

Issue 46: June/July 2015

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RED LEG Update

The United States Army Field Artillery Branch's Newsletter

FROM the CMDT's DESK *Building the Fire Support Team*

Fires Leader Development Strategy

3ID's
JFO Pre-Course
Building the Foundation

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Purpose: Founded in 2011, the *Redleg Update* provides past and present Field Artillery leaders with a monthly update of informational highlights to assist in their individual, collective and professional training efforts, as well as report on activities occurring throughout the Field Artillery community.

Official Distribution: The *Redleg Update* is distributed by the Commandant of the U.S. Army Field Artillery to key members of the Field Artillery chain of command across the U.S. Army. Past and current editions are also archived on FKN @

<https://www.us.army.mil/suite/files/34549741>

William A. Turner

William A. Turner
Brigadier General, U.S. Army
Commandant,
United States Army Field Artillery School

RFIs, Notes, and Notices: To submit a Request for Information (RFI), please email the POC listed below.

Points of Contact: We appreciate those who have provided announcements, notices, articles and lessons learned.

Additionally, if you have a story of interest or wish to initiate a discussion on any topic or issue facing the Field Artillery community, contact Mr. John Folland, (580) 558-0831, or the editor of the *Redleg Update*, Ms. Sharon McBride, Field Artillery STRATCOM officer, (580) 558-0836.

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ON THE COVER:

U.S. Army paratroopers, assigned to 4th Battalion, 319th Airborne Field Artillery Regiment, 173rd Airborne Brigade, conduct a static line jump out of a C-130 Hercules as part of multinational airborne training with the Moldovan Special Forces Battalion at the 7th Army Joint Multinational Training Command's Grafenwoehr Training Area, Germany, April 10, 2015. The 173rd Airborne Brigade is the Army contingency response force in Europe, capable of projecting ready forces anywhere in the U.S. European, Africa or Central commands areas of responsibility within 18 hours.
U. S. Army photo by Specialist Markus Rauchenberger

From the Commandant's desk

Building the Fire Support Team

I would like to start off by thanking all those able to participate in the 2015 Fires Conference.

We were able to discuss a myriad of topics; at the top of our list was how we are building "The Fire Support Team." [{See Diagram, "Building the Fire Support Team, Page 4}](#)

USAFAS is implementing a holistic plan to modernize the Fire Support Team and enable rapid and current delivery of fires to Maneuver forces. We are executing a number of integrated actions that will facilitate this aggressive modernization effort. In this addition, I will discuss the most critical of these efforts, JFO and Precision Fires, as it will require the entire Army team to achieve Joint accreditation required in the coming months. Below, I highlighted a few of the integrated efforts necessary to fulfill execution of these programs. We are implementing a phased approach to JFO qualification by delineating what will consist of Institutional Requirements and what will be controlled within Operational Requirements.

Bottom line, USAFAS will produce a qualified JFO, while operational units will produce a certified JFO.

Key elements to achieve this include:

I. DA PAM 611-21, Military Occupational Classification and Structure and DA PAM 600-3, Commissioned Officer Professional Development and Career Management: In these two documents FAPO has submitted changes redefining both the 13A and 13F Military Occupational Specialty as a Joint Fires Observer. This effort formalizes the 13 series job descriptions of what our Maneuver force requires and expects of us; Planning, coordinating and executing Joint Fires.

II. Program of Instruction (POI): Two main efforts; FA BOLC POI 6.0 which merges the Joint Fires Observer "PHASE I" training into the FA BOLC curriculum and 13F AIT POI 7.0 which grows the current 13F AIT from the current 5 weeks 4 days to 10 weeks and 4 days to integrate both the Precision and Joint critical tasks. In both 13F AIT (FY'18) and FA BOLC (FY'16) students will graduate QUALIFIED in their MOSs as Joint Fires Observers (JFO) and arrive

at their first unit of assignment with JFO academic training records. Officers and Enlisted Soldiers will NOT depart USAFAS with JFO CERTIFICATION. As is the case with all other MOSs, it is the responsibility of Operational Commanders to decide, based on an individual's training level, performance and unit requirements, which Soldiers and Officers will fill positions requiring certified JFOs. The operational unit commander's appointed JFO-Evaluator will oversee the Initial Certification and semi-annual sustainment certifications. [{See Diagram, "US Army Joint Fires Observer Qualification Program." Page 4}](#).

