			320	320	320	320	320
CONVENINGS			48	60	52		
TOTAL ANNUAL CONTACT HRS			18,360	19,200	18,640	0	0
CONTRACTOR HRS							
GOV HRS			18360	19200	18640	0	0
GOV INST REQ			14.10	17.63	15.28	0.00	0.00
COURSE PEAK			4	4	4	4	4
STAFFED							
ATW (Annual Training Weeks)			126.00	127.50	126.50	0.00	0.00
COB (Classes On Board)			2.52	3.13	2.73	0.00	0.00
AOB (Average On Board)			56.30	70.38	60.98	0.00	0.00
NOTES:							

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

INSTRUCTOR COMP

REV: 01/23/2023

TITLE: HOW TO BE A SAILOR
 CIN: U-ABO-0000
 CDP: ABCO
 CRSE LENGTH: 105PERIODS
 2.4WEEKS

FY 2023

YSI
 CONVENINGS

FY	FY +1	FY +2	FY +3	FY +4
1200	1500	1300		
48	60	52		

CLASS SIZE	25	INST	PRDS
RATIOS:	25/ 1		10
	25/ 2		20
Enter CeTARS Field: "INST"	25/ 3		30
	25/ 4		45
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		

10	10	10	10	10
40	40	40	40	40
90	90	90	90	90
180	180	180	180	180
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

CONTACT HRS
 CONVENINGS

320	320	320	320	320
48	60	52		

TOTAL ANNUAL CONTACT HRS
 CONTRACTOR HRS
 GOV HRS

15,360	19,200	16,640	0	0
15360	19200	16640	0	0

GOV INST REQ
 COURSE PEAK
 STAFFED

14.10	17.63	15.25	0.00	0.00
4	4	4	4	4

ATW (Annual
 Training
 Weeks)

126.00	157.30	136.30	0.00	0.00
--------	--------	--------	------	------

COB (Classes
 On Board)

2.32	3.15	2.75	0.00	0.00
------	------	------	------	------

AOB (Average
 On Board)

56.30	70.35	60.90	0.00	0.00
-------	-------	-------	------	------

NOTES:

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

INSTRUCTOR COMP

REV: 01/23/2023

TITLE: HOW TO BE A SAILOR
 CIN: U-ABC-0000
 CDP: ABCD
 CRSE LENGTH: 105 PERIODS
 2.4 WEEKS

Spreadsheet calculates
 Course Length, in
 periods and in weeks

FY 2023

YSI
 CONVENINGS

FY	FY +1	FY +2	FY +3	FY +4
1200	1500	1300		
48	60	52		

CLASS SIZE	25	INST	PRDS
RATIOS:	25/ 1		10
	25/ 2		20
	25/ 3		30
	25/ 4		45
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		

CONTACT HRS	320	320	320	320	320
CONVENINGS	48	60	52		
TOTAL ANNUAL CONTACT HRS	12,360	12,200	12,640	0	0
CONTRACTOR HRS					
GOV HRS	12360	12200	12640	0	0
GOV INST REQ	14.10	17.63	15.28	0.00	0.00
COURSE PEAK	4	4	4	4	4
STAFFED					
ATW (Annual Training Weeks)	126.00	127.50	136.50	0.00	0.00
COB (Classes On Board)	2.52	3.13	2.73	0.00	0.00
AOB (Average On Board)	26.30	70.35	60.99	0.00	0.00

NOTES:

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

INSTRUCTOR COMP

REV: 01/23/2023

TITLE: HOW TO BE A SAILOR
 CIN: U-ABC-0000
 CDP: ABCD
 CRSE LENGTH: 105PERIODS
 2.4WEEKS

FY 2023

YSI
 CONVENINGS

FY	FY +1	FY +2	FY +3	FY +4
1200	1500	1300		
48	60	52		

CLASS SIZE	25	INST	FRDS
RATIOS:	25/ 1	10	
	25/ 2	20	
	25/ 3	30	
	25/ 4	48	
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		

10	10	10	10	10
40	40	40	40	40
90	90	90	90	90
150	150	150	150	150
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
320	320	320	320	320
48	60	52		

CONTACT HRS
 CONVENINGS

TOTAL ANNUAL CONTACT HRS

12,360 19,200 16,640 0 0

CONTRACTOR HRS

GOV HRS

Enter Annual hours of
 contracted instruction for
 this course. (Only if
 applicable)