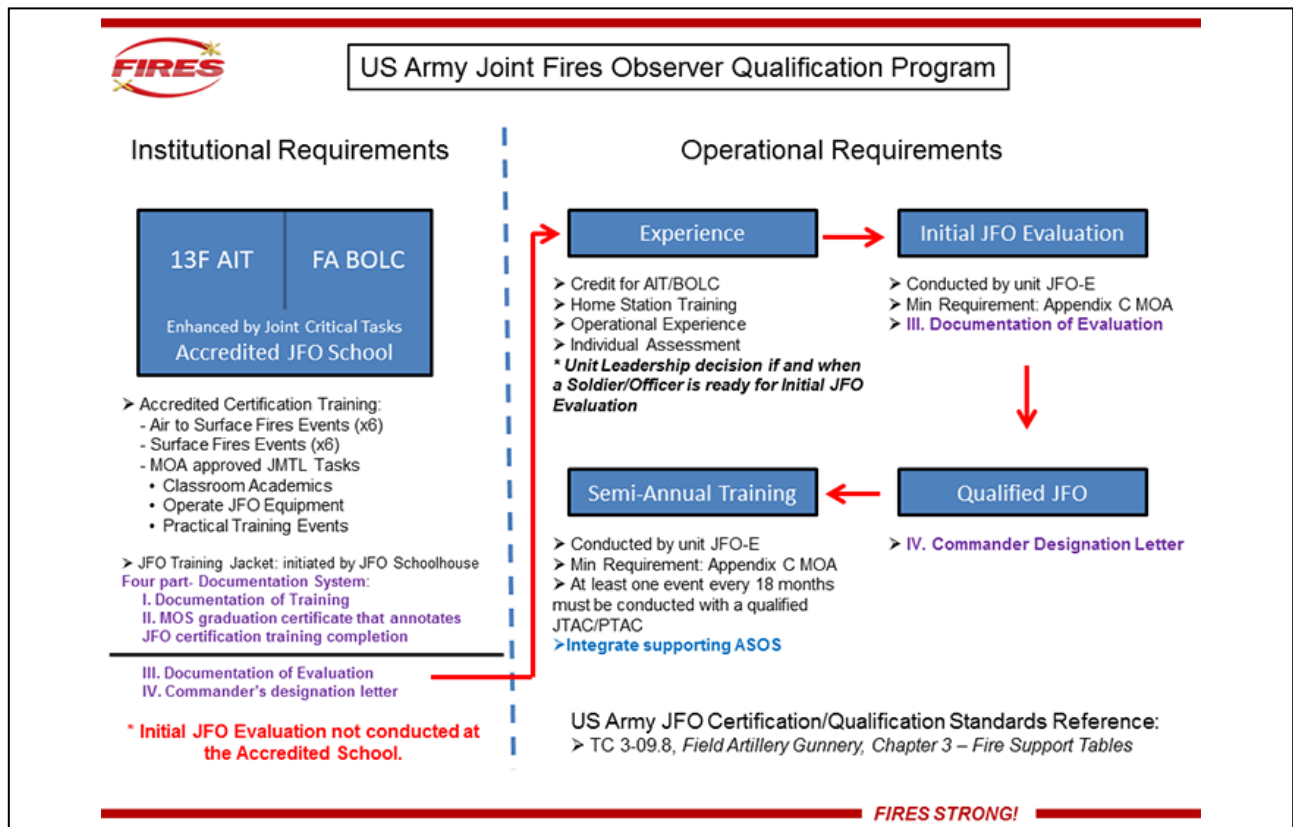
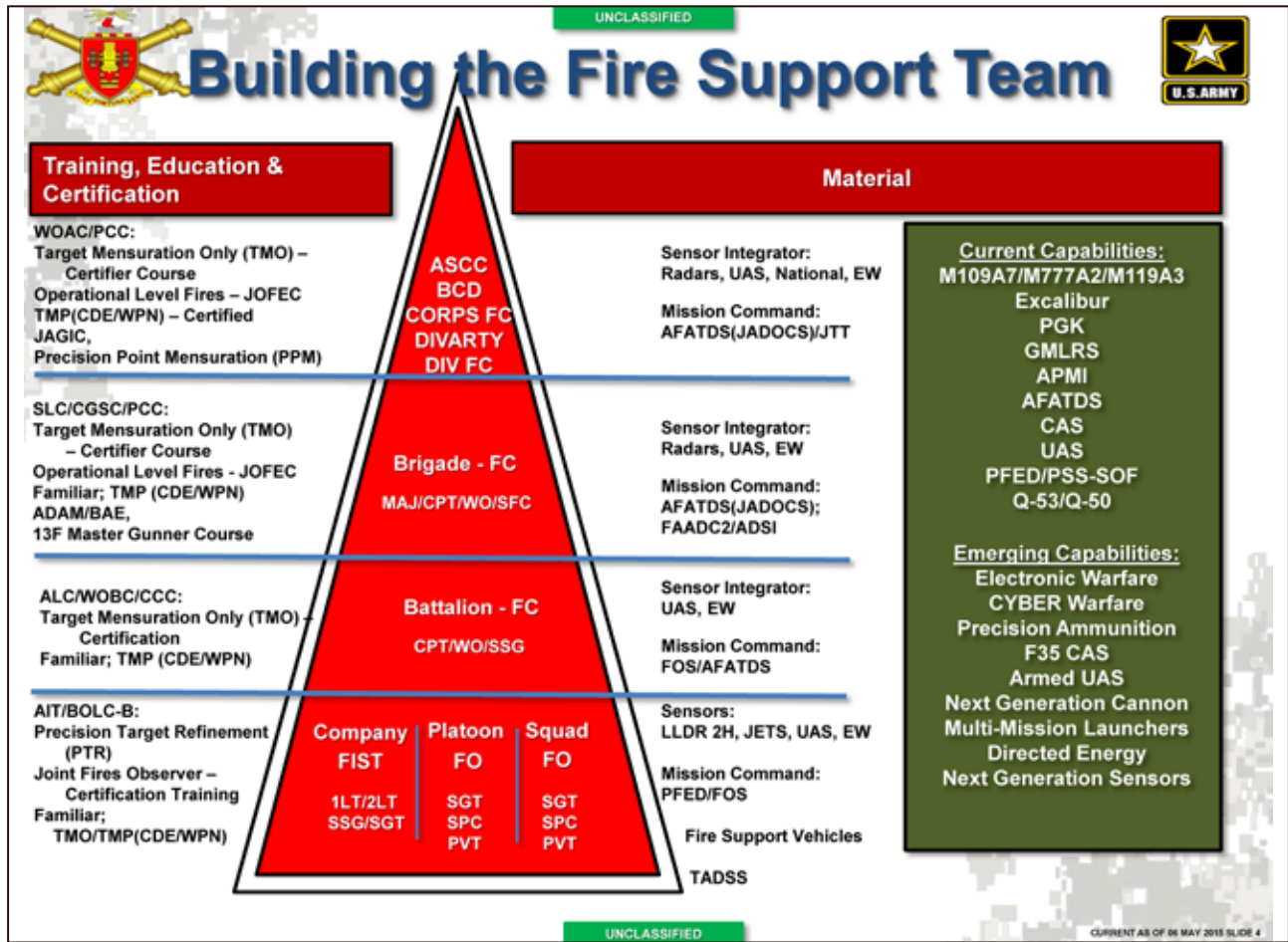
III. The third element of the modernization is providing the Operational force with the minimum standards necessary to complete the necessary "Phase II" training and conduct the Initial JFO certification and recurring semi-annual certification of their JFOs. These minimum standards are being published in the TC 3-09.8, Chapter 3, "Fire Support Tables". This chapter of the TC 3-09.8 also provides the operational force the minimum standards for conducting FIST Evals and maintaining the Precision Fires certifications (TMO/CDE).

IV. 13F Master Gunner and BFIST Commanders Course: The 13F Master Gunner course is designed to equip the senior/most experienced 13F NCOs to manage the Precision and Joint Fires Observer certification programs as well as the training, development and certification of the Fire Support teams at all echelons. The first 13F Master Gunner pilot course was conducted in April 2015, the next one is scheduled for 10-21 Aug. [{See Diagram, "US Army Joint Fires Observer, Supporting Efforts." Page 5}](#)

V. BFIST Commanders Course: We are currently reviewing the curriculum and way ahead for the BFIST course. Our initial thoughts are this course will be used to amplify learning either as an extension

Continued on Page 5, see From the FA CMTD





From the FA CMDT ...continued from Page 3

of 13F ALC or as a 13F ALC follow-on course. As it does today, the course will focus on the three FSV platforms, BFIST, M1200 Knight, and the Stryker FSV. The training emphasis will change from the platform and main gun to the Fire Support Systems and will further enhance the FSNCOs understanding of employment of the system in a Fire Support role.

I am confident we are developing the right materiel, reorganizing our units and providing modernized training solutions at the appropriate levels to support the Maneuver Commander in support of Decisive Action.

In this edition, there is also a great article written by the 3ID DIVARTY on what they do to prepare their Fire Supporters for the traditional JFO functional course. Programs such as these are critical as we transition from the JFO functional course to the JFO Phased approach. [{See Page 10, "Joint Fires Observer PreCourse- Building the Foundation by 3ID}](#).

Going forward we have a great road map for the training, education and certification of our Fire Sup-

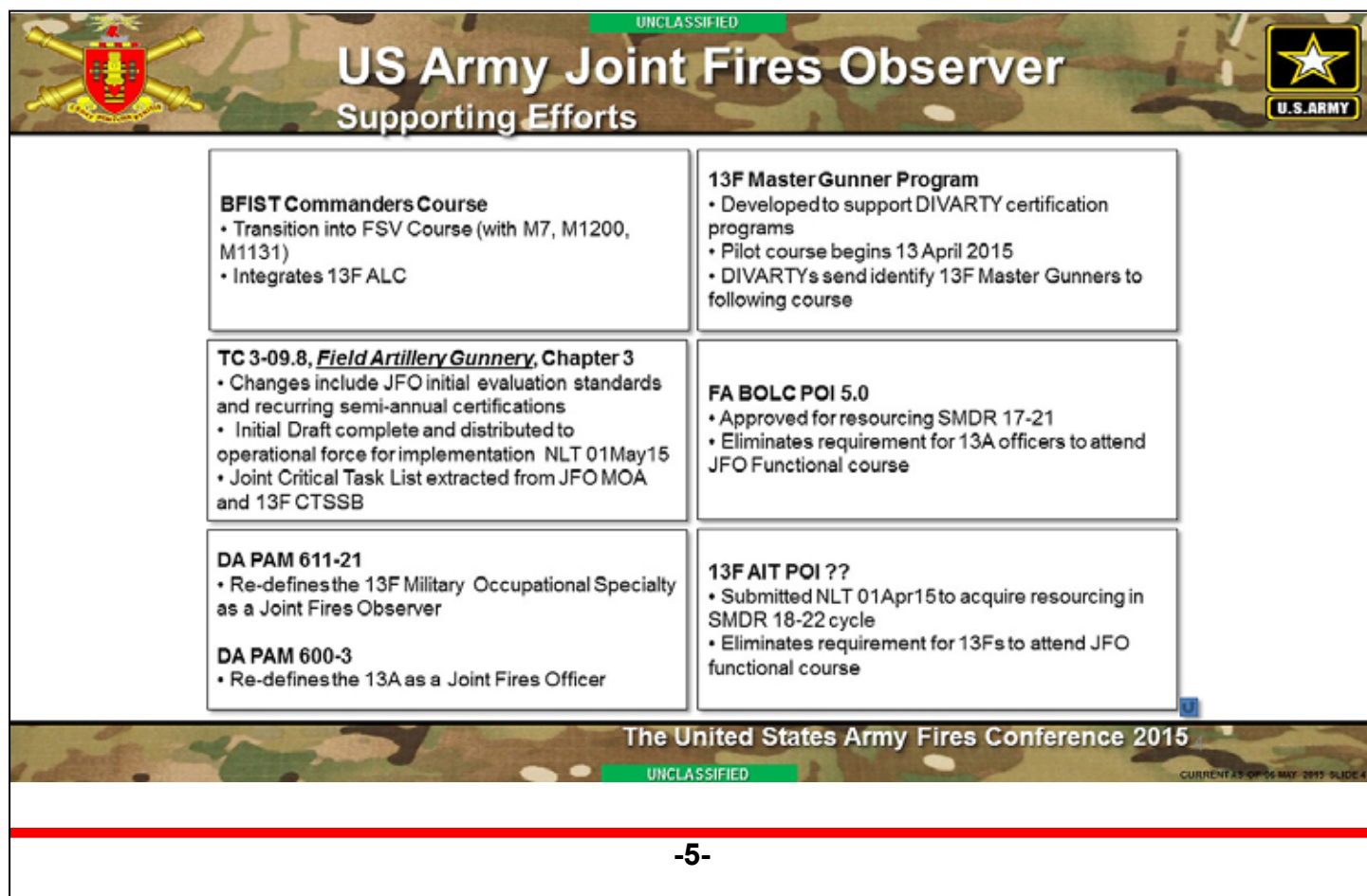
porters, coupled with the Fires Leader Development Strategy [{See "Fires Leader Development, Page 6}](#), that provides a guide for Fires leaders throughout their career span in education, training and experience. We are setting the conditions for success for our Fire Supporters across the Army.