15360 19200 16640 0 0

GOV INST REQ

COURSE PEAK

14.70 17.63 15.28 0.00 0.00

STAFFED

4 4 4 4 4

ATW (Annual
 Training
 Weeks)

COB

On Board

AOB (Average
 On Board)

NOTES:

STAFFED:

Spreadsheet calculates
 maximum number of
 instructors required to
 teach one period of the
 CDP

126.00 157.50 0.00 0.00

2.52 3.15 2.73 0.00 0.00

56.30 70.35 60.99 0.00 0.00

Note: All CeTARS input fields are taken from the Corporate side.

INSTRUCTOR COMP

REV: 01/23/2023

TITLE: HOW TO BE A SAILOR

FY 2023

CIN: U-ABC-0000

CDP: ABCD

CASE LENGTH: 105PERIODS

2.4 WEEKS

YSI

CONVENINGS

FY	FY +1	FY +2	FY +3	FY +4
1200	1500	1300		
48	60	52		

CLASS SIZE	25	INST	PRDS
------------	----	------	------

RATIOS:	25/ 1	10
---------	-------	----

25/ 2 25

25/ 3 32

25/ 2 25

**Spreadsheet calculates
instructor contact hours**

25/

25/

25/

25/

25/

CONTACT HRS

CONVENINGS

Spreadsheet calculates convene
instructor contact hours

TOTAL ANNUAL CONTACT HRS

CONTRACTOR HRs

GOV HR.9

Spreadsheet calculates Total Annual Contact Hours

GOV INST REOT

COURSE PEAK

STAFFED

ATW (Annual Training Weeks)	126.00	127.50	136.50	0.00	0.00
COB (Classes On Board)	2.52	3.25	2.75	0.00	0.00
BOB (Average On Board)	56.30	70.38	60.98	0.00	0.00

NOTES:

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

INSTRUCTOR COMP

REV: 01/23/2023

TITLE: HOW TO BE A SAILOR

FY 2023

CIN: U-ABC-0000

CDP: ABCD

CRSE LENGTH: 105PERIODS

2.4WEEKS

YSI

CONVENINGS

FY	FY +1	FY +2	FY +3	FY +4
1200	1500	1300		
48	60	52		

CLASS SIZE	25	INST	PRDS
RATIOS:	25/ 1		10
	25/ 2		20
	25/ 3		30
	25/ 4		45
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		

CONTACT HRS

CONVENINGS

10	10	10	10	10
40	40	40	40	40
90	90	90	90	90
180	180	180	180	180
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
320	320	320	320	320
48	60	52		

TOTAL ANNUAL CONTACT HRS

CONTRACTOR HRS

GOV HRS

12,360	12,200	16,640	0	0
12,360				

GOV INST REQ

COURSE PEAK

STAFFED

14.10	17.63	15.28	0.00	0.00
4				4

ATW (Annual
Training Weeks)COB (Classes
On Board)AOB (Average
On Board)

NOTES:

126.00				126.00
2.52				0.00
38.30				0.00

Spreadsheet calculates total government hours

Spreadsheet calculates government instructor requirement

Spreadsheet calculates Annual Training Weeks (ATW)

Spreadsheet calculates Classes on Board (COB)

Spreadsheet calculates Average on Board (AOB)