In our next issue, we will address the planning and execution of Proactive Fires to shape the battlefield.

Thank you for all that you do. Lastly, if you haven't done so already, please connect with me on our USAFAS and branch facebook page @ <https://www.facebook.com/fieldartilleryredlegive>


King of Battle! Fires Strong!

Brigadier General William A. Turner



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US Army Joint Fires Observer Supporting Efforts



<p>BFIST Commanders Course</p> <ul style="list-style-type: none"> • Transition into FSV Course (with M7, M1200, M1131) • Integrates 13F ALC 	<p>13F Master Gunner Program</p> <ul style="list-style-type: none"> • Developed to support DIVARTY certification programs • Pilot course begins 13 April 2015 • DIVARTYs send identify 13F Master Gunners to following course
<p>TC 3-09.8, <i>Field Artillery Gunnery</i>, Chapter 3</p> <ul style="list-style-type: none"> • Changes include JFO initial evaluation standards and recurring semi-annual certifications • Initial Draft complete and distributed to operational force for implementation NLT 01May15 • Joint Critical Task List extracted from JFO MOA and 13F CTSSB 	<p>FA BOLC POI 5.0</p> <ul style="list-style-type: none"> • Approved for resourcing SMDR 17-21 • Eliminates requirement for 13A officers to attend JFO Functional course
<p>DA PAM 611-21</p> <ul style="list-style-type: none"> • Re-defines the 13F Military Occupational Specialty as a Joint Fires Observer <p>DA PAM 600-3</p> <ul style="list-style-type: none"> • Re-defines the 13A as a Joint Fires Officer 	<p>13F AIT POI ??</p> <ul style="list-style-type: none"> • Submitted NLT 01Apr15 to acquire resourcing in SMDR 18-22 cycle • Eliminates requirement for 13Fs to attend JFO functional course

The United States Army Fires Conference 2015

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Fires Leader Development Strategy

By LTC Dan Elliott, Deputy Director for FCoE Directorate of Training and Doctrine

In order to move forward with the Army and Chief of Staff of the Army (CSA) priorities, the Fires Center of Excellence (FCoE) is publishing the Fires Leader Development Strategy. The purpose of the strategy is to align Fires leader development with the Army Operating Concept for 2025, the Army Leader Development Strategy, and guide Fires leaders of 2025 throughout their career span in education, training and experience.

What do Fires leaders need to understand for 2025? The Army Operating Concept for 2025 drives 20 Army Warfighting Challenges (AWFC) for the field force. Nine of those Army warfighting challenges specifically influence Fires leaders and challenges 17 and 18 directly address the Fires force. Key themes revolving around those challenges are:

- Develop and sustain a high degree of understanding while operating in complex environments against adaptive enemies (AWFC#1)
- Training Soldiers and leaders to accomplish the mission across the range of military operations (AWFC#8)
- Resilient Soldiers, adaptive leaders, and cohesive teams committed to the Army professional ethic, capable of accomplishing the mission in environments of uncertainty and persistent danger (AWFC#9)
- Develop agile, adaptive and innovative leaders who thrive in conditions of uncertainty and chaos, capable of visualizing, describing, directing, leading, and assessing operations (AFWC#10)
- Integrate joint, interorganizational and multinational partner capabilities and campaigns to ensure unity of effort and accomplish missions (AWFC#14)
- Conduct combined arms air-ground maneuver to defeat enemy organizations and accomplish missions (AWFC#15)
- Coordinate and integrate Army and joint, interorganizational, and multinational fires and conduct targeting across all domains to defeat the enemy and preserve freedom of maneuver and action across the range of military operations (AWFC#17)
- Deliver fires to defeat the enemy and preserve freedom of maneuver and action (AWFC#18)

- Leaders must understand, visualize, describe and direct operations consistent with the philosophy of mission command and seize the initiative over the enemy (AWFC#19)

The Fires Leader Development Strategy links Army warfighting challenges to desired fires warfighting function leader competencies. The Fires Center of Excellence (FCoE) is the Army's lead institution for maintaining, developing, and integrating the fires warfighting function in combined arms maneuver. FCoE coordinates its leader development strategy vision and mission synchronizing AWFCs 17 and 18 within its strategic plan.

Vision: Agile, adaptable, and ethical fires leaders, competent in targeting, defense design, delivering, synchronizing and integrating Army, joint and multinational fires into the scheme of maneuver, creating effects, and making decisions in a complex and dangerous world.

Mission: Train and educate competent and ethical fires leaders, inspiring them to a career-long commitment to the Army profession. Progressively broaden and develop leaders that demonstrate the desired competencies to lead fires, Army, joint or multinational organizations.

There are five themes for the Fires leader of 2025:

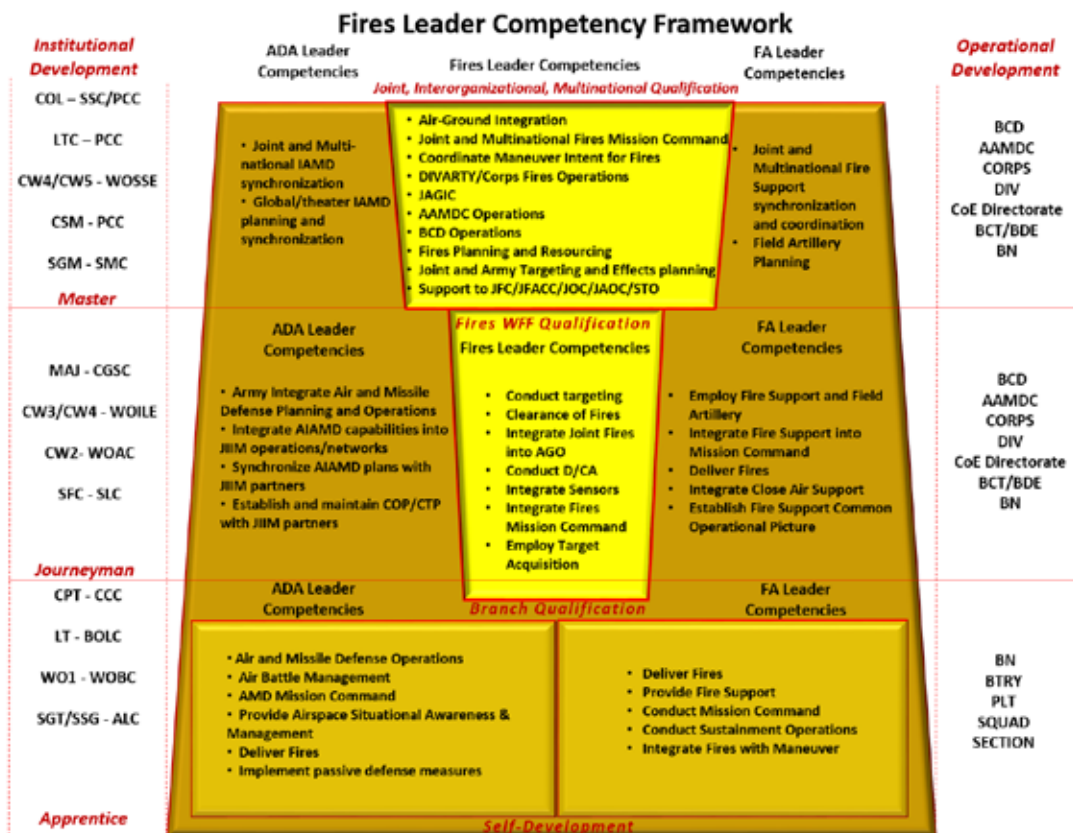
1. Master Branch Core Competencies
2. Converge Fires Leader Competencies
3. Broaden Experience and Exposure
4. Optimize Human Performance
5. Foster Commitment to the Profession

Over a decade of war, the priority and demand of Army units performing counterinsurgency and stability tasks in the operational environment contributed to an atrophy of Field Artillery core competencies. Similarly, the rapid modernization of AMD weapon systems and the complexity associated with advanced employment concepts forces a reassessment of branch

Continued on Page 7, see Fires Leader



Fires Leader ...continued from Page 6



To see the full document go to: <https://www.us.army.mil/suite/doc/44739972>

core competencies. The Fires Leaders Development Strategy emphasizes the imperative to develop and maintain branch core competencies despite enduring challenges presented by the operational environment. It also provides a competency framework that assists commanders and leaders to stay on course in developing fires leader competencies throughout their career span.

The advancement of technological capabilities and the emerging operational environment are driving Air Defense and Field Artillery leaders of 2025 to converge in competencies centered on the fires warfighting function. As fires leaders develop, they qualify as an apprentice in branch core competencies through the Battalion level, laying the foundation for progression to higher levels of leadership.

This progression drives the requirement to be fully trained and qualified in fires warfighting function core competencies as journeymen. Journeymen broaden their experience of fires mission command in organizations ranging from Battalion through Battle-

field Coordination Detachment and Army Air and Missile Defense commands. This broadening includes cross branch organizational assignments between Field Artillery and Air Defense Artillery organizations at the Brigade level and above. Journeymen achieve fires warfighting function qualifications by meeting proponent requirements for integrating fires with joint, multi-national and combined arms organizations in air-ground operations.

As fires leaders broaden and demonstrate desired fires leader outcomes, they progress to become masters of their profession, highly skilled in the fires warfighting function and branch core competencies. They are able to teach and train apprentices and journeymen in the integration of fires with joint, inter-governmental, interorganizational, and multinational partners across the range of military operations. Their broadening includes assignments beyond the fires

Continued on Page 8, see Fires Leader

Fires Leader ...continued from Page 7

profession with JIIM, industry, or university partners to better prepare them to lead fires, Army, joint and multinational organizations. Master fires leaders set conditions, establish standards, and mentor the fires force through scenario driven complex training environments aimed to optimize human performance and inspire commitment to the profession.

The Fires Leader Competency Framework below depicts the convergence of Air Defense Artillery and Field Artillery core leader competencies necessary to achieve Fires leader competencies. It informs the Fires leader of expected career progression competencies acquired through institutional, operational and self-development education, training and experience opportunities.

The Fires leader core competencies center on joint and combined arms Air-ground operations

(AGO) and joint, interorganizational, and multinational Air-ground integration for operations.

Conflicts in the future, like those in the past, will ultimately be resolved on land. These armed conflicts will be complex because threats, enemies, and adversaries are increasingly capable and elusive. Operating in this complex environment requires agile, adaptive, and ethical fires leaders trained and educated to thrive in uncertainty.

As fires leaders develop, they master core leader competencies in Air Defense Artillery and Field Artillery operations. Mastering these competencies enables progression from direct level leadership to organizational level leadership and calls for the convergence of complementary and integrated education, training and experience. Ultimately this enables the achievement of complex fires warfighting function leader competencies.

The Fires Leader Development Strategy links Army warfighting challenges to the fires warfighting function leader competencies for current and future fires leaders for 2025.

Fires leaders appropriately influence cognitive dominance, realistic training and institutional agility to optimize and sustain the fires Soldier's ability to succeed at any assigned mission as part of a trusted team. Optimized training, education, and experience prepares fires leaders for a career-long commitment to the Army Profession. Such training broadens and develops leaders who possess the desired competencies to lead fires, Army, joint, or multinational organizations. With these competencies, fires leaders will integrate complex and realistic scenario driven training, setting conditions to maximize fires force performance across the range of military operations.



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THIS MONTH IN HISTORY “JUNE/JULY”

1 June 1988, On-site Inspection Agency began the inspection of 130 Soviet Intermediate-Range Nuclear Forces (INF) treaty sites. That same day, Soviet inspection teams began inspecting NATO INF treaty sites in the United Kingdom, Germany, Italy, Belgium, the Netherlands, and the United States, including Fort Sill.