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

APPENDIX F

COURSE AUDIT TRAIL, MASTER TRAINING MATERIALS, INSTRUCTOR PLAN

1. Maintaining the CAT is the responsibility of the CCMM. The contents of a CAT will be maintained for the life of the course. CATs are used to track the status of curriculum for all courses taught by a LS, and as a management information tool for scheduling and maintaining curriculum. CATs contain the following information:
 - A summary of major events impacting the course. This may be official correspondence or a memorandum and will include all pertinent correspondence leading to course development or revision.
 - Reports of trips, conferences, and/or meetings that are necessary for course development, maintenance, or revision.
 - Memoranda of conversations impacting course development, maintenance, or revisions.
 - The rationale that influenced curriculum decisions.
 - Copies of all supporting documents, including appropriate approval letters.
 - A copy of the Post Pilot Monitoring Report.
 - A chronological listing of all lifecycle maintenance.
 - Date and authority/reason for the most recent course lifecycle maintenance.
 - The status of the last LS course review (e.g., approved, under lifecycle maintenance, stage of development, specified action pending).
 - Pertinent data from feedback systems or other evaluation and feedback systems/sources.
 - Copies of the instructional materials maintenance requests that were forwarded to the CCMM. See NAVEDTRA M-142.5 for example.
 - Submitted requests for evaluation or re-evaluation of the course.
 - CCMM must ensure the CAT is up-to-date and securely saved. The CAT and master course materials are official Navy records. Master course materials can be maintained electronically in SharePoint, Microsoft Teams, or in the approved NETC system of record. When unable to save electronically a paper file is required to be maintained. The use of an electronic storage means eliminates the requirement for a duplicate copy to be stored elsewhere.

2. A copy of the master training materials (e.g., student guide (SG), instructor guide (IG), courseware) will be maintained by the CCMM for each course in the CAT. This file will consist of a master copy of all course training material, from which copies can be made. This file may be maintained electronically.
 - If the course master training material is lost and the course is not on electronic media the best available printed copy will be used.
 - All alternate training sites will maintain a copy of the course master training material if a centralized electronic library is unavailable.
 - The file, except classified training materials and progress tests, will be maintained in an area designated by the officer in charge.
 - The file will be maintained in an up-to-date status with all changes and will not be personalized nor used in the classroom.
 - When a course is transferred to a new CCMM, all course master training material and all associated software (CAT, tests, electronic media, and reproducible masters) will be sent to the new CCMM.
 - To establish standardization, each course master training material file will contain the items listed below:
 - Locator Sheet.
 - Last two Formal Course Reviews.
 - Authorization to Teach.
 - IG Change Entry Record.
 - Technical Publication Review Record.
 - Training Project Plan.
 - Training Course Control Document with Annexes.
 - Testing Plan.
 - IG. Master course material will not be personalized and will not be used as teaching documents.
 - SG/Handouts. A clean copy of all student handouts such as diagram sheets, information sheets, and job sheets that are particular to a course (excluding maintenance manuals) will be maintained with and updated in the same manner as the master course material.
 - Copies or locator of all instructional media material.

3. Instructors will maintain an instructor plan which will contain the items listed below:

- IG Change Entry Record.
- IG which has been personalized.
- SG/Handouts.
- Testing Plan.

NOTE: Once a course is sundowned and archived, course materials will be forwarded to NETSAFA or stored and available for 10 years to support NETSAFA's mission.

APPENDIX G

REFERENCES

REFERENCE	TITLE
NAVEDTRA 140C	Training Support Management Manual
NAVEDTRA M-142.2	Phase II Requirements Development
NAVEDTRA M-142.4 Volume II	NTP Phase IV Course Fielding – Volume II Testing Manual
NAVEDTRA M-142.5	NTP Phase V Assessment and Sustainment
NAVEDTRA M-142.6	Navy Instructor Manual
Navy Tactical Reference Publication 1-03.1	Operational Reports
NETCINST 1306.1A	Class Roster Submissions for Accession Sailor Duty Preference and Availability for Orders
NETCINST 1500.11B	Navy Military Training Program
NETCINST 1500.13F	NETC High and Moderate-Risk Training Safety Program
NETCINST 1510.2F	Standard Operating Procedures for Processing Unused USN Training Quota Reservations
NETCINST 1700.2	WT Curriculum and Culture Implementation
NETCINST 4950.2G	International Education and Training
MILPERSMAN 1306-1704	Availability Processing
MILPERSMAN 1430-010	Accelerated Advancement of Recruit Training, Class “A” School Graduates, and Ceremonial Guard
OPNAVINST 1000.16L with CH3	Navy Total Force Manpower Policies and Procedures
OPNAVINST 1500.27G	Interservice Training
OPNAVINST 1500.47D	Navy Training Quota Management
OPNAVINST 1510.10E	CeTARS
OPNAVINST 5354.1H	Navy Harassment Prevention and Military Equal Opportunity Program
OPNAVINST 6110.1K	Physical Readiness Program
SECNAVINST 5211.5F	Department of the Navy Privacy Program
SECNAV M-5210.1	Department of the Navy Records Management Program