3 June 1911, War Department General Order No. 72 authorized opening the School of Fire for Field Artillery at Fort Sill.

4 June 1920, Congress passed the National Defense Act of 1920 which governed Army organization until 1950. The new law retained the Coast Artillery and Field Artillery as separate branches even though the motor vehicle gave unprecedented mobility to the former to fight on the modern battlefield, defined their missions, and preserved the Chief of Coast Artillery and the Chief of Field Artillery.

5 June 1911, War Department General Order No. 73 integrated the School of Fire for Field Artillery into a sequential and progressive education system for officers.

6 June 1942, The War Department established Army Aviation at Fort Sill concurrently with the adoption of organic air observation for the Field Artillery.

15 June 1877, Henry Ossian Flipper, born a slave in Thomasville, Georgia, in 1856, was the first African American cadet to graduate from the United States Military Academy, New York. Flipper,

who was never spoken to by a white cadet during his four years at West Point, was appointed a second lieutenant in the all-African American 10th Cavalry, stationed at Fort Sill in Indian Territory where he supervised digging a drainage ditch that bears his name.

4 July 1950, Task Force Smith, 24th ID, was joined by a part of the 52nd Field Artillery Battalion (consisting of six 105mm howitzers, 73 vehicles, and 108 men) at P’yongt’aek after disembarking from Pusan. Task Force Smith set up a defensive position covering the road between the cities of Suwon and Osan, Korea. Task Force Smith would become the first U.S. Force to engage in combat during the Korean War.

10 July 1941, The first Field Artillery Officer Candidate Course class arrived at Fort Sill as the Army and Fort Sill began mobilizing in response to the war in Europe.

15 July 1917, Twenty-one student officers met by Sergeant Morris Swett, the school’s librarian, stepped off a train from Oklahoma City, Oklahoma, for field artillery training for World War I at the recently reopened School of Fire.

18 July 1917, The 35th Division was constituted as one of the 17 National Guard divisions authorized for service in World War I. The division was organized on 25 August 1917 at Camp Doniphan (part of Fort Sill), Oklahoma, from the National Guard of Kansas and Missouri. Captain Harry Truman served in the division in D Battery, 129th Field Artillery.

TRADOC Capabilities Manager Field Artillery Brigade – DIVARTY (TCM FAB-D)



We’ve been working to update our Fires Knowledge Network (FKN) web page to pro-

vide updates from the DIVARTY/FA BDE Commander’s Forum, the Pre Command Course Brief, and our weapons systems. You can now access that information and more under our “Knowledge Center Tab.”

We’re working to keep this page current with the most updated releasable documents.

You can find us through the FKN Website or directly via this link <https://www.us.army.mil/suite/page/91287>

Joint Fires Observer Pre-Course *Building the Foundation*

Division Artillery, 3rd Infantry Division, Fort Stewart, Georgia

Whether on the streets of Iraq or the mountains of Afghanistan, JFOs have proven to be unique and vital assets since the inception in 2005. Defined by the JCAS AP MOA 2004-03, a JFO is an extension of the Tactical Air Control Party (TACP). The JFO does not replace the need for Joint Terminal Attack Controllers (JTAC), but provides the timely and accurate targeting information needed to leverage joint fires assets in decentralized operations and non-contiguous environments. In other words, the JFO allows for autonomous platoons to leverage battalion level fires capabilities and effects when working in concert with a centralized JTAC. The JFO is a true force multiplier that increases fire support relevancy in current and future conflicts.

While few would argue the relevancy and requirement for well-trained JFOs, historic numbers would suggest training focus has been elsewhere. Over the past five years, the Joint Fires Observer Course (JFOC) at Fort Sill, OK has seen a graduation rate of about 75 percent. Whether failure by a Fire Support Officer (FSO), Fire Support NCO (FSNCO), or a Forward Observer, all are to the detriment of the maneuver team he/she supports.

Background

In March of 2014, the 3rd Infantry Division JFOC graduation rate was hovering at 65 percent. Well below the Army's mean, and even further below his own standard of 90 percent, COL John O'Grady, 3ID DIVARTY Commander, directed the DIVARTY Fire Support Cell to conduct a comprehensive and holistic assessment of the Division's already established JFO Phase 1 (pre- JFOC) training program. A snapshot of DIVARTY Commander directives for the refurbished Phase 1 included a minimum standard of 90 percent JFOC graduation rate, improved integration of the civilian instructors and associated subject matter expertise, objective standards, and most significantly, the burden and ownership of training JFOs be placed upon the fire support small unit leaders.

Objectives

The 3ID DIVARTY JFO Phase 1 Course is a

capstone event, grounded in well disseminated Army standards, which emphasizes quality completion over quantity attendance. It is an evaluative course with standardized admission requirements that require small unit training within the artillery battalion and oversight from the brigade fire support element. Each course is formal, rigorous, and objective with mandatory minimum standards and concrete feedback through written grade sheets and write-ups. Ultimately, if a Soldier successfully completes the 3ID DIVARTY JFO Phase I Course, he/she is best prepared to complete and excel at the JFOC and to support the maneuver team.

{See Figure 1; Page 12}.

Requirements

Build the DIVARTY Team. The division JFO Program is a DIVARTY program. The DIVARTY commander provides his intent and guidance and disseminates both to the artillery battalions. The DIVARTY Lethal Effects Officer and Lethal Effects NCO provide direct oversight, disseminate the commander's guidance and intent, proctor a monthly JFO working group, maintain the JFO SOP, and monitor the Phase I course. 3ID has two civilian contractor instructors who both are former instructors from the JFOC at Fort Sill, Okla. Their subject matter expertise is an incredible resource and they are committed members of the JFO team. If a division does not have contractor support, then highly experienced JFO Evaluators can and should run the Phase 1 Course.

Command Emphasis. The most critical point of leverage is command emphasis and leader involvement as JFO is truly a team effort. Ultimately, the goal is to not only prepare a Soldier for the JFOC, but also to be a better JFO by establishing improved habits. If a Soldier fails, then scrutiny is applied equally throughout the chain of command. Lack of preparation is the proven root cause of course failure and a reflection on the Soldiers' unit. There is no hidden testable standard. All testable material can be found on the DIVARTY portal page and is provided to fire support teams on DVDs. Below is a list of

Continued on Page 11, see JFO Foundation

JFO Foundation

...continued from Page 10

mandatory JFO Phase 1 Course requirements:

BCT

- Submits Soldiers' names in a memorandum to DIVARTY NLT 60 days prior to course start date
- Signed memorandum from the BCT FSO stating all Soldiers are fully prepared NLT one week prior to course start date
- All Soldier JFO Packets submitted to DIVARTY with the BCT FSO memorandum

Battalion: Individual Soldier JFO Packet

- Counseling statement from Battalion FSNCO to prospective JFO that outlines expectations
- JKO Joint Fires Observer Familiarization Course certificate of completion
- Three simulated control grade sheets signed by a JFO-Evaluator (JFO-E) and/or JTAC
- Copy of JPAS Security Clearance

Course Requirements:

• Every student will achieve at least an 80 percent on a multiple choice (50 questions) written exam administered on the initial morning of the Phase 1 course. If the student scores below an 80 percent, he/she is immediately dropped from the course. All questions originate from a Master Question File (MQF) of 120 questions that are provided to the students. Again, the testable standards are clearly advertised and disseminated.

• Every student will pass at least two of three simulated controls with a course instructor. Standards are based on the JFOC control standards.

{See Figure 2:Page 13}.

Course Design:

The academic classes and testable standards are founded on the JFOC POI and evaluations. It is formal in that it has a set schedule, takes place in an established classroom, and is administered by the same two instructors who are former JFOC cadre. It is rigorous in that it is an evaluative course with baseline standards required for admission and completion. It is objective in that every Soldier knows the standards well in advance to attendance, and every Soldier is evaluated on the same set of standards.

Leader Immersion

Leader involvement does not end once a student attends his/her first day of the course. Rather, NCOs and Officers attending the course are given the designation of NCOIC and OIC of the course. If a student is having issues, then the instructors immediately approach the leaders. Furthermore, if attending a JFOC MTT or the Resident Course, then DIVARTY ensures leaders are present to provide the mentorship needed from within.

Leadership immersion is without a doubt the single most critical contributing factor to 3ID achieving a 98 percent (45/46) JFOC graduation rate for 2014. It began with small unit leadership within fire support teams, continued with FSNCO and JFO-E involvement in the Phase 1 Course, and peaked with study halls and additional instruction at the MTTs. Units became teams and teams ensured that teammates would not accept failure from those around them.

Way Ahead

The 3ID DIVARTY's JFO Program will never be solidified. It is an ever-changing program that relies on constructive feedback at the user-level and emphasis at the leader level. Current improvements include the building of a permanent JFO/Fire Support classroom within the DIVARTY headquarters, leveraging a web-based training portal, standardizing the Phase 3 recertification and reporting requirements, developing and mentoring JFO-Evaluators at the battalion level, and a comprehensive update to the division JFO SOP to include DIVARTY roles and responsibilities.

Conclusion

With the reactivation of DIVARTY and consolidation of fire supporters to the artillery battalion, there is no better time or momentum to refocus our efforts to provide the best fire supporters for the combined arms team. If the building block for fire support is the platoon forward observer, then why not invest the time and energy to providing the maneuver with the most knowledgeable, experienced, and lethal forward observers possible?

The JFO is unique and invaluable because his relevancy does not depend on the operational environment, but rather the skillset innate to the individual planning and leveraging lethal and non-lethal effects.

JFO Phase 1 Course Schedule

DAY 1

Start	End	Location	Lesson Title	Homework Assignment(s):
830	900	VBS Suite	Brief JFOEs & JTACs	
900	920	VBS Suite	Welcome & Admin	
920	1020	VBS Suite	MQF Written Test	
1020	1100	VBS Suite	Unaided Tgt Location & Direction	
1100	1200		Lunch	
1200	1400	VBS Suite	CAS MSN Flow Lesson	
1400	1530	VBS Suite	MAX ORD / Stay Above Lesson	Review JFO SOP Grading Criteria pgs. 19-35
1600	1630	VBS Suite	Mission Prep Lesson	Read Student Book 2, FSCM pgs. 145-149
1630	1700	VBS Suite	Read SIM 1 Script in pairs	***Check on Learning tomorrow on homework.

DAY 2

Start	End	Location	Lesson Title	Homework Assignment(s):
900	930	VBS Suite	Check on Learning & MQF Reviewed	
930	1000	VBS Suite	Sim 1 Instructor Demo	
1000	1230	VBS Suite	Sim 1 Student Rehearsal	Read Student Book 2, Surface to Surface Fire pgs. 150-176
1230	1330		Lunch	Read Student Book 1, Laser TGO Operations pgs. 180-195
1330	1700	VBS Suite	Sim 1 Student Evaluation	***Check on Learning tomorrow on homework.

DAY 3

Start	End	Location	Lesson Title	Homework Assignment(s):
900	930	VBS Suite	Check on Learning	***Check on Learning tomorrow on homework.
930	950	VBS Suite	Unaided Tgt Location PEX	
1000	1030	VBS Suite	Read SIM 2 Script in pairs	
1030	1040		Break	
1040	1200	VBS Suite	Laser TGO Lesson	
1200	1300		Lunch	
1300	1330	VBS Suite	Sim 2 Prep	
1300	1700	VBS Suite	Sim 2 Student Rehearsal	Read Student Book 1, TACS/AAGS pgs. 17-36

DAY 4

Start	End	Location	Lesson Title	Homework Assignment(s):
900	930	VBS Suite	Check on Learning	
930	1200	VBS Suite	Sim 2 Student Evaluation	
1200	1300		Lunch	
1300	1500	VBS Suite		Sim 2 Student Evaluation
1500	1510		Break	Read JFO SOP
1510	1700	VBS Suite	Read SIM 3 Script in pairs	Read JFO MOA

DAY 5

Start	End	Location	Lesson Title	Homework Assignment(s):
900	930	VBS Suite	Discuss CAS MSN Flow(s)	
930	1130	VBS Suite	Sim 3 Mission Prep	
1130	1230		Lunch	
1230	1630	VBS Suite	Sim 3 Student Evaluation	
1630	1700	VBS Suite	Clean Up & Clear Hand Receipts	
***	TBD	VBS Suite	Case Study: Fratricide Prevention	This will be time permitting; guided discussion.

Figure 1: Example Course Schedule

CAS Type II Execution with JTAC / Laser TGO

Mission Planning	Go	No Go	Performance Measures
OBCO		1	Passed observer location as 10-digit grid with 100,00m square identifier and altitude within 5 minutes of occupying OP
		2	Established an NFA over OP location
		3	Requested updates to any FSCMs, friendlies, collateral damage concerns, and CDRs guidance
SALT Report		4	Passed with Size, Activity, Location (Grid, Altitude, Distance, Direction), and Time within 10 minutes of occupying OP
Ground CDR intent / HPTL / ROE		5	Advised higher when mission had collateral damage or ROE concerns
Request Assets		6	Requested support
Mission Briefing	Go	No Go	Performance Measures
Observer Line-up		7	Passed observer line up IAW established doctrine
Request Fighter Check-in		8	Requested fighter check-in brief
Abort Code		9	Requested abort code if not given, restated abort code without compromising the code
Situation Update	Go	No Go	Performance Measures
Threat Activity		10	Passed any engaged air defense threats with 100,000 meter square identifier and 6 digit grid, passed "Small arms and MAN-PADS", with any additional threats
Enemy Situation (General target area grid)		11	Passed 4-digit vicinity grid to the objective area with 100,000 meter square identifier, briefed number and types of targets
Friendly Situation		12	Identified closest friendlies with cardinal direction and distance from closest target
Artillery Activity		13	Passed all applicable surface to surface information (Active Fire Missions / TGT #'s, FSCM's, GTL, MAX ORD) in coordination for CAS aircraft
Hazards		14	Briefed Weather, terrain, obstructions that could effect CAS aircraft
Restrictions/Remarks		15	Passed all restrictions in order to properly deconflict the coordination of CAS aircraft
Request A/C Ingress to AO		16	Requested aircraft proceed to the target AO after all restrictions and situation update has been briefed (Aircraft offset from target area so as not to alert the target)
9-Line A: Laser TGO	Go	No Go	Performance Measures
Lines 1-3 NA		17	"1-3 NA"
Target Elevation		18	Target elevation in feet within 25m (82ft) of actual elevation P
Target Description		19	Accurate and concise target description specific enough for aircrew to recognize target
Target Location		20	Determined the target location within 50m of the actual location (Aided) P
Target Mark		21	"Laser (assigned PRF code) "
Friendlies		22	Closest friendlies from target with correct cardinal/sub-cardinal direction and distance (meters/KM)
Egress Direction		23	"Egress" at JTAC's/Pilot's discretion
Mandatory Readback (Lines 4, 6)		24	Requested read back of lines 4 and 6 P
Remarks	Go	No Go	Performance Measures
Laser-Target-Line (LTL)		25	Briefed correct LTL (within ±003°) of actual observer target line
Threat Location, Activity		26	Briefed by exception
Active Gun to Target Line(s), Hazards		27	Briefed by exception (Additions (GTL's, FSCM's) and hazards concerning employment of aircraft)
Additional TGT Info, Collateral Concerns		28	Briefed by exception (Advised of collateral concerns w/ approval to continue)
Friendly Marks(s)		29	Briefed by exception
Final Attack Recommendations (Heading)		30	Recommended final attack heading that maintains a safe mission in relation to friendlies during employment of CAS when marking or designating (based off LTL) S
Mandatory Readback Restrictions		31	Requested a read back of restrictions P
Observer Instructions		32	Requested "Call in with Heading" P
Execution:	Go	No Go	Performance Measures
Map Plot Confirmation		33	Confirmed map plot or GRG's of targets and observer location with JTAC
Enhanced Target Description / Target Talk-on		34	Correlated the specific visual information of the target(s) or target area in order for A/C to identify
		35	Confirmed target by describing the target in enough detail to ensure aircraft has correct target
Recognize/Abort Dangerous Pass		36	Recognized any unsafe action during any portion of mission prior to weapons release S
		37	Stated "Abort, Abort, Abort ", or utilized abort code set up in CAS check in brief C
Battle Damage Assessment		38	Briefed complete BDA IAW established guidelines J
Other	Go	No Go	Performance Measures
CAS Mission		39	Provided targeting information and terminal guidance for a laser guided weapon M
Terminology / Communications		40	Stated proper brevity and terminology while in communications with JTAC / aircraft
		41	Utilized appropriate brevity in relation to the perspective of the JTAC / CAS aircraft and targeting system available to each
Timely Targeting Data		42	Passed all information in a timely manner in order to successfully perform mission
Situational Awareness		43	Performed with situational awareness to successfully complete the mission
		44	Maintained operational competence in JFO duties
		45	Employed weapons and effects on targets based on Ground CDR intent
		46	Reported collateral damage to higher
		47	Plotted OP and targets, and oriented map to target area
Safety		48	Ensured all safety requirements are followed throughout the mission S
Overall Grade	C=Certification J=JMTL M=Certification & JMTL P=Performance S=Safety GO or NO GO (circle one)		

Figure 2: Control Grade Sheet

JFO E
JTAC
Student Initials
Endtime: