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CADET PROGRAM OFFICERS' HANDBOOK & SPECIALTY TRACK GUIDE

CAPP 60-11
October 2019

Adult Leaders' #1 Training Resource

Introduction to Cadet Programs
Recommended Best Practices
Professional Readings
Position Descriptions
Earning Specialty Track Ratings

Cadets need your leadership. They know your service as supervisors, instructors, and mentors is the most essential ingredient in cadet life. No squadron will succeed in its cadet mission unless it has the benefit of a handful of well-trained, dedicated cadet programs officers. *The Cadet Program Officers' Handbook & Specialty Track Guide* is the adult volunteer's starting point for professional development.

On the Cover: The 2019 Cadet Officer School faculty and staff provide our cover photo. COS instructors team-teach, with CAP senior members pairing up with a U.S. Air Force officer, Royal Canadian Air Cadet officer, or a UK Air Training Corps officer. Our Air Force, Canadian, and UK partners bring their knowledge of airpower and military service. CAP instructors are equally essential for their skill in coaching teenaged cadets, as professionals in their own civilian career fields, and in their ability to translate COS lessons to challenges cadet officers encounter in the squadron and as young adults. Are CP officers unpaid, youth development professionals? Indeed, and U.S. Air Force, Canadian, and UK officers at COS will tell you so.

CAPP 60-11

CADET PROGRAM OFFICER'S HANDBOOK & SPECIALTY TRACK GUIDE

1 October 2019

EDITION

This publication replaces CAPP 216, *Cadet Programs Specialty Track Study Guide,* October 2018.

No substantive changes have been made to the specialty track, and only three minor changes were made to the *Guide's* learning content:

1. The *Logic Model* has been updated, pp. 17-18
2. The *Cadet Flight Plan* is now included, pp. 19-20
3. Specialty Track requirements are now available online in MS Excel format, for easier tracking, p. 62

Your comments about the *CP Officer Handbook* are welcome at cadets@capnhq.gov.

TABLE OF CONTENTS

Part 1 Introduction to the Specialty Track 4

1.1 Overview of the Training Program 4

1.2 Reading Lists 5

1.3 Recent Alumni as Cadet Programs Officers 5

1.4 The On-The-Job Training Mentor 6

1.5 Approval & Recording Process 7

1.6 Waivers 7

Part 2 Introduction to the Cadet Program 8

2.1 Cadet Programs Mission & Vision 8

2.2 The Cadet Programs Officer 8

2.3 Key Traits of Cadet Life 8

2.4 The Cadet Oath 9

2.5 Links to Cadet Mission Support Resources 9

2.6 Horizontal Curriculum Maps 11

2.7 Program Logic Model 11

2.8 Cadet Flight Plan 12

Part 3 Recommended Best Practices **21**
3.1 Hallmarks of Effective vs. Ineffective Squadrons 21
3.2 The Cadet Wingman Concept 22
3.3 Designing a Cadet Staff Structure for Your Mix of Cadets 24
3.4 The Changing Role of Senior Members 25
3.5 The Cadet Staff Selection Process 29
3.6 Leadership Feedback Meetings & Promotion Boards 30
3.7 Monthly Program Template 31
3.8 Weekly Squadron Meeting Template 31
3.9 Squadron Meeting Coordination Process 32
3.10 Squadron Weekly Meeting Planner 32
3.11 Cadets as Instructors & The Check Ride System 34

Part 4 Professional Readings **35**
4.1 Understanding Youth Development Work 36
4.2 Great Futures Start Here:
Youth Development Strategies in the Boys & Girls Clubs of America Movement 39
4.3 Social-Emotional Learning 43
4.4 Virtues 45
4.5 Service Learning Standards for Quality Practice 47

Part 5 Sample Position Descriptions **49**
5.1 Director of Cadet Programs 49
5.2 Unit Commander or Deputy 52
5.3 Leadership Education Officer 53
5.4 Aerospace Education Officer 54
5.5 Fitness Education Officer 55
5.6 Character Development Instructor 56
5.7 Testing Officer 57
5.8 Cyber Education Officer 59
5.9 Recruiting & Retention Officer 60
5.10 Special Project Officers 61

Part 6 Specialty Track Rating Requirements **62**
6.1 Technician Rating 63
6.2 Senior Rating 65
6.3 Master Rating 67

LIST OF TABLES & FIGURES

Tables

1 Training Topics & Suggested Duty Assignments 5

2 Reading Lists 5

3 OJT Mentor's Checklist 6

4 How to Earn Your Technician Rating 7

5 Summary of Learning Goals & Content Areas in the Cadet Program's Four Phases 12

6 Hallmarks of Effective vs. Ineffective Squadrons 21

7 Cadet Duty Opportunities by Grade 24

8 Monthly Program Template 31

9 Weekly Squadron Meeting Template 31

10 Squadron Meeting Coordination Process 32

11 Cadets as Instructors & The Check-Ride System 34

Figures

1 Horizontal Curriculum Map: Leadership 13

2 Horizontal Curriculum Map: Aerospace 14

3 Horizontal Curriculum Map: Fitness 15

4 Horizontal Curriculum Map: Character 16

5 Cadet Program Logic Diagram 17

6 Cadet Flight Plan 19

7 Organizational Diagram: Small, Bottom-Heavy Squadron, All Airmen 26

8 Organizational Diagram: Small, Bottom-Heavy Squadron, With an NCO 26

9 Organizational Diagram: Small Squadron With NCOs and an Officer 26

10 Organizational Diagram: Small Squadron With NCOs and a Few Officers 27

11 Organizational Diagram: Large, Bottom-Heavy Squadron 27

12 Organizational Diagram: Large Squadron With Several NCOs & Officers 28

13 Organizational Diagram: Optional Organization of Cadet Command Staff 28

14 Sample, Annotated Squadron Weekly Meeting Planner 33

Part 1 INTRODUCTION TO THE SPECIALTY TRACK

The goal of the Cadet Programs Officer Specialty Track program is to prepare senior members to lead cadets and manage cadet programs at the squadron and then wing level. This specialty track is a self-paced, self-study learning experience supported by a training mentor.

1.1 OVERVIEW OF THE TRAINING PROGRAM

This specialty track is divided into three ratings: technician, senior, and master. Students enrolled in the program complete each rating in succession and at their own pace. Students should train under the guidance of an on-the-job (OJT) mentor who has attained a higher rating in the specialty track, but if necessary, students may complete the training independently. To earn specialty track ratings, students must fulfill knowledge, performance, and service requirements and participate in a summary conversation with their mentor or commander.

Knowledge Requirements

Knowledge requirements are objectives describing what each student is expected to know before attaining the rating. An online test is the primary method by which students demonstrate they understand this material.

One knowledge requirement in each rating involves your familiarizing yourself with the *Learn to Lead* and *Aerospace Dimensions* texts, respectively. What does that mean? Why do you do that, and how? The goal is for CP officers to be conversant in the subject matter that the cadets study in their leadership and aerospace texts. This familiarity will, in turn, make CP officers more effective instructors and mentors of cadets.

Procedure for *Learn to Lead*: Read any two chapters from *Learn to Lead* and for each chapter draft a 1-page outline summarizing the content. Confer with your mentor for approximately 15 minutes, use the outline as the basis for a conversation, and discuss examples of how cadets are applying lessons from *Learn to Lead*.

Procedure for *Aerospace Dimensions*: Read any *Aerospace Dimensions* module and draft a 1-page outline summarizing it. Confer with your mentor for approximately 10 minutes, use the draft as the basis for a conversation, and suggest potential hands-on activities your unit could implement to supplement the cadets' study of that module.

Performance Requirements

Performance requirements are objectives describing tasks each student is expected to complete through active participation before attaining the rating.

Attendance at Encampment. Encampment is the centerpiece of the program. It's a full immersion into cadet life. You can't claim a heightened expertise in Cadet Programs without encampment experience. Adult staff leave encampment with a fuller perspective on the goals of the Cadet Program and leadership development methodologies. This, in turn, prepares them to create robust squadrons where the cadet mission flourishes and they can confidently make a difference in their personal interactions with cadets at the home unit. Accordingly, encampment attendance is included in the performance requirements for the Senior and Master ratings.

Service Requirements

Finally, to become proficient in a job, one has to actually serve in a related duty assignment. Service in any position listed in section 2.2 may be used to satisfy the service requirement. While not limiting the roles available to students, their level of responsibility should begin modestly and increase as they advance (see Table 1).

The Summary Conversation

The summary conversation serves as a capstone event where students discuss what they learned with their OJT mentor and the mentor helps the student round-out his or her competence with the subject matter. It is a mentoring opportunity, not an oral exam. Mentors also use the meeting to verify that the student fulfilled all knowledge, performance, and service requirements.

Rating	Training Topics	Suggested Duty During Training	Suggest Duty Upon Completion
Technician	Fundamental Cadet Program goals, policies, & procedures	Assistant staff officer in any CP role e.g., assistant leadership officer	Staff officer in any CP role e.g., leadership officer
Senior	Squadron operations	Staff officer in any CP role	Squadron deputy commander
Master	Wing operations	Squadron deputy commander	Squadron commander

Table 1

1.2 READING LISTS

Reading lists are a starting point for the candidates' training. All publications are available online. Because CAP publications are always evolving, references might not be completely accurate. Use common sense and good judgment to research the answers to the knowledge requirements.

Technician	Senior	Master
CAPR 60-1, chapter 1-5	CAPR 60-1, review chapters 1-5 read chapters 6-9	CAPR 60-1, review chapters 3-6
CAPP 60-11, parts 4-5	CAPP 60-11, part 2	CAPR 60-2, chapters 1-3
CAPP 60-31, appendix 1	CAPP 60-15, part 2	CAPP 60-11, parts 1-4
Browse webpages linked in part 2.5	CAPP 60-31, appendix 2	CAPP 60-40 (CAPP 52-7)
	CAPP 1-10, part 1	CAPP 60-70, parts 1 & 5
	CAPR 39-3, section F	CAPP 1-10
		Cooperative Agreement Between CAP & USAF: Statement of Objectives, part 4
		CAP Strategic Plan

Table 2

1.3 RECENT ALUMNI AS CADET PROGRAMS OFFICERS

When recent alumni choose to turn senior and become Cadet Programs Officers, they bring with them tremendous personal experience and an innate understanding of what cadets want from their program. But being a cadet and providing adult leadership to cadets are two entirely different skill sets. There is a transition to make. Some topics recent alumni will need to acquaint themselves with include:

- Partnering with parents
- Handling sensitive personnel issues
- Safeguarding CAP resources
- Protecting cadets' welfare
- Developing relationships with community leaders
- *Moving from a peer relationship with cadets to a supervisor / instructor / mentor relationship*

For most recent alumni, that final item in the list – changing the relationship with cadets – is hardest of all. Participating in this specialty track, especially the Training Leaders of Cadets course, and being mentored by an experienced Cadet Programs Officer can help former cadets succeed as adult leaders.

1.4 THE ON-THE-JOB TRAINING MENTOR

Role of the OJT Mentor. The OJT mentor is a senior member officer who guides the candidate through the knowledge, training, performance, and service requirements for specialty track ratings. The OJT mentor supports the candidate's self-study and learning on-the-job. The mentor is a resource person, available to help the candidate better understand the subject matter, providing informal tutorials as needed.

Matching Candidates to Mentors. Candidates may ask a friend to serve as their mentor, or the unit commander could act as matchmaker. At the technician level, it is hoped that the mentor would be someone from the candidate's home unit; for the higher ratings, it may be necessary to look outside the home unit for a mentor.

OJT Mentor's Checklist

1. Be Available & Helpful

- Share contact information and be available in-person and/or via phone, video-conference, or email to help the student(s) if they get stuck in their self-study and need help understanding the material.
- Make the student aware of professional development opportunities (TLC courses, SLS courses, etc.).

2. Offer Tutorials on Performance Requirements

- Show and tell about the rating's performance tasks, as practical. Coach the student to the point of proficiency, not just for one instance.
- Decide together how many performance tasks you'll show and tell at any given time; tutorials could be spread across several months.

3. Check for Understanding

- As the OJT proceeds, orally quiz the student on the knowledge requirements. In a back-and-forth, conversational manner, amplify the student's answers for greater understanding; push for specificity on program details; clarify how the topics apply to local practices

4. Meet With the Student for a Summary Conversation

- When the student believes he or she has satisfied all requirements for the new rating, conduct a summary conversation of approximately 30 minutes' duration.
- Use the time to discuss the knowledge and performance requirements. Help the student round-out his or her competence with the subject matter.
- Review each performance requirement, one at a time, to verify completion. Mentors who have not seen their student complete performance requirements in-person could validate them orally (e.g., "Great, you say you've administered the CPFT three times. In your own words, walk me through that process . . .").
- Thank the student for their service to the cadets and encourage them to go for the next higher rating.
- Email the student's unit commander, recommending that their request for a new rating be granted.

Table 3

1.5 APPROVAL & RECORDING PROCESS

When the unit commander is satisfied that the candidate has fulfilled the requirements for a given rating, the unit commander approves the requested rating, recording it through the specialty track approval module in eServices. The member's personnel record is automatically updated in eServices to reflect the new rating.

1.6 WAIVERS

In extenuating circumstances, requests for waivers may be considered. Only the basic performance requirements for a given rating and the duty assignment are eligible to be waived. The ancillary courses listed in the performance requirements and the minimum duration for service requirements will not be waived.

Process. Individuals request waivers through their unit commander to their wing commander, with a copy to the wing DCP. Wings forward endorsed requests to CAP/CP at cadets@capnhq.gov. When requesting a waiver, individuals should explain what portion(s) of the rating they believe deserve being waived and why, briefly explaining their extenuating circumstances.

How to Earn Your Technician Rating

Newcomer's Checklist

Knowledge Requirements

Pick a handful of Knowledge Requirements (see pp. 60-61) to work through per sitting.

1. Read the section of the CAP publication being referenced.

- Ask yourself, What goal is CAP trying to achieve through this rule, procedure, or standard? Try to express the main points in your own words.
- Then, read the section again, paying special attention to imperatives like *must*, *shall,* or *will.*
- Ask yourself, How do the reading's guidelines relate to how we do business in our squadron? Need we change anything in our squadron to square with this guidance?

2. As you work through the Knowledge Requirements, mark each as follows:

✓+ I understand this fully. I've committed the key facts to memory. I can easily draw upon this information as I serve cadets.

✓ I understand this information. It's good background information that I can look it up again if I think I'll need it.

? I don't really understand this information. I need to talk with my OJT mentor.

Performance Requirements

Work on one Performance Requirement at a time (see pp. 60-61). Complete them any sequence you prefer.

1. The Performance Requirements tell you what to do, but not how, so you'll need to do some research.

- Search CAPR 60-1 to learn what the procedures and standards are for the given task.
- Other resources you may consult include the cadet webpages at GoCivilAirPatrol.com and the 60-series of cadet-related publications.
- It is important that you do this research. Do not rely solely upon how you've seen that task performed in your squadron. Sometimes, you may discover that local practices are at odds with CAP standards.

2. Now that you know how to do the task, try doing it yourself.

- You may need to ask local leaders for the opportunity. For example, if the task is to administer a fitness test, but your fitness officer usually handles that, ask to be permitted to help so you can learn on the job.
- Ask your OJT mentor or another knowledgeable colleague to check your work and help you become proficient in that task, over time.

Summary Conversation

- Upon completing your self-study of the Knowledge Requirements, Performance Requirements, and Service Requirements, ask to meet with your OJT mentor for the Summary Conversation.
- Your OJT mentor will lead you through a discussion of what you've learned, help you deepen that learning, check that you've completed all requirements, and recommend that your commander approve you for your new rating.

Table 4

Part 2 INTRODUCTION TO THE CADET PROGRAM

2.1 CADET PROGRAMS MISSION & VISION

Mission. "Develop dynamic Americans and aerospace leaders."

Vision. "Today's cadets . . . tomorrow's aerospace leaders."

2.2 THE CADET PROGRAMS OFFICER

Duty Titles. Cadet Programs Officer is not a duty title. Rather, it's an umbrella term that anyone who works primarily with cadets can claim. The nine main CP Officer duty assignments are identified below. If you're enrolled in the Cadet Programs specialty track, you'll want to serve in one of these positions.

- Director of Cadet Programs
- Unit Commander or Deputy
- Leadership Education Officer
- Aerospace Education Officer
- Fitness Education Officer
- Character Development Instructor
- Testing Officer
- Cyber Education Officer
- Recruiting & Retention Officer

Professionalism. CP officers have a duty to act *in loco parentis* (in the place of parents), protecting the cadets' well-being as a reasonable adult would for the benefit of his or her own children. In relation to cadets, CP officers are authority figures functioning as instructors, mentors, and supervisors. They do not permit their superior / subordinate relationship with cadets to deteriorate into a peer relationship. Rather, their motivation is to serve youth and help them grow. Their seriousness of purpose makes them unpaid youth development professionals.

2.3 KEY TRAITS OF CADET LIFE

The Cadet Program offers youth opportunities to participate in a wealth of activities: orientation flights, drill and ceremonies, bivouacs, field trips and tours, and more. While the menu of opportunities is diverse, there are five key traits that CP Officers should incorporate into every activity.

The Uniform. CAP promotes teamwork and high standards of personal conduct through the cadets being granted the privilege of wearing an Air Force-style uniform. The uniform and the related traditions of rendering military customs and courtesies distinguish cadets from ordinary youth. These military aspects of cadet life are important motivators. Every activity should allow cadets to wear their uniform and properly render military customs and courtesies.

Aerospace Theme. CAP members often hold in common a love of flying. Aviation is the thread that runs through all three CAP missions, and CAP's affiliation with the Air Force under-scores its identity as an air-minded organization. Whenever possible, every cadet activity should further cadets' enthusiasm for aerospace, as "aerospace" is broadly understood. With a little imagination, even fitness and character activities can be shown to have an aerospace connection.

Opportunity to Lead. CAP develops leadership skills in cadets by giving them opportunities to lead. This includes planning events, making decisions, and teaching and mentoring junior-ranking cadets, commensurate with their developmental progress and grade. The cadets' grade structure and military-style chain of command reinforces this leadership concept. Every activity should allow cadets opportunities to lead, under adult leader supervision.

Challenge. CAP challenges youth. It might be the physical challenge of conquering an obstacle course, an academic challenge to master aerospace and leadership concepts, a moral challenge to live the Core Values, or a personal challenge to know oneself better and gain self-confidence. Because of these challenges, the Cadet Program is intended for young adults, not children. Every activity should challenge cadets in one way or another.

Fun. CAP should be fun. New friends and great opportunities are the hallmarks of cadet life. The cadets who work hard in CAP reap the most benefits, but the program should not be another form of school – it needs to be fun, hands-on, rewarding, and exciting. Proper adult supervision, an emphasis on risk management, and team-work built upon mutual respect create a safe and fun environment. Every activity should be fun, for cadets and their adult leaders alike.

2.4 CADET OATH

A cadet oath serves as a training aid and states how cadets pledge to approach the challenges of cadet life. It is helpful if CP officers familiarize themselves with the oath so that they may, in turn, reiterate the oath's promises to cadets as opportunities arise. The CAP Cadet Oath is as follows:

I pledge that I will serve faithfully in the Civil Air Patrol Cadet Program,
and that I will attend meetings regularly,
participate actively in unit activities,
obey my officers,
wear my uniform properly,
and advance my education and training rapidly
to prepare myself to be of service to my community, state, and nation.

2.5 LINKS TO CADET MISSION-SUPPORT RESOURCES

Primarily for the benefit of newcomers, what follows is a quick summary of some support programs, along with hyperlinks to the respective home page. **Hyperinks are marked by blue underlines**.

News & Updates

Cadet Blog. The Cadet Blog is your source for news about cadet curricula, activities, policy, and new ideas. Two-way feedback is highly encouraged, so the Cadet Blog is your opportunity to sound off with your perspectives on cadet-related topics.

Cadet Webinars. Online seminars (webinars) are frequently hosted by NHQ. When CP officers participate in a live session, they learn while interacting with staff and other colleagues. Alternatively, webinars are recorded and available for viewing on demand.

Cadet Proving Grounds. Help us enhance cadet life. The Proving Grounds is the webpage for draft cadet materials. We share those works-in-progress with the cadet community to invite their ideas, comments, and concerns.

Support to New Cadets

New Cadet Kit. Upon joining CAP, and thereafter upon earning the Wright Brothers Award and Mitchell Award, CAP mails textbooks and other resources directly to the cadet's home address.

Curry Blues Voucher. The Curry Blues Voucher provides cadets with a $100 credit to assist them in purchasing the "blues" uniform, upon their earning Achievement 1, the Curry Achievement.

Financial Aid

Cadet Encampment Assistance Program. Thanks to Air Force support, CAP has special funding available to cover encampment fees and uniforms with an emphasis on serving economically disadvantaged cadets through the Cadet Encampment Assistance Program or CEAP (say, "seep"). An inability to afford encampment should not hold back cadets who want to participate in encampment.

College & Flight Scholarships. CAP makes thousands of dollars available to support college and flight scholarships annually.

Curriculum & Learning

Cadet Library. The Cadet Library is one-stop-shopping for cadet curriculum and other resources.

Special Needs Cadets. CAP welcomes cadets from all backgrounds, including those with learning disabilities and physical disabilities. The Special Needs page offers resources in service to cadets who need accommodations.

Activities & Awards

Cadet Advisory Council. CAC representatives develop their leadership skills while advising their commanders on ways to improve the cadet program at the group, wing, region, or national echelon. Service on a CAC is the cadet's opportunity to increase their leadership effectiveness in a committee setting.

Cadet Honor Academy. The Cadet Honor Academy prepares cadets to serve on color guards and honor guards while simultaneously furthering their individual character development. Cadet Honor Academies are hosted by Regions and may be conducted as a "weekend" activity.

Cadet Orientation Flights. The cadet orientation flight program shares with cadets the thrill of flying. Every CAP cadet under age 18 is eligible for five flights in a powered aircraft, five flights in a glider aircraft, and an unlimited number of backseat flights when conditions allow. Orientation flights are always free to cadets.

Encampment. Encampment challenges cadets. It pushes them so they'll grow. Are you self-disciplined? Can you lead? Can you truly work as a team? These are some of the questions the cadre helps cadets answer for themselves as cadets participate in awesome, hands-on activities and tours. The encampment page includes curricula, operating standards, a listing of upcoming encampments around the nation, and more.

National Cadet Special Activities. Geared for cadets in their second year and beyond, NCSAs, and the closely related CSAs hosted by wings and regions, enable cadets to explore career opportunities in Stem, aviation, military service, and other cadet-related fields.

Red Ribbon Leadership Academy. The Red Ribbon Leadership Academy places high school aged cadet NCOs and officers in front of middle school students (non-cadets) to serve as role models and leadership educators during a 3-hour workshop. The "red ribbon" symbolizes the Academy's role in promoting the drug-free ethic.

Region Cadet Leadership Schools. A region cadet leadership school (RCLS) is a course in officership, indirect leadership, and other themes consistent with CAP's leadership expectations for Phase III cadets. These academies make use of local resources to broaden leadership skills in cadet officers and NCOs.

Special Awards. Through a robust portfolio of award programs, CAP recognizes cadets who excel in the Cadet Program as a whole, or those who specialize in a particular corner of cadet life.

2.6 HORIZONTAL CURRICULUM MAPS

CP officers should know what they are leading cadets toward, why they are going there, and what is required of them to get there. Enter the horizontal curriculum maps. These documents show the relationship between every component of the cadet curriculum. Our maps are not very deep – CAP is not a formal school mandated by law to teach to certain objectives – but the maps should be sufficient visual aids in showing how several components of cadet life fit together.

For example, in cadet leadership education, nearly everyone knows that "leadership" includes study using textbooks, drill and ceremonies, and staff service for cadet NCOs and officers. The leadership program element is built from several parts that work together and produce a certain outcome: cadets ready to lead in a diverse world. Those multiple parts are displayed on the curriculum map. The curriculum maps on pages 13-16 are useful to CP officers for at least two reasons:

1. Newcomers can use them to glimpse the full breadth of their given concentration. For example, the character development instructor will see that "character" includes monthly character forums but is so much more than that. Accordingly, CP officers can use their respective map to ensure they are offering the full breadth of opportunities to their cadets.

2. Looking beyond their own areas of concentration, CP officers can gain an understanding of the Cadet Program as a whole, thereby promoting synthesis. The fitness officer, for example, might see potential linkages to the aerospace curriculum (i.e.: the "Fit for Flying" program supports both fitness and aerospace goals).

A Note on Accuracy. National staff will make efforts to keep the maps as current as possible, but individual CP officers, when looking upon a curriculum map, should ask, "Can I think of something they left out?"

2.7 LOGIC MODEL

A program logic model is a schematic representation describing how a program is intended to produce the effects that it claims it produces. It shows the links between activities and outputs and the longer-term outcomes. Program logic models attempt to show the intended causal links for a program. This CP logic model is included on pages 17-18 to help CP officers and others gain a better understanding of how the program works.

2.8 CADET FLIGHT PLAN

The *Cadet Flight Plan* on pages 19-20 illustrates how various aerospace education activities and financial assistance programs converge to create a clear, step-by-step path for aspiring pilots. CP officers should familiarize themselves with the flight plan so that they can advise cadets on how to take advantage of the opportunities.

Summary of Learning Goals & Content Areas in the Cadet Program's Four Phases

	Phase I The Learning Phase	Phase II The Leadership Phase	Phase III The Command Phase	Phase IV The Executive Phase
Leadership	Followership & contributing to a team	Team leadership Service learning on a squadron cadet staff	Officership & principles of indirect leadership Service learning on a squadron cadet staff and leadership opportunities in group and wing special activities	Leadership issues in the strategic domain Advanced opportunities for service learning in group and wing special activities
Aerospace	Fundamental concepts of aerospace Variety of hands-on STEM activities Awareness of STEM careers	Fundamental concepts of aerospace Variety of hands-on STEM activities Career exploration through NCSAs	Heightened under-standing of aerospace fundamentals through a more comprehensive plan of study Career exploration through NCSAs	Heightened under-standing of aerospace fundamentals through a more comprehensive plan of study Career exploration through NCSAs
Fitness	Learning why fitness is important & being motivated to exercise regularly Variety of fitness activities with the squadron Benchmark assessment followed by mentoring	Variety of fitness activities with the squadron Accountable for fitness performance & expected to lead by example	Variety of fitness activities with the squadron Accountable for fitness performance & expected to lead by example	Variety of fitness activities with the squadron Accountable for fitness performance & expect-ed to lead by example Preparing to reach USAF Academy fitness expectations
Character	Introduction to the Core Values & a challenge to live up to those ideals Proper wear of the uniform and military customs and courtesies	Principles of moral reasoning & how Core Values impact everyday life Proper wear of the uniform and military customs and courtesies	Principles of moral reasoning & how Core Values impact multi-faceted moral problems	Principles of moral reasoning & how Core Values impact multi-faceted moral problems
Milestone Award	Wright Brothers Award	Mitchell Award	Earhart Award	Eaker Award Spaatz Award

Table 5 This table is merely descriptive of common learning goals and content areas in the Cadet Program's series of progressively challenging phases. It is not intended to restrict learning opportunities.

CAP CADET PROGRAMS
Horizontal Curriculum Map
LEADERSHIP

Goal. The goal of the Cadet Program's leadership element is to develop in cadets the ability to think independently and lead others in an atmosphere of teamwork and mutual respect.

Version: July 2016
Monthly Requirement: 1.5 hours

CONTENT AREA	ACADEMICS	ACTIVITIES	AIR FORCE TRADITIONS	SERVICE LEARNING
RESOURCES	Learn to Lead - Vol. 1, Personal Leadership - Vol. 2, Small Team Leadership - Vol. 3, Indirect Leadership - Vol. 4, Strategic Perspectives - Lesson Plan Library - Curriculum Guide	Cadet Great Start - Curriculum Guide - New Cadet Guide Learn to Lead Activity Guide Cadet Encampment Program - Cadet Encampment Guide - Cadet Encampment Handbook - Lesson Plan Library - 20 contact hours in leadership ed. Red Ribbon Leadership Academy - Curriculum Guide - Student Guide Region Cadet Leadership School - Curriculum Guide - Readings Cadet Officer School - Curriculum Guide - Student Guide - Readings Spaatz Association Leadership Grants	The Uniform - New Cadet Guide - CAP Uniform Manual - Curry Blues Voucher Military Customs & Courtesies - Respect on Display Drill & Ceremonies - Cadet Drill Guide - AFMAN 36-2203 - CAP Drill & Ceremonies - AFOATS Drill & Ceremonies Videos - AFJROTC Drill & Ceremonies Instructor Guide	Cadet Staff Service - Cadet Staff Handbook Staff Duty Analysis - SDA Guide Cadet Advisory Council - CAC Handbook
ASSESSMENTS	Achievement Tests Milestone Award Exams	Informal - Course Critiques - Quizzes - Instructor Feedback	Uniform Inspection Scorecard Drill & Ceremonies Performance Tests	CAPF 50 Leadership Feedback
AWARDS				

Figure 1

CAP CADET PROGRAMS
Horizontal Curriculum Map
AEROSPACE

Goal. The goals of the Cadet Program's aerospace element are to inspire in youth a love of aviation, space and technology; provide them with a foundation in aerospace's scientific principles; and introduce them to aerospace career opportunities. Cadet "aerospace" includes the separate domains of aviation, space, and cyberspace.

Version: July 2016
Monthly Requirement: 1.5 hours

CONTENT AREA	ACADEMICS	ACTIVITIES	CAREER EXPLORATIONS	FLYING
RESOURCES	Aerospace Dimensions - Module 1 Introduction to Flight - Module 2 Aircraft Systems & Airports - Module 3 Air Environment - Module 4 Rockets - Module 5 Space Environment - Module 6 Spacecraft - Study Guide - Leader's Guide Aerospace: Journey of Flight - Teacher's Guide	STEM Kits (Flight simulator, robotics, weather stations, astronomy, MARC, rocketry, quadcopter, hydraulics) Activity Guides: - Model Rocketry - Advanced Rocketry - Introduction to Robotics - Introduction to Cyber Security - Aerospace Excellence (AEX) 5 books - Model Aircraft & Remote Control (MARC) - Astronomy - Satellite Tool Kit - CAP-TERS Remote Sensing Air Force Association Grants Cyber Patriot Encampment Program - 4 core classes (aviation, space, cyber) - 6 hours of tours, speakers, hands-on	National Cadet Special Activities (30+ academies) - Aviation Careers - Air Force Careers - Technology Careers AE Careers Module (online)	Cadet Orientation Flights - Powered Aircraft - Glider Aircraft - Military Aircraft National Flight Academies Advanced National Flight Academy
ASSESSMENTS	Achievement Tests Milestone Award Exams	Informal - Course Critiques - Quizzes - Instructor Feedback	Informal - Course Critiques - Quizzes - Instructor Feedback - Project-Based Learning	Informal - Course Critiques - Quizzes - Instructor Feedback Formal - Flight Evaluations (academies) - FAA Written Exams (academies)
AWARDS		Cadet Rocketry Badge Cadet STEM Badge Cadet Cyber Badge		

Figure 2

CAP CADET PROGRAMS
Horizontal Curriculum Map
FITNESS

Goal. The goal of the Cadet Program's fitness element is to develop in cadets a habit of regular exercise.

Version: July 2016
Monthly Requirement: 1.0 hours

CONTENT AREA	ACTIVITIES	ACADEMICS	ATTITUDES
RESOURCES	Best Guide to Physical Fitness Encampment Program (1 hr academics, 7 hours fitness activities)	Fit to Fly - Student Text - Instructor Guide Lesson Plan Library PYFP Test Videos	Mentoring Promotion Board Counseling
ASSESSMENTS	Cadet Physical Fitness Test (Presidential Youth Fitness Program, modified for CAP) Informal - Course Critiques - Performance Checks - Instructor Feedback	Informal - Course Critiques - Quizzes - Instructor Feedback	
AWARDS	Cadet Merit List - Cadet Fitness Excellence Badge		Squadron Hall of Fame PYFP Awards

Figure 3

CAP CADET PROGRAMS
Horizontal Curriculum Map
CHARACTER

Goal. The goal of the Cadet Program's character element is to develop in cadets an ability to think critically about moral and ethical issues, and to develop a commitment to live CAP's Core Values.

Version: July 2016
Monthly Requirement: 1.0 hours

CONTENT AREA	ACADEMICS	ACTIVITIES	MENTORING	SERVICE LEARNING
RESOURCES	The Cadet Oath Cadet Wingman Course Flight Time: Values for Living Medal of Honor Character Development Fit to Fly - Student Text - Instructor Guide Let's Go Fly - Student Text - Instructor Guide	DDR-X Cadet Honor Academy Wreaths Across America Encampment program (C1 Honor Agreement, C2 Core Values, C3 Becoming a Core Values Leader, and C4 Drug-Free Lifestyle) Region Cadet Leadership School Cadet Officer School International Air Cadet Exchange "Schoolhouse Weave"	Adult staff serving as role models, chaperones, and mentors Interactions with Air Force members as role models and mentors Cadet Wingman Program as peer-to-peer mentoring Ministry of presence by CAP chaplains Feedback Meetings (promotion boards)	Cadet Staff Service Red Ribbon Leadership Academy National Character Day Wreaths Across America Participation in CAP's Emergency Services mission (real-world humanitarian efforts) Color guard & honor guard activities Other community service projects.
ASSESSMENTS	Informal - Course Critiques - Quizzes - Instructor Feedback	Informal - Course Critiques - Quizzes - Instructor Feedback	Informal	Informal - Course Critiques - Quizzes - Instructor Feedback
AWARDS	Cadet Merit List - Academic Excellence Badge			

Figure 4

CAP CADET PROGRAM LOGIC MODEL

CAPVA 60-109
July 2019

AMERICA'S NEEDS

Acute Needs thru 2030

Develop tomorrow's professional pilots in response to a worldwide pilot shortage

Develop tomorrow's cyber defense professs-ionals in response to cyber attacks against Democracy

Develop tomorrow's STEM professionals

Increase number of youth who meet health and character eligibility requirements for military service

Enduring Need:

Responsible Citizenship Grounded by:

Commitment to a personal code of honor

Leadership skills for a diverse democratic society

Habit of lifelong exercise

INPUTS

1st Year Cadets

Youth aged 12 thru 18

25,000 total cadets

12,000 newcomers annually, each joining one of 1,000 hometown squadrons operating in a community-based setting or as a school-sponsored club

2nd Year Cadets & Beyond

Youth aged 12 to 20

PROGRAM ACTIVITIES

Adult Leaders

Human Capital

Caring, trusted adult volunteers, screened and trained as instructors, supervisors, and mentors (#1 critical factor)

Professional Development

CAP Level I

Cadet Protection Training

CP Officer Handbook & Specialty Track Program

Training Leaders of Cadets Courses

Parents' Guide

Youth Development Conference

Support Program

Confidential screening with FBI

Core Curriculum

Squadron Meetings

2½ hours weekly

Onboarding

Cadet Great Start

Thematic Areas

Leadership
Aerospace
Fitness
Character

Curricula resources for students & instructors

Support Programs

Cadet Packet Program

STEM Kits

Cadet Wingman

Online academic tests & eServices recordkeeping

Leadership Laboratory

Service learning as a member of the squadron staff and/or cadet cadre of a special activity

Air Force Themes

Youth-Scaled AF Environment

Air Force-style uniforms

Cadet grade

Military customs & courtesies

Service ribbons, badges, & various awards

Interactions with "blue suit" AF role models

Support Program

Curry Blues Voucher

Flying

Orientation Flights

CAP powered

CAP glider

CAP balloon

Military

Flight Instruction

Flight Academies

Solo flight

Private Pilot License

Support Programs
Cadet Invest
(Financial Aid)

Take-Off Program

Cadet Wings

Other endowed scholarships

Immersions

Encampment

1-week, overnight immersion for STEM & character

AF / military role models

STEM / military career exploration

Support Program
Cadet Invest
(Financial Aid)

Cadet Encampment Assistance Program

Career Explorations
(NCSAs)

1-week, overnight immersion into an AF or STEM-related career field

Support Programs
Cadet Invest
(Financial Aid)

Cadet Encampment Assistance Program

Cadet Lift

Electives

Enrichment Activities Beyond the Core Curriculum

STEM Kits

Red Ribbon Leadership Academy

Cyber Patriot

Wreaths Across America

Cadet Honor Academy

& several more national and home-built programs

Support Programs
Cadet Invest
(Financial Aid)

College scholarships

OUTCOMES

" Today's Cadets . . . Tomorrow's Aerospace Leaders"

Responsible Citizenship Grounded in:

1. Commitment to a personal code of honor
2. Affinity for volunteerism and public service
3. Leadership skills for a diverse democratic society
4. Habit of regular exercise
5. Pre-accession graduates who are motivated to pursue and are familiar with introductory subject matter of STEM, aviation, or military careers

Continued on next page . . .

Figure 5, p. 1

OUTPUTS

Inputs	Adult Leaders	Core Curriculum	Air Force Themes	Flying	Immersions	Electives
	Positive youth development practices occurring in a safe environment	Fun weekly squadron meetings with meaningful learning across all four thematic areas	Positive self-image to fuel success and protect against destructive behaviors	Increase or sustain an interest in AF or STEM career opportunities	Increase or sustain an interest in AF or STEM career opportunities	Increase or sustain learning and enthusiasm in CP's four thematic areas
Indicators # cadets enrolled # hometown squadrons cadet demographic info (racial & gender diversity)	Indicators 1. # Specialty Track ratings: year-to-year, above baseline of 7 per squadron (includes TLC metrics) 2. % cadets professing that CAP adults are trusted & caring: year-to-year above 85% baseline 3. # squadrons earning the Quality Cadet Unit Award: year-to-year, above 40% BGCA benchmark **(#1 KPI)**	Indicators 1. % cadets ranking-up (Curry, WB, Mitchell rates): year-to-year above historic averages as baseline 2. % squadrons using STEM kits: year-to-year above 85% as baseline 3. % cadets professing use of Cadet Wingman concept: year-to-year, above 85% baseline 4. % cadets attaining HFZ fitness standard: year-to-year above PYFP benchmark	Indicators 1. % cadets with GPA >3.0, as proxy for self-discipline: year-to-year above National PTA benchmark 2. % parents professing improved or sustained positive attitude, self-discipline & confidence: year-to-year above 85% baseline 3. % CAP adults professing belief that cadets are positive, respectful young people: year-to-year above 85% baseline	Indicators 1. % cadets receiving O-Flights: year-to-year above 60% baseline 2. # total O-flight hours & % budget execution: year-to year 3. # average days between joining and first flight: year-to-year below 180-day baseline 4. # Pre-solo, Solo, and PPL achievements: year-to-year 5. YAI demographics vs. GA benchmarks 6. Cadet Wings v. GA benchmarks on hours to PPL & average costs	Indicators 1. # cadets participating in encampments, NCSAs, CSAs: year-to-year and % capacity 2. % cadets expressing satisfaction with activity: year-to-year above 4.0/5 baseline 3. Pre- and post-activity learning and affective measures	indicators 1. % squadrons offering each elective program: year-to-year 2. Pre- and post-activity learning and affective measures

Key Performance Indicators

Selected metrics of Outputs

1. # squadrons earning the Quality Cadet Unit Award
2. # cadets enrolled
3. # Specialty Track ratings
4. % cadets ranking-up (Curry, WB, Mitchell rates)
5. # total O-flight hours
6. # cadets participating in encampment
7. % parents professing improved or sustained positive attitude, self-discipline & confidence
8. # cadets achieving Pre-Solo, Solo, and Private Pilot
9. # cadets earning cyber badge, Cyber Patriot teams, CDTA attendance
10. % cadets professing an increased or sustained interest in AF or STEM careers

Strategic Resources

$6.7 M zero-based requirement (currently $4.9M) **10.5** full-time professional staff, zero-based requirement (currently 5) 38 national-level volunteer staff 8,200 rated Cadet Programs Officers (adult volunteers, 7K minimum requirement) **560** single-engine aircraft zero-based requirement (currently 560 single-engine aircraft, 47 gliders, & 2 balloons) Strong, on-going USAF advocacy & in-kind support

EXPLANATION

The cadet logic model visually depicts how the Cadet Program achieves value for America. It shows the relationship between some pressing social needs facing the nation, the resources available to CAP, the program's activities, and the results CAP aims to achieve, which map back to the social needs. Ultimately, logic models are tools for learning, helping the organization get better at fulfilling its mission.

References:

Alnoor Ebrahim and V. Kasturi Rangan, "What Impact? A Framework for Measuring the Scale and Scope of Social Performance," *California Management Review* 56, no. 3 (Spring 2014).

W.K. Kellogg Foundation, *Logic Model Development Guide* (Battle Creek, MI, 2004).

National Resource Center, *Measuring Outcomes: A Capacity Builder's Resource Library* (Washington, DC: US Department of Health and Human Services, 2010).

Inputs are the human, financial, organizational, and strategic resources necessary to the Cadet Program. Here, the strategic resources reference current (FY19) and zero-based requirements that were validated in 2018.

Program Activities are the work the Cadet Program does with its resources. These include curricula, support services, and fun activities representing the full breadth of cadet life, all thoughtfully organized and deployed to fulfill the Cadet Program's mission. Here, the program's activities are organized into six groups.

Together, the inputs and outcomes represent the work that work CAP plans to do for America and participating youth.

Outputs are the direct products of program activities. Here, the outputs are arranged by program activity group. Every output is measured against a few indicators.

Outcomes are the specific changes CAP produces in the cadets. They are what cadets know, believe, and can do as a result of their cadet experiences. Individual cadets' ability to fulfill the desired outcomes depends on several factors, most notably their quality of their local program and their level of participation. In logic models, outcomes are typically short- and medium-range achievements over a 2 to 4 year period, as is the case here.

Many logic models identify the impact or society-level changes the program achieves over a 7 to 10 year period. This model declines to identify and measure program impacts, choosing instead to focus on mid-range outcomes of 2 to 3 years.

Accordingly, top **Key Performance Indicators** are identified to assist management in gauging CAP's success in achieving its outcomes. If the KPIs are strong, CAP can be reasonably confident that it is achieving its desired outcomes.

For more on the drawbacks of impact measurements and the need to focus on outomes, see Ebrahim and Rangan.

Figure 5, p. 2

the CADET FLIGHT PLAN

Figure 6, p. 1

FIRST CADET YEAR

1. Join CAP
2. Squadron Meetings
3. O-Flight
4. Rank-Up
5. Encampment
   CEAP can help you financially

SECOND* CADET YEAR

6. National Flight Academy
   TOP Cadets can help you financially
7. Nat'l Cadet Special Activities
   Cadet Lift can help you financially

THIRD* CADET YEAR & BEYOND

8. Private Pilot License
   Cadet Wings can help you financially
9. College **ROTC, Service Academies, or Scholarships** can help you financially
10. Professional Pilot

CADET INVEST

FINANCIAL ASSISTANCE FOR CADETS

Cadet Encampment Assistance Program (CEAP)

College Scholarships

Endowed Flight Scholarships

Take-Off Program

"TOP Cadets"

Cadet Lift

Cadet Wings

Check out CAPP 60-43, Cadet Wings Student Guide for more program details.

GoCivilAirPatrol.com /CadetInvest

WHAT CAN I DO TO MAKE MYSELF AN IDEAL CANDIDATE?

When CAP reviews applicaitons for Cadet Wings, we have an ideal candidate in mind. What can you do now to become competitive? Rank up! Participate actively as a cadet and earn promotions. Have a good academic record. You don't have to be an A student to qualify for Cadet Wings, but we invest only in cadets who are successful in school. Of course, you knew we'd say all of that, so what else can you do?

1. Complete the free Sporty's Learn to Fly Course available to CAP cadets, thanks to our friends at the EAA Young Eagles program.
2. Complete the free EAA virtual flight academy, also available courtesy of EAA Young Eagles.
3. Pass the FAA written exam, the Airman Knowledge Test. Again, our partners at EAA Young Eagles may be able to reimburse your FAA examination costs.
4. Complete CAP's Aircraft Ground Handling course via eServices.
5. Obtain your FAA Medical Certificate, 3rd Class.

If you have attained a Solo rating in powered or glider aircraft, that'll make you even more competitive.

* Minimum age requirements apply. "Second year" and "third year" headings are for illustration purposes only.

Figure 6, p. 2

MilitaryTimes

The military's stunning fighter pilot shortage: One in four billets is empty

Stephen Losey April 11, 2018

The military's fighter pilot shortfall is reaching alarming proportions.

The Air Force, Navy and Marine Corps are each short about a 25 percent of the fighter pilots they need in crucial areas, acording to a Government Accountability Office report.

Over the last two years, the Air Force has particularly sounded alarm bells over its pilot shortfalls. The service has stood up a team led by a one-star general to find ways to stem the bleeding of its pilot ranks. Efforts include dramatically increasing retention bonuses, cutting out paperwork and other non-flying duties that keep pilots out of the cockpit, and taking many other steps intended to keep pilots in the service.

Last November, Air Force Secretary Heather Wilson said the service was short 2,000 of all its pilots, or about 10 percent, and sounded a dire prediction of what it would lead to. "With 2,000 pilots short, it'll break the force," Wilson said.

Sean Worrell / USAF

BUSINESS INSIDER

Airlines are 'desperate' for new pilots

Rachel Premack Sept. 5, 2018

Vesselin Slaveykov, a JetBlue Airways pilot, finished pilot school just seven years ago. But he says the opportunities available to even newer pilots today are way beyond what he experienced at the beginning of his career.

Some regional airlines, where most pilots get their start, are trying to lure new folks to the career with $50,000 sign-on bonuses and tuition reimbursement for mandatory pilot training, which can take years and costs about $75,000.

That's an about-face from only a few years ago for those small carriers. GoJet Airlines, which flies to cities like Durango, Colorado, and Traverse City, Michigan, had a first-year pay of $20,504 in 2014. Now, new pilots with GoJet earn $61,512, including benefits and a sign-on bonus.

It's thanks to a critical shortage of pilots that has come to a peak this year. The shortage has been caused by a recent increase in the flying hours required for commercial pilots, the aging pilot workforce, fewer new pilots coming out of the military, and a general decline of interest in the career.

Spencer Platt / Getty Images

Texas Cadet is First Graduate of Cadet Wings Program

CAP.NEWS Jan. 24, 2019

Cadet Emma Herrington today became the first CAP cadet to earn her private pilot's certificate through the new Cadet Wings program funded by the U.S. Air Force.

"I had no idea my first flight with CAP would lead to many more. O-flights are the most important part of a cadet's journey through CAP, and most importantly, they are free."

Cadet Wings is the answer for those who cannot afford flight training but are desperate to fly.

Admission into Cadet Wings is ultra-competitive and based on merit. Herrington explains, "It gives aviation-crazy cadets who have drive and discipline the chance to get their license. It's the answer for those who cannot afford flight training but are desperate to fly."

"The best thing about Cadet Wings is that you're trained to fly CAP aircraft and all expenses are covered. Without the help of Cadet Wings, I would have been unable to afford my flight training," she said.

Civil Air Patrol

Part 3 RECOMMENDED BEST PRACTICES

3.1 HALLMARKS OF EFFECTIVE VS. INEFFECTIVE SQUADRONS

Perhaps a good place to begin a discussion of recommended best practices is by simply comparing and contrasting effective and ineffective squadrons in how they handle a variety of issues affecting cadets.

Topic	Effective Squadrons	Ineffective Squadrons
Adult Staff	Staffed by a handful of screened and trained adult volunteers who are motivated to support the cadets	Minimally staffed by well-meaning but inconsistent and ill-prepared adult volunteers who focus upon their personal goals
Weekly Meeting Preparation	Detailed schedule is drafted, circulated among staff, and published in advance; cadet morale at weekly meetings is high and attendance is strong	Operates without a written schedule, or without a sufficiently detailed and coordinated schedule; cadet morale at weekly meetings is lackluster, and new cadets soon fade away
Weekly Meeting Activities	Include hands-on learning opportunities and a minimum of lectures and other types of passive learning; cadet staff have leadership / instructional opportunities	Feel like an extension of the school day, with too many lectures and not enough fun, challenging activities; cadets spend a lot of time doing drill or standing for uniform inspections
Recruiting & Great Start	The squadron conducts well-planned open houses, recruits a cohort of cadets, and provides them with a systematic, thorough orientation to CAP leading to their completing Achievement 1 within 60 days	New cadets trickle into the squadron; they are told to fall-in and try to follow-along with the more advanced cadets; essentially abandoned, few cadets stick around for long
Attendance	Most cadets attend meetings regularly, and they tell the squadron if they'll be absent; if a cadet begins to fade away, someone contacts them to see what's up	Attendance is sporadic; absences are unannounced; cadets who are chronically absent are never contacted by the squadron
Parents	Adult staff provides parents with a solid introduction to CAP, invites questions, communicates expectations about cadet attendance and behavior, explains how ongoing communication works in the squadron, and exchanges contact information	Adult staff provides parents with little to no introduction to CAP; parents are not greeted when they visit the squadron; parents' questions are not answered in a timely manner, and they grow frustrated for a lack of information
Cadet Staff	Cadet staff is properly designed; cadets are selected, briefed, and debriefed; they are assigned to challenges appropriate for their grade; as the cadets grow in maturity, adult staff grants them progressively more authority and autonomy while continuing to provide adult supervision and mentoring	Highest ranking cadet is appointed "cadet commander" and left to run the squadron using only his or her own adolescent wisdom; although the cadets are growing and advancing, no thought is given to managing their succession of staff duties via term limits, upward mobility, or rotations
Leadership Feedback	Leadership development is an ongoing process and opportunity for learning; adult staff and cadet officers help cadets grow and hone their skills through mentoring and timely leadership feedback meetings that are positive, constructive, and specific	Cadets are on their own to develop leadership skills; due to a lack of coaching or feedback being delivered in a negative, heavy-handed manner, none realizes her full potential; cadets are frequently hounded for making mistakes

Promotions & Awards	When cadets earn promotions or awards, the squadron recognizes those achievements promptly, publicly congratulates the cadets, extends congratulations to the cadets' families, and uses the occasion to encourage junior-ranking cadets to follow the awardees' lead	When cadets earn promotions or awards, they are not presented in a timely manner; cadets often wonder what tasks they need to do to qualify for awards and/or when they will be authorized to wear the new ribbon, chevron, badge, etc.; the squadron rarely makes a "big deal" out of the cadet's accomplishment
Flying	Thanks to wing-level coordination, new cadets receive their first flight within the first 90 days of their joining CAP, and every cadet receives at least one flight annually	Wing does not provide enough support, and consequently new cadets don't fly shortly after joining, and most cadets do not receive orientation flights regularly
Encampment	Encampment is frequently talked-up; cadets and families are informed about the exciting opportunities, the squadron facilitates carpools, and families are made aware of CEAP funding	Encampment is barely mentioned, families are merely pointed to a website for information, and few cadets attend
Wingmen	Each cadet has a wingman; when cadets need to pair-up for activities, they instinctively go to their wingman; when a cadet's behavior is out of line, the wingman is the first to redirect the cadet or go to adult staff for help; wingmen actively support, encourage, and look out for one another, making the squadron look and feel like a real team	CAP is a solitary, individual activity where each cadet is responsible for his or her own success without any support from peers; newcomer cadets feel left out, lost, unaware of upcoming events, unsure where to go if they have questions; sometimes cadets get physically hurt because nobody is watching out for them
Cadet Protection	Cadet activities always have two-deep adult leadership, and rarely does the adult staff feel it's stretched too thin; when safety-related decisions need to be made, multiple adults are included in the process; in the rare instance when an adult oversteps normal CPP boundaries, a peer provides a friendly reminder	Cadet activities frequently lack two-deep adult leadership; adult interaction with cadets is not actively monitored; the adult staff lacks the collegial attitude necessary for enforcing the CPP in fact and spirit; certain individuals are allowed to break the rules with impunity
Safety	Before the squadron does anything out of the ordinary, the cadets pause and think about risk management; adult staff provides monthly training on topics relevant to teens; a pro-safety attitude is in the unit's DNA	Safety training, if it happens at all, is preachy and not relevant to teens; no effort is made to inculcate good habits, teach a basic process for managing risks, or learn from mishaps
Program Integrity	Staff operates the squadron in compliance with CAP rules and regulations, especially those on the compliance checklist in CAPR 60-1 and CAPR 60-2	Staff is unaware of program standards or dismissive of them; priority is given to operating "my way"

Table 6

3.2 THE CADET WINGMAN CONCEPT

It's the Air Force's version of the buddy system. A wingman is a peer who sees the world from a different perspective. Such a capability is a lifesaver in aerial combat, because the wingman "checks six" to protect his or her lead from a bogey sneaking up from the rear. Therefore, a cadet wingman is a resource for alerting his or her mate to opportunities, hazards, and problem behaviors. Further, the wingman should also be the cadet's first resource for peer support, encouragement, and better decision-making.

The wingman relationship is a peer to peer relationship. Wingmen meet one another as equals and help one another like classmates and teammates do for their sharing a common mission. Unlike in a coaching relationship, wingmen are not experts focused upon increasing technical skills, though skill-building support is encouraged. Unlike in a mentoring relationship, wingmen do not presume to possess greater wisdom and experience than their mate, though service as a sounding board and voice of conscience is encouraged. Unlike in a supervisory relationship, wingmen are not empowered with formal authority, but their personal commitment to one another greatly enables wingmen to influence their mates.

Wingman Assignments. Every cadet should have a wingman locally, in the squadron, and during special activities. Local leaders may match cadets with a wingman, or allow those relationships to develop organically among friends, but if the latter, double-check that no cadet is left without a wingman. Ideally, wingmen operate as pairs, but trios are also acceptable.

Best Practices. In a strong, vibrant wingman program, cadets increasingly feel accountable to their wingman, and therefore they will show greater determination toward commitments because their wingman is counting on them to follow-through. Peer pressure can be a positive force for change. Nobody wants to let a loyal wingman down. Wingman behaviors begin with the Core Values, but also encompass physical, mental and social domains.

For increasing commitment to the Core Values, positive wingman behaviors include:

- Promoting integrity in and out of uniform; helping cadets be consistently good, moral people in all aspects of life
- Modeling the ideals of selfless service; when a wingman cares for a cadet, that selflessness rubs-off, making that cadet-recipient more apt to be service-orientated and caring toward others
- Supporting excellence, especially in the workaday aspects of cadet life, such as proper wear of the uniform, exercising regularly and following-through on personal fitness goals, and striving for high marks on achievement tests
- Promoting respect and pro-social behaviors (see social health and readiness below)

For physical health and readiness, positive wingman behaviors include:

- Knowing the wingman's exact whereabouts at all times during CAP activities
- Monitoring hydration, diet, hygiene, and sleep during CAP activities, and issuing friendly reminders as needed
- Preventing bodily injury by being alert to potential hazards, and by following safety rules and using safety equipment
- Reacting to a bodily injury by calling for help and/or reporting the incident to adult staff
- Providing cadet protection support; noticing if someone is overstepping CPP boundaries with the wingman and calling upon adult staff for assistance

For mental health and readiness, positive wingman behaviors include:

- Encouraging a positive attitude in the face of momentary setbacks
- Assisting with cadet academics as a study partner or peer tutor
- Being alert to prolonged instances of anger or depression and calling upon adult staff for assistance

For social health and readiness, positive wingman behaviors include:

- Modeling positive, pro-social behaviors, such as politeness and professionalism
- Redirecting negative behaviors such as cockiness, unprofessional conduct, or flaunting of rank
- Helping include the wingman in the social group, and helping the wingman to include others

Reinforcing the Wingman Concept. Adult leaders could mentor individual cadets in the presence of their wingman. Such a tactic reinforces the notion that wingmen are responsible for one another's readiness to excel. Of course, adult leaders should address sensitive and confidential matters outside the presence of the cadet's wingman.

3.3 DESIGNING A CADET STAFF STRUCTURE FOR YOUR MIX OF CADETS

Cadets learn by leading. Service on a cadet staff gives cadets an opportunity to apply their leadership skills and develop their potential. Their learning is especially effective because the cadets are actively engaged in their development, learning to lead by actually leading, instead of passively receiving knowledge from a lecturer.

Cadets will have a higher motivation to learn and develop their potential if they see that as cadet staff they have a degree of autonomy that gives them a real stake in the success of the squadron. Therefore, instead of senior members assuming the role of a classroom teacher and being the sole, infallible source of information, the senior leadership should share control of the squadron and allow cadets to explore the art of leadership by leading junior cadets. In the Cadet Program, senior members coach and mentor the cadet staff.

Designing Your Cadet Staff. When selecting cadets to serve on the cadet staff, senior members should try to tie-together three things: the cadet's leadership skill, their rank, and their job. For example, new cadets are learning how to follow and contribute to the team. They wear an airman's insignia, and therefore should be assigned a position appropriate for a novice, low-ranking leader, such as element leader. Cadet master sergeants, on the other hand, know how to follow and have moved on to learn how to take charge of small groups and execute plans their superiors have developed. Therefore, these cadet NCOs should be assigned positions that match their rank and skill, such as flight sergeant or first sergeant. The "Leadership Expectations" found on CAPVA 60-100, *Cadet Super Chart*, illustrates these concepts.

Cadet Duty Opportunities by Grade

Cadet Staff Position	Minimum Grade	Suggested Minimum	Maximum Grade	Suggested Maximum
Element Leader	C/Amn		C/CMSgt	C/TSgt
Flight Sergeant	C/SSgt		C/CMSgt	C/CMSgt
Flight Commander	C/MSgt	C/2d Lt	C/Capt	
First Sergeant	C/MSgt		C/CMSgt	
Support Staff Assistant	C/A1C		C/SrA	
Support Staff NCO	C/SSgt		C/CMSgt	
Support Staff Officer	C/2d Lt		C/Col	
Cadet Deputy Commander (Support)	C/2d Lt	C/1st Lt	C/Col	
Cadet Deputy Commander (Operations)	C/2d Lt	C/1st Lt	C/Col	
Cadet Commander	C/2d Lt	C/1st Lt	C/Col	

Table 7

Tailoring the Challenge. This principle of tying leadership skill, rank, and position together is all about providing a tailor-made leadership challenge for each cadet. However, this may result in the squadron needing to keep some staff positions vacant. For example, if the ranking cadet is an airman, their position still should be limited to element leader because we want to match them with a job that is appropriate for their leadership skill and rank – it would be premature to appoint that cadet as cadet commander.

If the ranking cadet is a master sergeant, that cadet could serve as flight sergeant or first sergeant, but higher positions like flight commander and cadet commander should remain vacant. By assigning cadets to positions that match their rank and skill, we ensure each cadet has a leadership challenge that is appropriate. Further, by keeping high positions vacant until cadets achieve rank commensurate with the positions, we give the ranking cadet(s) additional challenges to strive towards and a reason to pursue promotions. As the cadets advance in CAP and mature as leaders, they can gradually be promoted into higher positions on the cadet staff.

Organizational Charts. If units provide tailor–made challenges for ranking cadets, each unit is apt to have a unique organizational structure. There is no "one size fits all" solution or standard organizational chart for a cadet unit. Each squadron should choose an organizational structure that is appropriate for its mix of cadets, be the squadron big or small, top-heavy or bottom-heavy. This handbook includes organizational charts designed for a variety of circumstances. Unit commanders should select the organizational structure best suited for their unit, or even customize one of the organizational charts suggested in this handbook.

3.4 THE CHANGING ROLE OF SENIOR MEMBERS

A squadron's cadet staff is a dynamic system – as junior cadets advance and experienced cadets outgrow the Cadet Program, the staff structure will need to change. What does this mean for the cadets' mentors, the senior member staff? The level of adult involvement – the degree to which the senior staff takes a hands-on or hands-off approach – should depend on the maturity of the cadet staff.

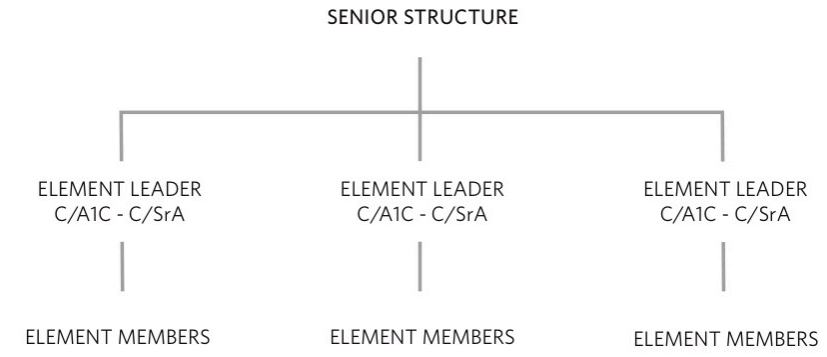
Well-Established Units. For example, in well-established units that have a number of mature cadet officers, the cadet staff should be afforded considerable autonomy. It is the cadet officers who should be setting goals, planning activities, and making decisions for the unit, under senior supervision. In situations like this, senior leaders can delegate many leadership functions to the cadet staff, while still supervising and mentoring the cadets.

New or Rebuilding Units. In contrast, if the unit is bottom-heavy – perhaps it is brand new or rebuilding – the senior staff will need to take a more hands-on approach. In the absence of mature cadet officers, the senior staff must fulfill the goal-setting, planning, and decision-making functions until junior cadets acquire some rank, maturity, and leadership skills.

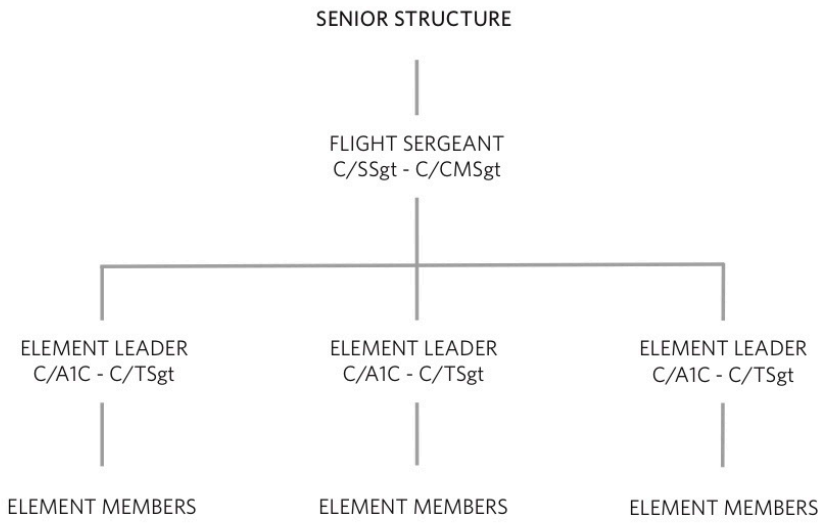
The senior staff may even need to instruct cadets in fundamental subjects like drill and the wear of the uniform, performing duties normally assigned to cadet NCOs. Hopefully, cadets will progress quickly and earn entry-level leadership positions. When that happens, the senior staff should gradually delegate more authority to the cadets and enlarge the cadet staff's sense of autonomy. In other words, every time the cadet staff takes one step forward in the Cadet Program, the senior staff should take one step back.

The Importance of Cadet Position Descriptions. How much authority should be granted to cadets? What is the ideal scope of their responsibilities? The answers to these questions are found in the cadet staff position descriptions. After finding an appropriate staff assignment for a cadet, the senior leadership should grant the cadet enough space or autonomy to perform that job, as it is laid out in the position description. Likewise, the scope of the cadet's responsibilities should be limited by their position description. In other words, flight sergeants should have freedom to perform flight sergeant duties, but only flight sergeant duties.

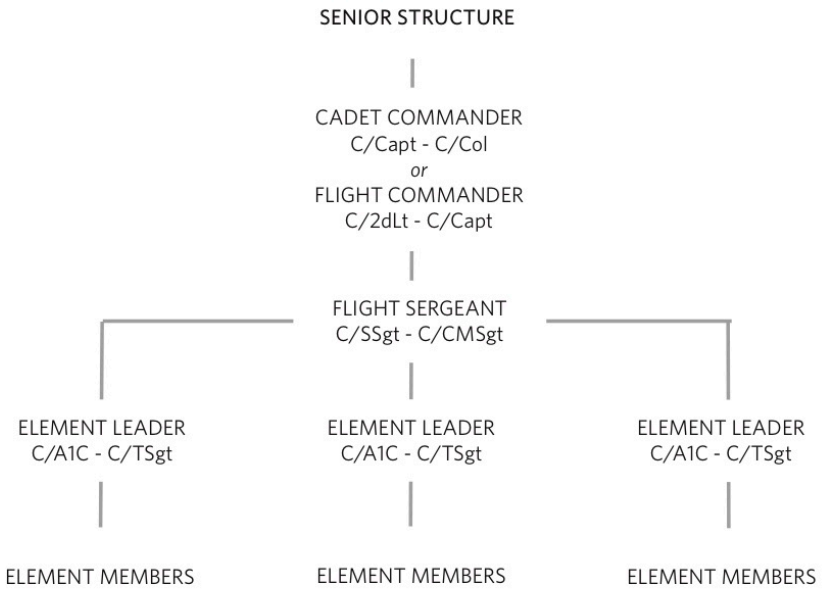
Small, Bottom-Heavy Squadron, All Airmen
Figure 7



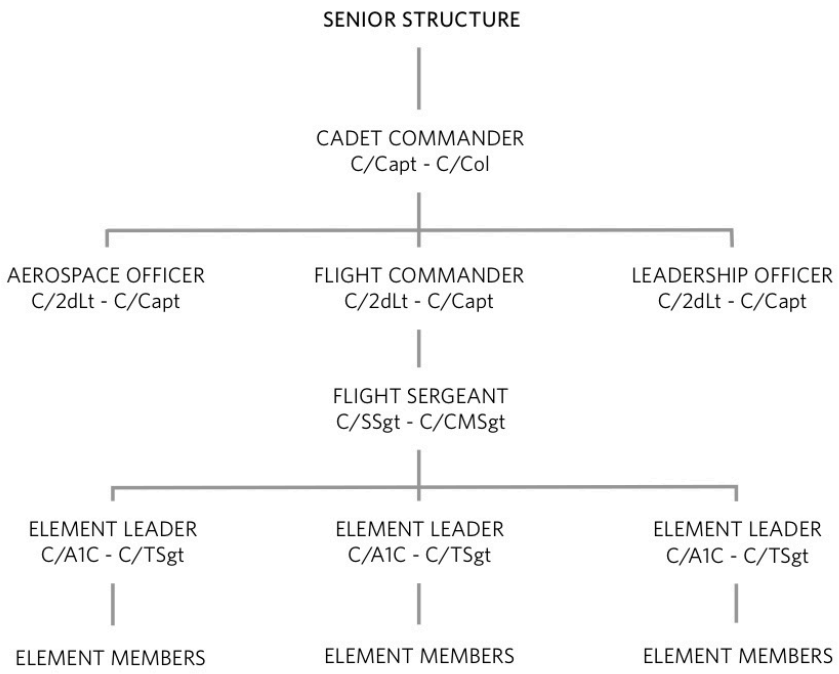
Small, Bottom-Heavy Squadron, With a NCO
Figure 8



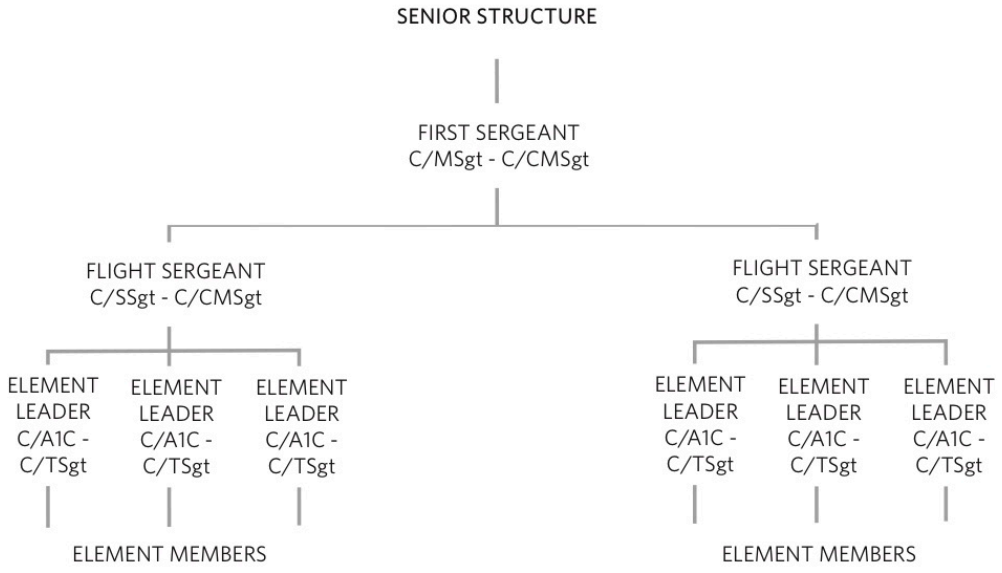
Small Squadron With NCOs and an Officer
Figure 9



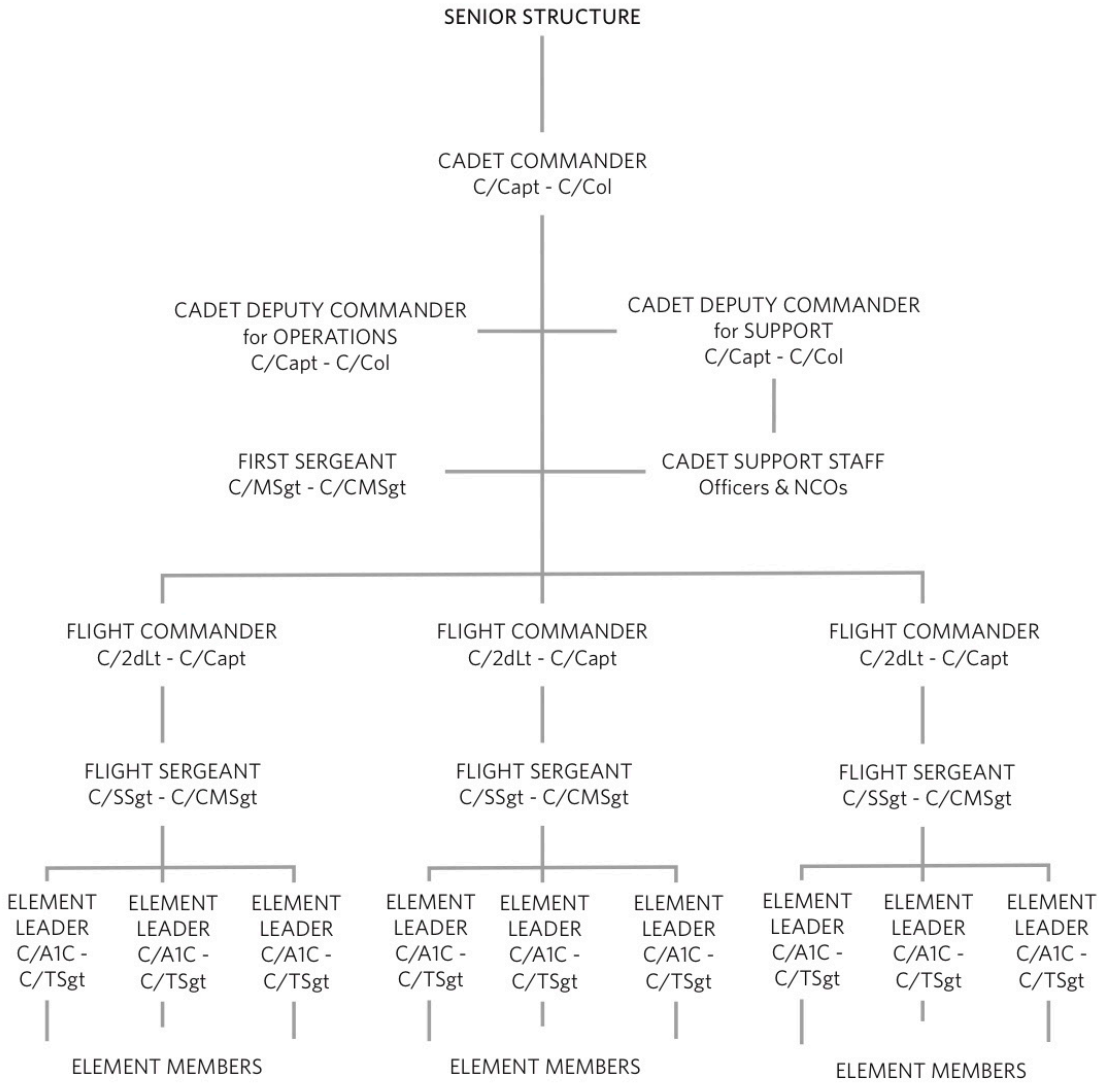
Small Squadron With NCOs and a Few Officers
Figure 10



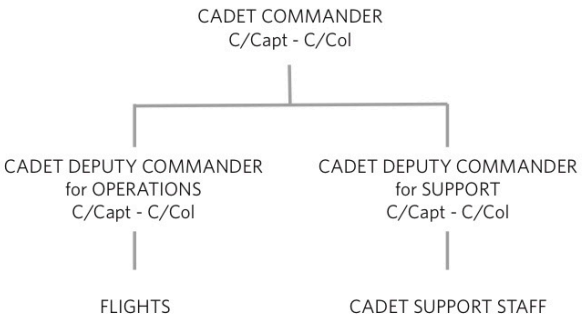
Large, Bottom-Heavy Squadron
Figure 11



Large Squadron With Several NCOs & Officers
Figure 12



Optional Organization of Cadet Command Staff
Figure 13



3.5 THE CADET STAFF SELECTION PROCESS

The unit commander has final authority over cadet staff assignments. That said, seniors who work directly with cadets should have a say in the process. And of course, cadet staff should have a great deal of input in selecting their assistants. Whatever your selection process, follow it consistently. Ensure the process is fair and transparent. Avoid the appearance of favoritism, especially in parent / child situations.

Interviews. Commanders are encouraged to interview cadets before assigning them to a staff position. From a managerial perspective, an interview may seem unnecessary – in most units, cadets and seniors know one another well, and the cadets' rank structure may make it obvious which cadet will be assigned to which position. But interviews are good leadership experiences for cadets. They prompt cadets to take stock in their own leadership performance. Plus, learning how to behave in an interview is a good life skill. Moreover, by conducting interviews you underline the fact that staff service is something that must be earned. Some suggested questions to ask during a placement interview include: What talents, qualities, and strengths would you bring to the job?

- Do you want the job? Why?
- How do you describe your leadership style?
- What leadership skills are you weak in? What are you doing to develop yourself?
- How long would you like to hold this job?
- Do you have any initial goals or ideas regarding this position?
- Why do you think you're the best candidate for the job?

Interviews should be two-way conversations. To promote open discussion, after the cadet reports, offer them a seat and help them relax.

Term Limits. Commanders have flexibility in determining how long cadets serve in their staff positions. There is no standard term of office. However, unit commanders are encouraged to set term limits for three reasons:

(1) Term limits make it clear cadets must work hard if they are to continue enjoying the opportunity of serving on the cadet staff. Staff service is a privilege, not a right.

(2) Term limits allow other qualified cadets opportunities to lead. CAP wants to develop the leadership potential of all cadets by assigning them jobs befitting their rank and skill. Term limits can help ensure every deserving cadet has a chance to lead.

(3) Term limits create a face-saving measure if cadets are unable to perform their duties, for whatever reason. It is better for a cadet to be assigned to a different position at the end of the term, rather than be fired because of poor performance. Staff service is supposed to be a positive learning experience.

The duration of the term should depend on the situation. If the unit is new, with no cadets holding significant rank, cadets could be rotated through element leader positions on a weekly basis. If the squadron has a well-defined corps of cadet officers and NCOs, terms could be 6 to 12 months long. However, it is not recommended that a cadet be appointed to a term longer than one year because the unit commander should be reevaluating the cadet staff structure regularly. At the end of a term, however, the commander may find the staff structure does not need to be adjusted, and may elect to renew the cadets' terms of office. Of course, unit commanders always retain the prerogative of hanging the cadet staff plan at any time to meet the squadron's needs.

Appointing the Cadet. Your cadet staff has been selected. Now it's time to ensure each cadet understands their role and responsibilities. A staff member should meet with the cadet to review the following:

- Congratulate the cadet for being selected.
- Review the position description.

- Discuss the main duties of the position.
- Discuss who the cadet will report to.
- Allow the cadet to ask questions.
- Define the term of office.
- Emphasize that staff service is a learning experience. It should be challenging, yet fun.
- Announce the appointment to the squadron.

Of course, if one cadet is replacing another in a staff position, the outgoing cadet deserves to be told personally that their term is coming to a close, before you start looking for their successor.

Concluding the Staff Service. At the end of a staff term, it is important to provide the cadet with feedback. When meeting with the cadet, some good discussion points to consider include:

- Thank the cadet for serving.
- Ask them what they learned from the experience.
- Name a few of the cadet's accomplishments, and congratulate them for their performance.
- Explain what their next role is, or if that is not yet determined, ask what they hope to do next.
- Explain what they can do to develop their leadership potential.
- End on a positive note. Consider presenting them with a certificate of appreciation.

3.6 LEADERSHIP FEEDBACK MEETINGS & PROMOTION BOARDS

If you are a cadet officer, you'll be asked to evaluate cadets' leadership performance. This is an opportunity for you to help a junior cadet develop their leadership skills. At the same time, preparing the CAPF 60-90 Leadership Feedback tool and meeting with the cadet will test your own skills as a leader. Here are some things to keep in mind when evaluating cadets:

Introductory Guidelines

Evaluate cadets at least once per phase using the CAPF 60-90 that corresponds with their phase. See the back side of the form for further instructions.

Many squadrons find it useful to evaluate cadets as they become eligible for promotion.

The categories and performance goals listed on the CAPF 60-90 are derived from the "Leadership Expectations" outlined on the CAPVA 60-100, *Cadet Super Chart*. The form and the chart work hand-in-hand.

If desired, file the completed form in the cadet's personnel record after providing them with a copy.

Suggested Procedure for Feedback Meetings (Promotion Boards)

1. Meet in a location that offers some privacy, but avoid situations that place a senior and cadet alone together.

2. Have the cadet formally report to the officer(s) who will be providing the feedback.

3. Put the cadet at ease so they may focus on the officers' guidance. If using the CAPF 60-90 series form in conjunction with a promotion board, state whether the cadet will be promoted or not. Getting that question out of the way allows the cadet to focus on the feedback.

4. Ask the cadet to describe some recent successes they have had in the Cadet Program. Why do they exemplify good leadership? Challenge the cadet to think about their leadership performance.

5. Ask the cadet to describe some leadership skills they are trying to improve. What steps are they taking to improve in these areas? Again, challenge the cadet to think critically and be specific.

6. Review the ratings in the top portion of the CAPF 60-90 series form. For each item, provide positive, constructive, and specific feedback.

7. Identify some of the cadet's recent successes. Let the cadet know what they are doing well.

8. Identify 2 or 3 leadership skills that the cadet should focus on. Give specific suggestions on what they should do to improve in those areas, but do not overwhelm them with feedback.

9. Congratulate the cadet for their efforts and encourage them to remain active in CAP. If retaining the cadet in grade, set a date for a subsequent review. Be sure to re-enforce the positive.

10. Dismiss the cadet and return their salute.

Remember, to maintain a positive and optimistic attitude – not an adversarial one – when offering cadets feedback.

3.7 MONTHLY PROGRAM TEMPLATE

Perhaps the first step in having well-coordinated meeting schedules involves your squadron adopting a regular pattern governing the type of content programmed in a given week. It doesn't matter which sequence the squadron chooses to follow; what counts is that the squadron chooses a sequence that works for it and follows it every month. A good pattern links each week of the month with training content, administrative tasks, and a uniform requirement. Here's one possibility.

Week	Uniform	Emphasis	Block 1	Block 2	Concurrent / Special Tasks
1	Blues	Drill	Leadership	Aerospace	Feedback Meetings & Promotions
2	ABU/BDU	Drill	Aerospace	Leadership	
3	ABU/BDU	Drill	Fitness	Elective	
4	Blues	Safety	Character	Elective	Drill & Ceremonies Testing
5	TBA	Elective	Elective	Elective	

Table 8

3.8 WEEKLY SQUADRON MEETING TEMPLATE

This suggested template contains five main parts that should be present every meeting, save for special events. Whatever your arrangement, it's important to start promptly on time and end promptly on time. CAPF 60-83, *Squadron Meeting Planner*, is an optional tool for creating meeting schedules. See Figure 12 for more information.

Event	Duration
Opening Formation: National Anthem, Meeting Overview, Uniform Inspection	15 min
Emphasis Item (drill or safety training)	15 min
Training Block #1	45 – 60 min
Administrative Tasks: promotion boards, finance meetings, etc.,	concurrent with Training Blocks
Training Block #2	45 – 60 min
Closing Formation: Announcements, Awards & Promotions	10 min

Table 9

3.9 SQUADRON MEETING COORDINATION PROCESS

Several members of the staff are likely to have a stake in a given week's meeting schedule. Therefore, the draft schedule should be coordinated with them to ensure they are prepared to lead or support their portion of the meeting. One suggested process for doing that is:

Draft	Coordinate	Approve	Publish	Execute
1 or 2 weeks prior	at least 5 days prior	at least 3 days prior	at least 2 days prior	D-Day
Cadet officer or senior staff	Affected staff	Unit commander or deputy	Unit commander or deputy	Cadet & senior staff

Table 10

Your squadron is welcome to adjust this suggested process, but what's ultimately required is :

- You plan your meetings in advance, versus "winging it" the night of the meeting;
- Local leaders give the senior and cadet staff an opportunity to review the plan and suggest edits;
- The final plan, approved by the commander, be available to all, at least 48 hours in advance.

3.10 SQUADRON WEEKLY MEETING PLANNER

Thanks to cloud computing, everyone in your squadron can see the draft plan, comment upon it, and generally work together to get the plan just right. The CAPF 60-83, *Squadron Weekly Meeting Planner,* is an optional form that can help your whole team develop a highly detailed training plan for your meetings. See Figure 12 for an example.

Staff Coordination: As your squadron's leadership team reviews the plan, there's a place for them to check-off and show they concur with the plan.

Announcements: It's not enough to say, "We take 5 minutes for announcements at the start of the meeting." To be successful, you have to identify what those announcements will be so nothing is forgotten.

Emphasis Item: If the cadets are doing drill, what kind of drill? Are they learning new maneuvers, or practicing what they already know? As they drilling as a single group, or in flights/ elements? Again, specificity is the key.

Training Blocks: Here's a space so that he AEO or CDI (or whoever) can communicate on preparations for his session. ("We'll be outdoors for part of the lesson. It gets dark early, so know that my AE lesson has to happen during block #1.")

Concurrent Tasks: If the bulk of the cadets are doing one activity, you may need to pull individuals out and take care of promotion boards, or gather the senior staff to talk finances. Here's a place to plan for that.

If your squadron develops good habits in coordinating meeting plans, the cadet staff and senior leadership will get along better. Cadets who are jealous about having their say in planning the meeting have a means to be heard, and you can task them with writing the plan's first draft while you maintain quality control. Simply put, good coordination habits means your squadron will get along and will run successful meetings.

SQUADRON WEEKLY MEETING PLANNER

Plan drafted by C/CC

Meeting Date	1 October 2017	Draft Version	1
Uniform of the Day	Blues, short-sleeve, open collar	Drafted by	C/Capt Earhar

STAFF COORDINATION

See page 2 for instructions on how to use this form

CD/CDC	X	CPL	X	AE	X	CPF	☐	CPC	☐	CPT	☐
DA	☐	DO	☐	DP	X	FM	X	HC	X	IT	☐
LG	☐	PA	☐	PD	☐	SE	☐	___	☐	___	☐
C/CC	X	C/CD	☐	C/CE	☐	C/ACC	X	C/BCC	X	C/CCF	X

APPROVED Maj Spaatz

Everyone who has a stake in the meeting has seen it and signed-off

Plan approved by CC

TRAINING PLAN

I. Opening Formation Time 1830

National Anthem

Meeting Overview & First Announcements

Welcome Maj Jack Sorensen, Wing DCP

Uniform Inspection C/CMSgt Armstrong

Special Guests in Attendance
(newcomers, guest speakers, visiting dignitaries)

Maj Jack Sorensen, Wing DCP

Everyone note, we have a guest this week.

II. Emphasis Item Time 1845

☐ Drill & Ceremonies ☐ Safety Briefing

Topic	Facings & Flanks	Instructor	C/SSgt Wright	Students	Alpha
Topic	Manual of Guidon	Instructor	C/MSgt Goddard	Students	Bravo
Topic		Instructor		Students	
Topic				Students	

Be specific with everything, even what you'll do during drill

III. Training Block #1 Time 1905

Topic Aeronautical Charts

Instructor C/2d Lt Mitchell Senior Mentor Capt Crossfield

Location Classroom Participants All cadets

Resources Needed AEX II, Volume 1, Activity 11. Use sectionals that are stored in closet. Capt Crossfield already verified we have plenty on hand.

Nice. We know we have enough maps – important detail

IV. Training Block #2 Time 2000

Topic What is Courage?

Instructor C/SMSgt Goddard Senior Mentor Ch, Capt Mulchaey

Location Classroom Participants All available cadets

Resources Needed Medal of Honor rogram, Lesson B5. Laptop & projector

Cadet & senior are team-teaching, using pre-built lesson plans

V. Closing Formation Time 2050

Upcoming Activities

Color guard, wing hq, this Saturday. Depart McDonald's at 0700

Sign-Ups to Manage

O-Flights are 31 Oct. Sign up by 15 Oct.

Other Announcements

Remarks by Wing DCP

Promotions & Awards

C/SrA Feik to C/SSgt

Know exactly what announcements to make before dismissal

Concurrent Administrative Tasks

Task A
Topic Budget meeting
Lead 1st Lt Wilson
Location Office
Participants Maj Spaatz, Capt Johnson

Good time for the seniors to talk budget

Task B
Topic
Lead
Location
Participants

Task C
Topic Leadership feedback meetings
Lead C/2d Lt Mitchell
Location Office
Participants Maj Spaatz, advisor
C/Amn Arnold, 10 min
C/CMSgt Armstrong, 20 min

Pull the individual cadets out of Block 2, as needed

Task D
Topic
Lead
Location

CAPF 60-83, *SQUADRON WEEKLY MEETING PLANNER*

Figure 14

3.11 CADETS AS INSTRUCTORS & THE CHECK-RIDE SYSTEM

Should squadron meetings include activities led by cadet instructors? Of course. Leadership is developed through experience, so cadets need opportunities to apply their learning, demonstrate their skills, and grow. The suggested best practice for doing this is by using a standard process of "check rides," as shown below.

Assignment	Cadet's Preparation	Check Ride	D-Day	Feedback
2-3 weeks' prior to D-Day		1 week prior		1 week after D-Day, or sooner

Table 11

Overview of the Process. The process begins with senior staff explaining the assignment to the cadet a couple weeks before the cadet actually executes the lesson or activity. The cadet has at least 1 week to prepare for the class or activity they are leading. During the "check ride," the cadet presents a detailed plan for their class or activity, and/or rehearses the presentation with the senior mentor, who performs a quality check function and helps the cadet identify any rough edges in their plan and make adjustments. The more experienced a cadet becomes, the less involved the senior needs to be, but cadets in the C/2d Lt range and lower will require a close hewing to this check ride model. This same senior mentor provides constructive feedback to the cadet immediately following their class or activity, or at the next weekly meeting.

Managing Worst-Case Scenarios. Suppose it's check ride time, 1-week prior to the cadet's class or activity, and the cadet is unprepared, confused about the basic subject matter he or she is supposedly qualified to teach, or simply is not ready for this leadership opportunity, for whatever reason. How do you respond? The senior mentor has a few options, including: rescheduling the cadet to a later date; having the cadet team-teach with someone more experienced; or less desirable, having the senior run this particular activity out of logistical necessity, but taking care to give the cadet another opportunity in the near future. In managing the worst-case scenario, the senior is balancing the squadron's need for a quality experience with the cadet-instructor's need for a leadership opportunity. Generally, it's okay if the cadet-instructor stumbles a bit regarding delivery, but he or she should possess basic subject matter competence so that the cadet-students are receiving accurate information.

A hands-off approach may appear to grant the cadet freedom to lead. In reality, it sets the cadet up for failure because adolescent wisdom can take him or her only so far. Your adult guidance is needed. Moreover, without adult supervision of the cadet's plans, coaching during the event, and feedback afterward, your squadron meetings' quality will suffer.

Part 4 PROFESSIONAL READINGS

The Cadet Program is ultimately an effort to help young people grow into responsible citizens. We use a youth-scaled, military-style training model and aviation-themed activities to accomplish that mission.

These readings are offered to help CP officers appreciate the Cadet Program within the broad context of youth development work, and in turn, to keep their noble efforts of service properly grounded. In implementing a Cadet Program, it is easy to focus on the program rules and regulations to such an extent that one loses sight of the big picture.

If CP officers think of themselves as youth development professionals first and CP officers second, that higher professionalism will help them be more effective mentors, which can only make CAP more fun and beneficial for all involved. These short readings are offered in support of that end.

Contents & Hyperlinks

4.1 Understanding Youth Development Work

4.2 Great Futures Start Here:
Youth Development Strategies in the Boys & Girls Clubs of America Movement

4.3 Social and Emotional Learning

4.4 Virtues

4.5 Service Learning Standards for Quality Practice

4.1 Understanding Youth Development Work

Joyce Walker and Trudy Dunham

Walker, J., & Dunham, T. "Understanding Youth Development Work" St. Paul: University of Minnesota Extension Center for Youth Development, 1994. Used with permission.

CP Officers are not mere chaperones who merely ensure the cadets' safety. Rather, they are supervisors, instructors, and mentors: unpaid youth development professionals skilled in helping cadets reach their full potential. This article locates the CP Officer within the context of youth development work.

What is Youth Development?

Youth development is the process of growing up and developing one's capacities in positive ways. This typically takes place in the context of the family, the peer group, the school, and the neighborhood or community.

Many young people do not have the advantages that promote optimal, healthy development of the body, mind, and spirit. Many youth do not have opportunities to experience positive stimulation for growth or nurturing support from family, friends, and community. Youth development is a natural process, but it cannot be left to chance. As the Youth Development Committee of the Lilly Endowment noted (Pittman, June 1991):

"Youth development ought not to be viewed as a happenstance matter. While children can, and often do, make the best of difficult circumstances, they cannot be sustained and helped to grow by chance arrangements or makeshift events. Something far more intentional is required: a place, a league, a form of association, a gathering of people where value is placed on continuity, predictability, history, tradition, and a chance to test out new behaviors."

What is a Youth Development Organization?

A youth development organization exists to promote the positive, healthy development of young people. Youth development organizations are different from agencies and systems that exist to provide social control, treatment, or training for young people. The socialization of youth is the youth organization's primary task (Pittman, 1993). Their mission is to provide the challenges, experiences, support, and help young people need to develop to their fullest potential. These community-based organizations work to meet needs in the environment and enhance the learning experiences of young people. No single organization does it all.

Youth development organizations involve young people of all ages and both sexes, although some target certain audiences. They encourage long-term involvement and provide a progression of activities promoting developmental growth. They emphasize learning strategies based upon fun, play, action, and group and individual challenges teaching life skills rather than academic lessons.

4-H is the oldest and largest publicly funded youth development organization in the United States. Begun in the early years of the 20th century as a vehicle for extending the learning of the land-grant university to the children of rural communities, 4-H today has a presence in every county. It is a part of the Cooperative State Research, Education, and Extension Service of the U.S. Department of Agriculture funded through a partnership of federal, state, county, and private resources. 4-H is open to all interested young people and their families.

Youth Development as Non-Formal Education

Non-formal education is organized, systematic teaching and learning carried on outside the formal school system. Generally, non-formal education is sponsored by community groups that provide particular types of teaching and learning experiences for specific youth populations. It is not an alternative to formal education offered in the schools; it is another kind of education essential for helping young people grow to optimal maturity.

The schools that provide formal education are "society's most legitimate and formal system of teaching and learning." (LaBelle, 1981, p. 315) They are typically chronologically graded and hierarchically structured. They offer credits, grades, and diplomas to document learning and

achievement. Increasingly, schools are asked to document more closely the competency of their learners as proof that the credits, grades, and diplomas have value.

For several reasons, non-formal education provides the ideal system for youth development education to take place.

Youth development organizations are most often voluntary, reflecting the values, priorities, and goals of the adults and young people who support them.

Non-formal youth development programs identify their own mission, their curriculum priorities, their population of learners, and their teaching methods.

Non-formal youth programs commonly use club structures, camps, sporting activities, regular group meetings, expressive arts, and youth-conducted events to carry out their educational work.

Non-formal programs operate largely outside the scope of public funding and public policy directives, hence they can respond to community-based agendas.

Non-formal programs typically reward learning, achievement, and positive growth through recognition and incentives such as certificates, ribbons, badges, and increased opportunities for leadership.

The Curriculum for Non-Formal Youth Development Education

When curriculum is defined as any planned sequence of learning experiences, (Schneider, 1983), a curriculum for youth development education has two major components. First, the curriculum has content or subject matter upon which the planned sequence is built. Second, the curriculum has a method or a set of principles that guides the design of the learning experiences. The synergy of content and method promotes learning and competence in life skills critical for the healthy development of young people.

Experiential methods of learning are most commonly associated with youth development education programs in non-formal settings. These emphasize exploration and critical thinking and focus not only on learners doing work, but on sharing, processing, analyzing, and applying the understandings or skills gained. This method is a powerful approach for learning life skills essential to socialization, skills that rely on interaction and demonstration over time.

The subject matter for youth development education programs overlays the five basic competency areas identified by Pittman (1991) as essential for success in adulthood:

1. Health and Physical Competence - Good current health status plus evidence of knowledge, attitudes, and behaviors that will ensure future health.

2. Personal and Social Competence - Skills for understanding self and having self-discipline; working with others, communicating, cooperating, negotiating, and building relationships; coping, adapting, and being responsible; and finally, making good judgments, evaluating, making decisions, and problem-solving.

3. Cognitive and Creative Competence - Useful knowledge and abilities to appreciate and participate in areas of creative expression for thinking, seeing, feeling, tasting, and hearing.

4. Vocational Competence - Understanding and awareness of life planning and career choices, leisure and work options, and steps to act on those choices.

5. Citizenship Competence - Understanding of personal values, moral and ethical decision-making, and participation in public efforts of citizenship that contribute to the community and the nation.

While these five competency areas are an ideal focus for intentional learning experiences for non-formal youth development education programs, they are also central to many school curricula. It is the educational design and delivery system that commonly distinguishes formal and non-formal education.

Learning Greater Than the Sum of the Parts

Neither subject matter content nor experiential method alone tells the story. In the hands of leaders and teachers, they combine to create the curriculum, the planned sequence of learning experiences. But it is only when the learner enters the picture that life skill competencies and the fundamental tasks of healthy youth development are understood. This dynamic evolves from the process of youth engaged in active work on topics of interest that build competence and address basic youth developmental needs.

The elements or needs essential for the healthy development of young people, particularly adolescents, have been described by Konopka (1973) and Pittman (1991).

To grow and learn to optimum capacity in healthy ways and to function successfully in the adult world, young people benefit from opportunities to:

- feel a sense of safety and structure
- experience active participation, group membership, and belonging
- develop self-worth achieved through meaningful contribution
- experiment to discover self, gain independence, and gain control over one's life
- develop significant relationships with peers and adults
- discuss conflicting values and formulate their own
- feel the pride and accountability that come with mastery
- expand the capacity to enjoy life and know that success is possible.

These eight factors, along with the five basic competency areas, become legitimate criteria to assess the impacts of teaching important life skills in a youth development program. As an example, young people may decide they want to learn public speaking skills to build their personal and social competence. Youth development professionals would then be responsible for assuring that the activities and materials used in the learning experiences foster a sense of safety and structure; allow for active participation; provoke self-understanding; and demonstrate that success is possible. Not every intentional learning experience will address all of the needs identified as essential elements for healthy youth development, but performance outcomes based on meeting these needs are as important as content competency. Indeed, they are often more important, depending on the age of the child and the stated goals of the program.

4-H: A Non-Formal Youth Development Education Program

The primary 4-H learners are children and youth 5-19 years old; however, 4-H does educate adults, particularly parents and volunteer leaders who work with the young people. The primary teachers in 4-H are the parents and adult and older teen volunteers who take responsibility for community clubs, project clubs, special events, and a wide range of community-based educational programming. County extension educators, once called county extension agents, also play a major teaching role, working with both adult and youth audiences.

Young people in 4-H join voluntarily, and they select projects and areas of involvement based on personal interests. Working independently or in groups, young people experiment, work, demonstrate, and produce educational products in areas like rocketry, animal science, entomology, food preparation, environmental study, fishing, photography, leadership, and clothing and textiles. They also work on group programs like community service and cross-age teaching on topics such as pregnancy prevention, alcohol use, nutrition, and fitness.

Learning takes place in kitchens, living rooms, community centers, church basements, community parks, county fairgrounds, gymnasiums, and barns -- anywhere young people and adults gather to pursue their work. Young people come to the active learning environment with different skills and abilities. They approach new situations and ideas by exploring, engaging with others, reflecting, and questioning in order to discover answers and implications.

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4.2 Great Futures Start Here: Youth Development Strategies in the Boys & Girls Clubs of America Movement

Boys & Girls Club Movement

Boys & Girls Club Movement, *Great Futures 2025: Reference Guide.* Atlanta: 2017. Used with permission.

CAP is an affiliated member of the Boys & Girls Clubs of America. This excellent short article is obviously written from a non-CAP perspective. When they say "Clubs," think squadrons; when they say "staff," think senior members. What matters is that this article summarizes research-based practices for effective youth development that are applicable to nearly every youth-serving organization, CAP included.

In 2004-05, BGCA partnered with the Search Institute to undertake a comprehensive study to identify core Club practices that foster positive youth development. The research yielded strategies and of practices that were synthesized into the Five Key Elements for Positive Youth Development that are at the center of our Movement's Formula for Impact theory of change. When implemented together and with consistency, the Club meets the developmental needs of youth by providing:

1. ***A safe, positive environment***
2. ***Access to fun and a sense of belonging***
3. ***Access to supportive relationships***
4. ***Meaningful opportunities and expectations***
5. ***Formal and informal recognition***

Practice 1: Establishing Caring Relationships

Research shows that when staff build caring, supportive relationships with individual youth, this helps boost the Club Experience. As basic as it may sound, the practice of knowing members' names is one of the simplest and quickest ways that staff can begin to establish a caring relationship with Club members.

• Hire the right people, with the right attitude

• Arrange dedicated meetings between members and Club professionals

• Assign staff to work with a small group of members to facilitate relationship building

• Find the real reason why a member is acting frustrated or is behaving inappropriately

• Give new members special attention

• Do more than just say "hello" when members arrive at the Club

• Engage youth in simple conversation or games to start new relationships

Practice 2: Setting High Expectations

Establishing and reinforcing high expectations for members is one of the key elements for positive youth development, as shown through the study conducted by Search Institute for BGCA in 2005. By raising the bar for members' achievements, staff encourage youth to achieve their full potential.

• Set clear behavioral expectations, and use praise to encourage members

• Use goal-setting exercises and reward members when appropriate

• Expose members to post-secondary opportunities

• Believe in youth so that they believe in themselves

• Have teens serve as mentors and role models at the Club

• Create clever, easy-to-remember slogans that communicate desired behaviors

• Provide leadership opportunities as teaching moments

Practice 3: Positive Behavior Management

Communicating Club policies and rules to help new and existing members navigate the Club Experience is paramount for staff and member success. When members understand what is expected of them up front, this can help eliminate behavior issues that could otherwise occur.

Staff members play a crucial role in helping to model and reinforce such behaviors as well.

• Provide targeted mentoring and guidance to support members with the greatest behavior challenges

• Educate staff about members with specific behavior challenges

• Create programs to teach desired behaviors

• Employ specific problem-solving techniques to help resolve issues

• Teach new staff appropriate ways to manage behavior

• Recognize and reward positive behavior

• Redirect negative behaviors

• Set expectations for staff members to display a positive disposition

Practice 4: Teamwork/Collective Staff Efficiency

When staff work well together, whether it is to implement programs and activities or to ensure that Club policies and rules are enforced consistently, this lays the groundwork for a consistently positive Club Experience for members. Staff should also be given adequate time for professional development, as well as program planning and evaluation.

• Create accountability between Club professionals through shared performance metrics

• Find opportunities for Club professionals to regularly meet

• Make it a regular practice for staff to collaboratively plan the program calendar

• Encourage staff to work together to address issues that are affecting all members

• Stress the importance of teamwork to create a safe environment for members

• Help new staff acclimate to their roles through a formal review and feedback process

• Look to other organizations to provide professional development opportunities

• Regularly share important information about youth with your colleagues

• Give staff program assignments that match their interests and skill sets

Practice 5: Building A Supportive Club Climate

Club staff strive every day to deliver a consistently fun, positive, supportive Club climate. This includes managing conflicts among youth, facilitating supportive peer-to-peer relationships, providing informal guidance, developing and facilitating high-yield activities and making sure youth have fun — all while learning and growing as individuals.

• Find ways for staff to expand their subject-matter expertise and facilitation skills

• Make reflection a regular part of the program facilitation and improvement process

• Implement co-facilitation practices to add unique perspectives to programs

• Encourage staff to share feedback to help drive program quality improvements

• Evaluate the strengths of Club staff before assigning them to programs

• Keep programming fresh with new tactics

• Encourage a high-energy environment to keep members engaged

Practice 6: Planning Activities And Programs

As shown from BGCA's 2014 study with partner Hanover Research, Clubs can expect to see a boost in their Club Experience when planned activities and programs are offered for all or most of each day. A varied but artfully structured mix of interest- and needs-based activities and programs has always been recommended by BGCA.

• Seek out talent in your community to provide unique programming just for members

• Incorporate feedback as part of the program/activity planning process

• Provide staff with dedicated planning time — both collaborative and independent

• Connect community service projects to other programmatic opportunities

• Blur the lines between priority outcome areas [avoid "stove pipes," where leadership is disconnected from aerospace, for example]

Practice 7: Youth Input And Agency

In an effort to increase members' participation and deepen their Club Experience, many Clubs look for opportunities to give youth an active voice in Club programming. Considering our youth development principles, it is important to provide youth – particularly young adolescents and older teens — with opportunities to influence program options.

• Solicit input from members to help schedule needs-based programming

• Allow members to design their own needs-based programming

• Engage members in planning and executing special events

• Give older members opportunities to mentor younger members

• Create a staff-member apprenticeship system

• Use leadership programs to generate ideas from members

• Gather input to improve relationships between members and staff

• Solicit input from members of all ages

Practice 8: Family Engagement

Club professionals should take proactive measures to regularly communicate – both formally and informally – with youth's parents. When staff know Club families well, they are able to recommend services and/or referrals to other agencies that may benefit the family.

• Use technology to communicate with parents

• Collaborate with other service providers to support members and families

• Require parents to volunteer at the Club

• Host mandatory orientation events for parents

• Create programs and special events designed for parents and families

• Find ways to sensitively record and share youth's needs with parents

• Stay in touch with parents through quick phone calls

• Use drop-off and pick-up times to share members' accomplishments with parents

Practice 9: Effective Club/School Partnerships

When Clubs collaborate with school systems and school administrators, many opportunities for members, Club professionals and school staff emerge. Not only can such partnerships expand the Club's walls, but they can also serve as a recruitment tool.

• Collaborate with schools to plan complementary programming

• Leverage technology to foster a stronger school-Club partnership

• Build a part-time staff team made up of high school students

• Dedicate a staff member to work on school property

• Use relationships with school staff to recruit Club staff/volunteers

• Use school-based spaces for Club programs, and vice-versa

Practice 10: Cultural Sensitivity

To help members feel accepted at the Club, staff should encourage members to explore their own backgrounds, as well as provide opportunities to learn about the cultural identities of others. This also fosters an atmosphere of tolerance and acceptance, both important traits to instill in members as our local communities become more diverse and our global community becomes more connected.

• Hire staff that reflect the community you serve

• Engage youth in opportunities to learn about other cultures

• Encourage staff to celebrate the cultural differences among members

• Use current events as teaching moments for members

• Use members' interests to create programming that taps into cultural appreciation

Facts About American Youth

• 15 million American children, or one in five, live in poverty.[1]

• More than 11 million school-age children, or about one in five, are alone without adult supervision after school.[2]

• The graduation rate has risen to 83 percent. Despite this, one in six youth fail to graduate from high school on time.[3]

• The high school graduation rate for economically disadvantaged youth is 76 percent.[4]

• Low-income youth lose more than two months of reading achievement in the summer while their middle class peers make slight gains.[5]

• A million youth younger than age 18 are arrested each year.[6]

• Only 23 percent of eighth graders performed proficiently or better on a U.S. civics assessment.[7]

• 34 percent of young people ages 6 to 19 are overweight or obese.[8]

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4.3 Social-Emotional Learning

CASEL. Collaborative for Academic, Social, and Emotional Learning

Collaborative for Academic, Social, and Emotional Learning, "What is SEL?," "Core SEL Competencies," and "SEL Impact" Chicago: CASEL, https://casel.org/what-is-sel/, retrieved March 2018. Copyright CASEL, 2018. Used with permission.

The job of a young person is to grow up and thrive. Youth must come to know themselves, learn how to relate with others, and work together to contribute their own brand of goodness to the world. One aspect of youth development is social and emotional learning (SEL). Organizations like CAP and its Cadet Program are excellent venues to help youth increase their SEL skills and acquire the right mindsets for future growth. This brief article defines SEL and introduces five SEL competencies.

WHAT IS SEL?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies that can be taught in many ways across many settings. Many educators and researchers are also exploring how best to assess these competencies.

5 CORE SEL COMPETENCIES

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social Awareness

he ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement

- Relationship-building
- Teamwork

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

SEL IMPACT

Social and emotional learning (SEL) programs, which previously have shown immediate improvements in mental health, social skills, and academic achievement, continue to benefit students for months and even years to come, according to a 2017 meta-analysis from CASEL, the University of Illinois at Chicago, Loyola University, and the University of British Columbia.

Up to 18 years later, students exposed to SEL in school continue to do better than their peers on a number of indicators: positive social behaviors and attitudes, skills such as empathy and teamwork, and academics. And they have fewer conduct problems, less emotional distress, and lower drug use, among many other benefits. The analysis looked at 82 research studies involving about 100,000 students here and abroad.

SEL Impact on Academic Outcomes

According to a 2011 meta-analysis of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs. Compared to students who did not participate in SEL programs, students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

SEL Impact on Equity and Poverty

According to a 2015 report by the American Enterprise Institute and the Brookings Institution, SEL competencies are critically important for the long-term success of all students in today's economy. This report was developed by a group of bipartisan experts who agreed to set aside their differences and create a detailed plan for reducing poverty and increasing economic mobility.

The authors noted that major educational and school reforms over the past few decades have not sufficiently focused on the SEL factors that are necessary to education, employment, and family life.

The report also recommends an effort to scale up high-quality, evidence-based SEL programs as a core component of education for children. It made three recommendations to the federal and state governments: (1) scale evidence-based SEL practices and policies; (2) implement high-quality state SEL standards, preschool through high school; and (3) establish SEL centers of excellence.

SEL Impact on Lifetime Outcomes

A 2015 national study published in the American Journal of Public Health found statistically significant associations between SEL skills in kindergarten and key outcomes for young adults years later in education, employment, criminal activity, substance use, and mental health.

The study concluded that early prosocial skills decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.

SEL Benefit-Cost Analysis

A 2015 study by researchers at Columbia University found that the measurable benefits of SEL exceed the costs. The aggregate result of the analysis showed an average benefit-cost ratio of about 11 to 1 among the six evidence-based SEL interventions studied. This means that, on average, for every $1 invested in SEL programming, there is a return of $11.

4.4 Virtues

Institute for the Study of Human Flourishing, University of Oklahoma

Institute for the Study of Human Flourishing, "Virtues" Norman, OK: University of Oklahoma, http://www.ou.edu/content/flourish/resources/course-resources.html, retrieved February 2018. Used with permission.

When we talk of transforming cadets into leaders of character, what do we mean by that? CAP often uses a virtue-centered approach in cadet character development. This excellent, short introduction can provide CP officers with a sense of what virtue means, and the numerous forms in which virtue presents itself.

Virtues are character traits humans need in order to flourish individually and as members of a community. The Institute for the Study of Human Flourishing is founded on the belief that humans flourish when they develop to their fullest potential as rational and moral creatures living in healthy communities.

We focus on nine key virtues that respect the moral identity and educational mission of the University of Oklahoma. They fall into three categories: Intellectual, Executive and Civic.

INTELLECTUAL VIRTUES

Love of Learning

Love of learning includes both the desire to get new knowledge and delight in achieving it. It includes curiosity about the world and a proper regard for the difficulty in achieving genuine knowledge. (Thus it is connected to intellectual humility). Love of learning leads to a desire to learn the standards of particular fields of study, and a desire to expand the fields of knowledge one has already acquired.

Intellectual Humility

Humility in general is the virtue of facing up to the truth about oneself, neither overvaluing nor undervaluing one's abilities and accomplishments. Intellectual humility is facing up to the truth about one's intellectual abilities, and admiring the limits of one's perspective. The intellectually humble person does not deny her accomplishments, but shows a lack of concern about intellectual status, and is sensitive to the ways in which one's beliefs can go wrong even though they seem right.

Open-Mindedness

Open-mindedness is the readiness to step outside one's own point of view to consider the merits of alternative perspectives, with a willingness to change one's beliefs when that is warranted. Open-mindedness follows from a genuine love of truth, and the humility to admit that one might be mistaken in one's beliefs.

EXECUTIVE VIRTUES

Self-regulation

Self-regulation is one of the most basic virtues, in the sense that some degree of it is necessary for the acquisition of any other virtue. It is the capacity to regulate and restrain one's thoughts, emotions, and behaviors for the sake of achieving good ends. Self-regulation especially includes the ability to regulate the desires, and it includes the ability to direct one's thoughts and attention to one's goals.

Perseverance

Perseverance is the ability to pursue one's goals despite obstacles, the discouragement of failure, and the distracting effect of temptations. It is crucial for the achievement of long-term goals, the pursuit of which presents so many opportunities to veer off course or abandon one's aims. The persevering person does not lose sight of her purpose even when it takes a considerable amount of me to reach it, and she does not give up easily.

Honesty

In general, honesty is a deep and pervasive commitment to truth — seeking it out, holding oneself and others

accountable to it, and conforming one's conduct to it. Honesty is closely related to integrity, which is the virtue of being true to oneself, of having one's beliefs, feelings, and behavior in harmony. People of integrity do not say one thing and do another. So they can be counted on to follow and uphold the rules of the community. Honesty is there-fore also closely connected to respecting others in the community.

CIVIC VIRTUES

Civility

Civility is a social virtue that is indispensable to open political discourse and reasoned dis-agreement. This virtue manifests itself as a feeling of care and concern for one's society. A civil person is willing to engage others in respectful dialogue, without scorn or insult, even when the issues are intensely important or disagreement runs deep. Civility has especially strong connections with intellectual humility and self-control.

Compassion

Compassion is the ability to feel sorrow over another person's suffering, and to express that sorrow in a way that is intended to alleviate that suffering. Unlike pity, compassion does not suggest any feeling of superiority to the suffering person, but is instead a virtue that forms a bond with the sufferer. Compassion is closely connected with empathy, the ability to see things from someone else's emotional perspective. Empathy helps us recognize when compassion is needed and how best to alleviate the suffering.

Fairness

Fairness is a central virtue both of individuals and of social institutions. Fairness is characterized by impart-iality (a lack of favoritism). When people exhibit fairness, they consistently apply standards and rules to everyone and insist that others do the same, regardless of people's power or prestige, and whatever the consequences for the self or a preferred group. Fairness is thus an essential element of justice.

4.5 Service Learning Standards for Quality Practice

National Youth Leadership Council

National Youth Leadership Council, "K-12 Service Learning Standards for Quality Practice" St. Paul: NYLC. Retrieved from www.nylc.org/standards, February 2018. Used with permission.

Service-learning is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs. Cadet activities are designed using these standards as a benchmark. When supervising and mentoring cadets in local activities, including squadron staff service, keep these standards in mind.

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(1) Meaningful Service

Service-learning actively engages participants in meaningful and personally-relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.

2. Service-learning addresses issues that are personally relevant to the participants.

3. Service-learning provides participants with interesting and engaging service activities.

4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.

5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

(2) Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.

2. Service-learning is aligned with the academic and/or programmatic curriculum.

3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.

4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

(3) Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and non-verbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.

2. Service-learning reflection occurs before, during, and after the service experience.

3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.

4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.

5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

(4) Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.

2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.

3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.

4. Service-learning encourages participants to recognize and overcome stereotypes.

(5) Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.

2. Service-learning involves youth in the decision-making process throughout service-learning experiences.

3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.

4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.

5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

(6) Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.

2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.

3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.

4. Service-learning partners collaboratively develop and implement action plans to meet specialized goals.

5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

(7) Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.

2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.

3. Service-learning participants use evidence to improve service-learning experiences.

4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

(8) Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.

2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.

3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Part 5 CADET PROGRAMS OFFICER POSITION DESCRIPTIONS

While CAPR 20-1, *Organization of Civil Air Patrol*, defines the basic duties of Cadet Programs Officers, this guide explains those duties in greater depth. The following position descriptions are offered to help new Cadet Programs Officers understand the fundamentals of their jobs and get started supporting cadets. They are not definitive. Unit commanders are welcome to amend them to meet local needs.

Contents & Hyperlinks

5.1 Director of Cadet Programs

5.2 Unit Commander or Deputy

5.3 Leadership Education Officer

5.4 Aerospace Education Officer

5.5 Fitness Education Officer

5.6 Character Development Instructor

5.7 Testing Officer

5.8 Cyber Education Officer

5.9 Recruiting & Retention Officer

5.10 Special Project Officers

5.1 DIRECTOR OF CADET PROGRAMS

Deputy Chief of Staff for Cadet Programs (Region)
Director of Cadet Programs (Wing)
Cadet Programs Officer (Group)

The Director of Cadet Programs (or equivalent at the Group or Region) should be

(1) a mature professional;
(2) deeply knowledgeable about Cadet Program standards, processes, and best practices; and
(3) a skilled team leader and program manager.

Because the DCP works primarily with adult colleagues, maturity and professionalism are the most needed qualities. If an explanation of the DCP's role were reduced to the essentials, the focus would be on two key responsibilities. First, DCPs help squadrons deliver high-quality squadron programs by training and mentoring local leaders through the TLC courses, visits to squadrons, and other interactions. Second, the DCP organizes and executes cadet activities sponsored by wing headquarters (or Region or Group). DCPs rely upon staff assistants and project officers to help with activity operations.

Recommended Pre-Requisites

1. Possess a big picture understanding of the Cadet Program's strategic aims
2. Should be deeply knowledgeable about Cadet Program standards and best practices and able to function as an expert resource and problem-solver on all cadet-related matters
3. Experience should include service as a squadron commander or deputy, and staff service at wing cadet activities; Region CPs should have successfully served as Wing CPs
4. Desire to support cadets, but comfortable in the realization that ongoing, direct interaction with cadets is less available to DCPs than to squadron staff
5. Mature and capable of developing peer to peer relationships with fellow adults, skilled in conflict resolution, and mentoring colleagues from a distance
6. Lead the echelon's CP shop; manage the efforts of other adult leaders serving as CP staff assistants or project officers

Time Commitment

DCPs serve in one of the more time-consuming positions in all of CAP, but compared with squadron-level volunteers who have a weekly meeting, the DCP enjoys more flexibility in scheduling when he or she serves. The minimum level of effort required probably involves serving one "Saturday" per month, every other month, for cadet activities, plus one week or at least a few consecutive days during annual encampments. Add to these in-person activities innumerable emails, phone calls, webinars, and as many visits to squadrons as is practical.

Key Duties & Best Practices

1. Program Leadership. Several CP officers may rightly claim to be leading CP-related projects that have a clear beginning and end, but the DCP focuses his or her attention above the workaday tactical concerns and manages the Cadet Program as a program, helping ensure it achieves its strategic goals. DCPs do this in part by actively monitoring metrics such as the Quality Cadet Unit Award data to see which squadrons are flourishing and which need assistance. Encampment metrics also warrant the DCP's attention in monitoring how that program is performing.

2. Regions & Encampment Program Leadership. Region DCPs have a special leadership role with the encampment program. They, or their assistants, visit wing encampments to monitor program quality, mentor the key leaders, and search for potential best practices to share with sibling wings and/or national staff. Further, they review capacity rates at the previous year's wing encampments, and through cross-talk between wing DCPs and commanders, facilitate cadets attending out-of-state encampments when their home encampment is full.

3. Technical Expertise. A big part of the DCP's role is to be a resource on all cadet-related regulatory matters, standards, processes, and best practices. Effective DCPs understand how the Cadet Program is supposed to run, and are skilled in working with senior member colleagues to help squadrons and activities operate properly and achieve their goals. Not only will an effective DCP answer the technical question posed to him or her, but where necessary the DCP will recast that question and help colleagues uncover the real (versus apparent) issue affecting the cadets. Finally, because the DCP is a mere individual with limited time, an effective DCP will know

what skills and expertise others could offer around the wing, and encourages the wing's community of experts to aid those in need.

4. Lead the CP Team. The DCP leads the CP directorate and ensures it functions well as a team in its own right. Most wings staff the CP directorate with only a couple individuals directly assigned to the 001 squadron, and rely upon project officers, activity directors, and other staff assistants who serve as an additional duty but are formally assigned to a constituent squadron.

5. Financial Management. The DCP develops and/or monitors budgets for cadet activities. Depending on how the DCP and FM divide their labor, this could include encampment budgets, orientation flight budgets, CEAP funding, restricted funds (donations earmarked for special purposes), and the like.

6. Supporting the Commander. The DCP is a senior official in the wing, and as such helps the commander "show the flag" during squadron visits, cadet activities, award ceremonies, and wherever a senior presence could be helpful.

7. Pre-Approval Screening & Document Review. When HAAs, Spaatz exam requests, COY nominations, SOM/SOD selections, and other work requires the commander's signature, the DCP reviews it first with a critical, program manager's eye, and recommends approval / modification / or disapproval. Command support also extends to the policy sphere. When higher headquarters asks for proposed policies and draft products to be reviewed, the DCP performs that staff work.

8. Service Recovery & Parent / Squadron Mediation. If parents complain of poor service from local leaders or that their cadet has been treated unfairly, the DCP should be available as a mediator and senior leader who can speak authoritatively about CAP's program standards. The DCP should assist with service recovery, the process of converting a previously dissatisfied customer into a loyal customer, as discussed in TLC Intermediate.

9. Disciplinarian Role. For instances of significant cadet misconduct, the DCP is an action officer and CAP's preferred final disciplinarian, helping the commander resolve the matter in a way that promotes accountability, learning, and behavioral change, per the guidelines on progressive discipline in CAPR 60-1, 3.4.

10. Cadet Protection. The DCP is the wing's resident expert on "how to" fulfill CPP standards. He or she ensures CPP standards are adequately monitored during all activities where cadets are present, and for wing activities, reviews operating plans to ensure adequate adult supervision. When boundary concerns arise, the DCP back-briefs the commander, and generally the DCP is alert to any significant CPP-related problems warranting a leadership response.

11. Leadership in Safety & Risk. No one understands cadet environments better than the DCP. Accordingly, in cooperation with wing safety, the DCP identifies hazards at cadet activities during the planning cycle and brings his or her knowledge of that activity environment to discussions on how to mitigate risks to cadets and staff. As a related responsibility, the DCP should take advantage of any teachable moments where cadets might learn about risk management principles as the activity transpires. DCPs back-up wing safety by helping ensure local leaders are implementing safety controls at cadet activities (clothing, equipment, pre-training, reporting, etc.). Upon the activity's conclusion, the DCP (and/or project officers) again bring a CP expertise to discussions about the successes or shortcomings of the safety controls the activity used. Finally, if ever mishaps, injuries, or accidents occur at cadet-related activities, the DCP participates with wing safety in the mishap review.

5.2 SQUADRON COMMANDER (cadet & composite squadrons)

Deputy Commander for Cadets (composite squadrons)
Deputy Commander (cadet squadrons)

Every cadet unit requires one senior member to be the driving force behind its Cadet Program. In most units, that individual will be either the squadron commander (especially in cadet squadrons) or the deputy commander for cadets (in composite squadrons). This leader oversees all cadet-related operations, directs the other Cadet Programs Officers, selects and mentors the cadet staff, develops partnerships with parents, and takes overall responsibility for the success of the unit's Cadet Program. Ideally, this individual will possess an advanced rating in the Cadet Programs Officer Specialty Track, but more than one mom or dad having been "drafted" into this role has succeeded and enjoyed their time supporting cadets, despite their lack of experience. Squadron commanders and their deputies need to be familiar with virtually all cadet-related publications. New commanders and deputies should focus on those publications included in the Technician Rating and Senior Rating reading lists found in part 1.2 of this guide.

Time Commitment

Any of the three positions listed above would be a good position for an individual who wants to serve as the unit's #1 leader for all matters affecting cadets, and is willing to volunteer to attend nearly every weekly meeting and special weekend activity.

Key Duties & Best Practices

1. Protect the Cadets. The commander's and deputy's most important responsibility is to protect the cadets' safety. They do this by ensuring the squadron operates according to Cadet Protection Policy standards of practice, ensuring cadets receive safety briefings prior to every cadet event with significant risks, and fulfilling all other CPP and safety program responsibilities.

2. Establish Goals. As the squadron's key Cadet Programs Officer, the commander or deputy establishes goals for the unit's Cadet Program. As with any enterprise, this key leader should consult with all stakeholders – fellow senior members, cadet officers, and members of the cadet corps – before establishing short, medium, and long-range goals for the unit. These goals should be designed so as to help cadets become well-rounded in all four elements of the Cadet Program. For more on creating, following-through with, and evaluating "smart goals" in cooperation with ranking cadets, see CAPP 60-31, Cadet Staff Handbook.

3. Direct & Train Cadet Programs Officers. The squadron commander or deputy serves as the immediate supervisor of the other Cadet Programs Officers. This includes approving training plans developed by those officers, coordinating their efforts, and evaluating their programs and recommending ways to improve them. Further, the commander and/or deputy should train and develop the adults who have volunteered to support the cadets, via this specialty track guide.

4. Supervise & Mentor the Cadet Staff. It is the squadron commander or deputy who serves as the immediate supervisor of the cadet commander or ranking cadets (who might be lowly element leaders if the unit is new or rebuilding). As such, this officer designs the structure of the cadet staff, based on the cadet corps' readiness to lead, briefs the ranking cadets on what is expected from them, and mentors them throughout their time on staff. These principles are discussed in depth in CAPP 60-31.

5. Draft and/or Approve Meeting Schedules. Every cadet event needs to be well planned. The commander or deputy drafts and/or approves detailed schedules for weekly meetings and special weekend events. Additionally, this officer should ensure that the unit has a general schedule listing the major events for the year, as well as a schedule for the quarter. If the unit has cadet officers on its staff, the schedules should be drafted by them and approved by the deputy or commander. An optional tool is CAPF 60-83, *Squadron Meeting Planner*. Also see CAPP 60-31 for a discussion about the meeting planning process.

6. Approve Promotions & Awards. All cadet promotions and awards require the approval of the unit commander or deputy. Because of this responsibility, the commander or deputy should be involved in the leadership feedback (CAPF 60-90) process, in cooperation with the leadership education officer, as described below. The commander or deputy should preside over award ceremonies, congratulating the cadets for their efforts in a timely manner.

7. Liaise With Group or Wing Headquarters. The commander and deputy work together in representing the unit's needs at group or wing headquarters. Moreover, whoever serves as the unit's key Cadet Programs Officer should develop a good working relationship with the group or wing Director of Cadet Programs. This includes keeping abreast of news affecting upcoming cadet events sponsored by higher headquarters, passing that information on to the cadets, encouraging them to participate, and helping them arrange carpools, etc.

8. Manage the Curry Blues Voucher. The commander or designee is needed to make cadets aware of the Curry Blues Voucher. In some units, this responsibility is assigned to the logistics or supply officer.

9. Partner With Parents. As the principal Cadet Programs Officer in the unit, the commander or deputy is the individual whom parents will gravitate to with their concerns. It is up to the commander or deputy to keep parents informed, maintain a web-based calendar of cadet events, help resolve problems that arise, and pro-actively build good partnerships with them. Some units find it helpful to create a parents' committee, a booster club that reaches out to parents of new cadets. For more on parent relations, see CAPP 60-12, *Parents' Guide to the CAP Cadet Program*.

5.3 LEADERSHIP EDUCATION OFFICER

One of the most visible Cadet Programs Officers on the staff, the leadership education officer is an instructor, a mentor, and a program manager. This officer conducts classroom training, monitors the cadets' performance on the drill field and their wear of the uniform, mentors cadets informally and during feedback meetings, and is the principal officer in charge of the Cadet Great Start program. It is not necessary for this officer to be a former cadet or come from a military background, but a willingness to become an expert in the military aspects of cadet life is essential. Leadership Education Officers need to be familiar with the following publications:

CAPM 39-1, *CAP Uniform Manual*
CAPR 60-1, *Cadet Program Management*, (chapters 1-5)
CAPP 60-31, *Cadet Staff Handbook*
CAPP 60-32, *Cadet Staff Duty Analysis Guide*
CAPP 60-33, *Drill & Ceremonies Manual*
CAPF 60-90 series, *Leadership Feedback*
Learn to Lead textbook and curriculum guide

Time Commitment

This is a good position for a volunteer who wants to serve as one of the squadron's key Cadet Programs Officers, attending meetings every week and most unit activities.

Key Duties & Best Practices

1. Train & Educate Cadets. The leadership education officer develops leadership skills in cadets through classroom education, hands-on activities, and mentoring. This officer is responsible for ensuring cadets are instructed in drill and ceremonies, wear their uniform properly, practice military customs and courtesies, and learn the academic concepts discussed in the cadet textbook. (Cadet officers and NCOs should be used as instructors, under this officer's supervision.) Further, in coordination with the squadron staff, the leadership education officer oversees cadet officers as they complete Staff Duty Analysis service, technical writing assignments, and oral presentations. In some units, this officer's curriculum responsibilities include fitness training and testing.

2. Mentor the Cadet Staff. The leadership education officer monitors and guides the cadet staff's decision-making processes, helping ranking cadets develop their potential to lead while simultaneously ensuring that they fulfill the junior cadets' training needs. This officer implements and/or oversees leadership feedback meetings using the CAPF 60-90 series to assist the unit commander in evaluating promotion-eligible cadets. In some units, the leadership education officer will also assist the commander in managing the operational aspects of cadet life by reviewing meeting schedules drafted by cadet officers, assigning cadets to instructional duties, and quality checking training plans developed by the cadet staff.

3. Mentor Cadets. In support of the cadets' achievement tests and milestone award exam programs, the leadership education officer should mentor cadets who are having difficulty passing tests. This can be accomplished by personally mentoring cadets and/or working with cadet officers and NCOs.

4. Manage the Cadet Great Start Program. The leadership education officer is responsible for transforming prospective cadets into cadet airmen through the Cadet Great Start program. This includes launching the initial plans for Cadet Great Start, coordinating with other Cadet Programs Officers affected by the program, preparing the cadet staff to take a leadership role as instructors and mentors, and serving as the unit's expert on the Cadet Great Start curriculum.

5.4 AEROSPACE EDUCATION OFFICER

The aerospace education officer's mission is simple: develop in cadets an enthusiasm for aviation, space, and technology. AEOs do not need to be pilots; they can be mere aerospace enthusiasts with a willingness to share their excitement with cadets. The AEO conducts classroom training, leads hands-on aerospace activities, mentors cadets, organizes aerospace outreach events, and manages the cadet orientation flight program. AEOs need to be familiar with the following publications:

CAPP 15, *Aerospace Education Officer's Handbook*
CAPP 52-7, *Cadet Orientation Flight Syllabus*
CAPR 60-1, *Cadet Program Management*, (chapters 1 through 5)
CAPR 280-2, *CAP Aerospace Education Mission*
Aerospace Dimensions (6 modules with leader guide & student guide)

Aerospace: The Journey of Flight, with teacher guide
Stem Kit Programs and related activity guides

Time Commitment

This is a good position for a volunteer who wants to serve for two or three meetings per month plus an occasional Saturday or more.

Key Duties & Best Practices

1. Teach & Inspire Cadets. The AEO shares his or her enthusiasm for aviation, space, and technology with cadets, acting as a classroom teacher or activity leader. AEOs need a working knowledge of the topics covered in the cadets' textbooks, especially the *Aerospace Dimensions* modules. But more than leading the occasional lecture to explain an aerospace concept, the AEO should lead hands-on activities using the dozens of activity resources available through the CAP website, especially the Stem Kit Program. AEOs should also work with cadet officers and NCOs, giving them opportunities to serve as aerospace instructors.

2. Mentor Cadets. In support of the cadets' achievement tests and milestone award exam programs, the AEO should mentor cadets who are having difficulty passing tests. This can be accomplished by personally mentoring cadets and/or working with cadet officers and NCOs.

3. Lead Outreach Activities. As "dynamic Americans and aerospace leaders," CAP cadets are poised to share their knowledge of and enthusiasm for aerospace with the general public. The AEO should plan aerospace outreach activities, such as having cadets lead Cub Scouts in hands-on AEX projects, inviting young people to the cadets' model rocket launches, supporting static displays at airshows, etc.

4. Manage the Cadet Orientation Flight Program. Of course, the best part of aerospace education is flying. The AEO coordinates cadet orientation flights with wing headquarters, which is responsible for developing a plan that serves the squadrons. It is especially important that the AEO arrange for new cadets to receive their first flight as soon as possible after joining. See CAPP 52-7, *Cadet Orientation Flight Syllabus*, for details.

5.5 FITNESS EDUCATION OFFICER

The fitness education officer is responsible for ensuring the cadet fitness program is implemented successfully. This officer teaches the skills and knowledge that cadets need to live physically active, healthy lives. They conduct classroom training, monitor the cadets' performance in physical fitness activities, mentor cadets informally, assist with goal setting and assessment, and organize cadet fitness activities. Overall, they work to help cadets attain a healthy level of fitness and prepare them for an active life. Fitness officers do not need to be elite athletes, but should model an active lifestyle for cadets. Fitness officers need to be familiar with the following publications:

CAPR 60-1, *Cadet Program Management* (chapters 1, 2, and 5)
CAPP 60-50, *Cadet Physical Fitness Program*
CAPP 1-10, *Suggest Best Practices for Including Individuals With Special Needs*

Time Commitment

This is a good position for a volunteer who wants to serve for one or two meetings per month plus an occasional Saturday or more.

Key Duties & Best Practices

1. Teach & Inspire Cadets. The FEO shares his or her enthusiasm for fitness and nutrition, acting as a classroom teacher or activity leader. By teaching cadets about healthy lifestyles and exposing them to different sports, games and exercises the FEO aims to support lifelong healthy and physical activity.

2. Manage the Fitness Program. Units are required to offer at least one hour of fitness programing each month, with most of the time spent doing moderate to vigorous physical activity. Cadet NCOs should lead the majority of the cadet fitness activities and classes. The FEO will set the standards for the fitness program and help coach the NCOs to be as hands-on as possible with their experience level. The FEO should require new NCOs to provide a detailed outline before they teach a class and demonstrate a strong understanding of the fitness activity before they lead it. As cadets gain more experience they'll need less direct oversight, but the FEO remains the person responsible for ensuring the fitness program is delivered appropriately to cadets.

3. Mentor Cadets. Every cadet will have different fitness goals. The FEO will help cadets set their fitness goals appropriately and create their plans to reach them. Encourage cadets to use the S.M.A.R.T. goal setting process (see CAPP 60-31, *Cadet Staff Handbook*) and track their progress. FEOs will encourage the discussion of fitness goals during leadership feedback meetings and promotion review board. Note that the process of setting the goal and working diligently to attain it is more important than whether the goal is met. The FEO will help to recognize cadets' fitness achievements and encourage those who are struggling.

4. Lead Outreach Activities. The FEO will look beyond the squadron into the local community and wing. Encourage squadron participation in local fitness events, such as bike races or fun runs. The squadron might also volunteer to work at these events, assisting with parking, water stops, etc. to support fitness in their local community. The FEO may also help to organize wing or group cadet fitness events, such as a Wing Ironman challenge or Cadet Olympics.

5. Conduct Fitness Assessments. Conduct the CPFT fitness assessment quarterly, or more frequently as necessary, to assist cadets in measuring their fitness. The FEO will be familiar with the testing protocols of CAPP 60-50 and instruct cadets how to perform the exercises. After the assessment, the FEO will ensure that the cadets' results are recorded in eServices.

5.6 CHARACTER DEVELOPMENT INSTRUCTOR (or Chaplain)

The character development instructor helps cadets grow in their understanding of and commitment to the CAP Core Values. This is accomplished through direct instruction during monthly character forums, by employing a technique called the schoolhouse weave, and through ongoing mentoring in a squadron, encampment, or activity setting. Character development instructors need to be familiar with the following publications:

CAPR 60-1, *Cadet Program Management*, (chapters 1 through 5)
CAPP 265-2, *Flight Time: Values for Living* (multiple volumes are in use)
USAF Core Values Guru's Guide (available in the character section in the online cadet library)

Time Commitment

This is a good position for a volunteer who wants to serve for one or two meetings per month or more.

Key Duties & Best Practices

1. Orientation & Cadet Wingman Course. The CDI ensures new cadets receive an introduction to the Core Values through the Cadet Wingman Course. The lessons imparted during this experience provides a foundation for future Core Values growth, while also fulfilling objectives in CPP and safety training.

2. Lead Character Forums & Activities. The CDI's primary duty is to lead monthly character development forums. These forums are conducted using pre-approved materials found online in the cadet library. Forums are discussion-based activities where cadets discover how the Core Values apply to everyday challenges affecting cadets and teens. CDIs also serve as instructors or activity leaders when cadets participate in character development activities beyond the monthly forums.

3. Mentor Cadets. Character education is not limited to the classroom. The CDI should observe cadets in action and monitor how they handle Core Values issues. As such, the CDI needs to be a mentor who continuously and proactively works with individual cadets, not merely a discussion leader during the monthly forums.

4. Advance the Wingman Concept. The wingman concept is the Air Force version of the buddy system (see 3.2). Wingmen are peers who, taking inspiration from the Core Values, look out for one another's physical, mental, and social well-being. The CDI is a leader who helps make the cadet wingman concept a reality in the squadron or at an encampment or activity. Each cadet should be matched with a wingman for peer support, via formal assignment, or simply by allowing wingman relationships to develop organically among friends. The wingman program enables cadets to be more successful in aligning their actions with the Core Values than they otherwise would be if not for peer support from a wingman. When mentoring cadets, CDIs should include the cadet's wingman, when appropriate, to underscore the wingman's potential as a peer resource, and to emphasize the wingman's responsibility to look out for the other's well-being.

5. Employ the "Schoolhouse Weave." The Air Force's Core Values strategy recognizes that the Core Values cannot be islands unto themselves. They need to be woven into all courses, all jobs, and all facets of Air Force life. Likewise, CDIs should look for opportunities to help cadets see Core Values in the context of whatever activity they are doing on a given day. For example, if cadets are participating in a compass course, the CDI could take a moment to discuss how the Core Values relate to CAP's emergency services mission. For more on the "schoolhouse weave," see the *USAF Core Values Guru's Guide*.

6. Support the CAP Chaplains' "Ministry of Presence." Although CDIs are not clergy who provide confidential counseling, they can assist CAP chaplains in their "ministry of presence." Simply by attending cadet activities, being accessible to cadets, and becoming known as one of the best listeners and most supportive adults on the staff provides a valuable service to cadets.

5.7 TESTING OFFICER

The testing officer manages the unit's achievement test and milestone award exam programs. This includes controlling the inventory of test materials, administering the tests to cadets, correcting tests, updating cadets' personnel records, and providing cadets with meaningful feedback after they complete their tests. In some units,

the testing officer also administers cadet physical fitness tests. Testing officers need to be familiar with the following publications:

CAPR 40-2, *Test Administration & Security* (especially sections 6-8)
CAPR 60-1, *Cadet Program Management* (chapter 5)
CAPP 1-10, *Suggested Best Practices for Including Individuals With Special Needs* (sections 4-6, & 12)
CAPVA 60-100, *Cadet Super Chart*

Time Commitment

This is a good position for a volunteer who wants to serve one or two meetings per month or more.

Key Duties & Best Practices

1. Know Which Tests Cadets Need. The first step in being a good testing officer is knowing which tests cadets need to pass to earn their next promotion. The Cadet Super Chart and/or the **Stripes to Diamonds webpage** is a handy reference.

2. Monitor Online Testing Programs. Cadets may attempt their achievement tests online anywhere, anytime, because those tests are open-book. Cadets may attempt closed-book milestone exams online, at the squadron, under your close supervision. The testing officer's role is to use eServices to monitor each individual cadet's performance on these online achievement tests and exams. In this sense, the testing officer is a coach or mentor for cadets as they attempt tests at their own pace. Additionally:

- New cadets may need assistance in getting started with online tests, so it helps if the testing officer is able to help cadets register for an eServices account and log-in to the test software.
- The testing officer needs to ensure cadets don't fall through the cracks by not testing on a regular basis or by failing a particular test multiple times. Various reports are available in eServices to help testing officers in this regard.
- The testing officer should function as a tutoring coordinator so that those cadets who need help with the academics receive it.
- For specifics about online testing, see the **Cadet Tests & Exams homepage.**

3. Manage Paper-Based Tests & Exams. Testing officers download, inventory, secure, administer, score, record, and review paper-based tests and exams.

When Hard Copy Tests & Exams May Be Needed. Ideally, squadrons should have no need for paper-based exams because they'll use the online testing system. In reality though, if the squadron lacks internet access, you'll need to administer milestone award exams via hard copy. If a cadet lacks internet access at home, and the squadron lacks internet access as well, that cadet's only remaining option may be to attempt tests via hard copy. Further, if a cadet has been granted an accommodation for a written test (e.g., extra time, someone to read the questions aloud, etc.) due to a learning disability, the test will need to be administered via hard copy to circumvent the pre-set time limits and other restrictions with the online system.

Hard Copy Inventory & Security. Upon appointment, the testing officer should inventory all tests and exams in the unit's files. Unless a test or exam is in use, the testing officer is responsible for ensuring it is filed away and kept under lock and key.

Test Environment. Regarding the testing environment, the testing officer should provide the cadets with a quiet place to test. Because many tests and exams are closed-book, the testing officer should seat cadets such that no one is tempted to cheat.

Scoring & Recording Results. Scoring tests and exams by hand can be a labor-intensive process. Therefore, it is suggested that testing officers schedule testing for the first portion of a weekly meeting, leaving them ample time to score the tests and present the cadets with their results before dismissal. Results from paper tests necessarily need to be manually recorded in eServices. Upon passing paper-based tests, cadets are to correct them to 100%, open-book. The testing officer's role is to ensure each cadet completes this task, and if necessary, to help the cadet better understand the material.

4. Assist Special Needs Cadets. If a cadet has special educational needs, the testing officer confers with the parent, and if necessary, recommends testing accommodations to the squadron commander. This is authorized by CAPR 60-1, 5.4.1.3. Authorized best practices are discussed in CAPP 1-10.

5. Avoid Appearances of Impropriety. A testing officer cannot administer or score a test for a member of his or her family, unless no other senior member is available to do so.

6. Appoint an Assistant. Each unit should have at least two testing officers – a primary and an assistant. Large units will want to have a handful of assistants. It is especially important that the cadets be able to test if the primary testing officer is unable to attend the meeting.

5.8 CYBER EDUCATION OFFICER

The cyber education officer is an optional position for units that wish to place extra emphasis upon the cyber-related aspects of cadet life. Alternatively, the cyber function may be staffed by the unit aerospace education officer. Cyber education officers facilitate and monitor cyber education within the local unit. This officer is also responsible for liaising with the wing cyber programs officer to report on unit cyber programs activities, assist in the identification of cyber competition coaches and mentors, and assist in implementation of cyber program initiatives including assisting the aerospace education officer with the cyber education modules in the cadet curriculum. Cyber education officers need to be familiar with the following publications:

CAPR 60-1, *Cadet Program Management*, (chapters 1, 8, and 9)
CAPR 280-2, *CAP Aerospace Education Mission*
Resources at GoCivilAirPatrol.com/cyber

Time Commitment

This is a good position for a volunteer who wants to serve for one meeting per month plus an occasional Saturday or more.

Key Duties & Best Practices

1. Instructional Duties. The cyber education officer is an instructor and subject matter expert. He or she should be a resource to the unit on all cybersecurity related topics covered in cadet aerospace education texts.

2. Cyber Activities. Cyber education officers organize and local activities such as tours of industry sites having a significant presence in the cyber domain. Further, they promote cyber activities conducted above squadron level and steer cadets who are interested in cyber toward cyber-related National Cadet Special Activities.

3. Cyber Competitions. The cyber education officer serves as the coach of squadron-level teams at Cyber Patriot (or similar competition programs). Squadron-level officers should coordinate with their wing-level counterparts if starting a new team from scratch, and to track unit participation in the program.

4. Program Leadership. Because the cyber domain is new to CAP, cyber education officers are needed to take a leadership role in growing the program. They assist the unit in identifying solutions to existing or emerging problems and opportunities in the area of cyber programs and liaise with the wing cyber programs officer on execution. A highly successful cyber education officer will create a plan of action for the squadron's cyber programs and activities annually.

5.9 RECRUITING & RETENTION OFFICER

The recruiting and retention officer leads the squadron's effort to recruit new members and retain existing members. In a Cadet Programs context, the RRO assists the unit commander in creating a systematic process for publicizing the CAP Cadet Program locally, generating excitement among prospective cadets, providing them with an orientation (preferably using Cadet Great Start), and converting those youth into cadets via the CAP membership process. Moreover, the RRO monitors cadets' participation, ensures that absent cadets are contacted and invited to become more active in CAP, and reminds cadets to renew their memberships and/or learn why they are choosing to leave CAP. RROs should familiarize themselves with the following publications:

CAPF 12, *Application for Senior Membership*
CAPF 15, *Application for Cadet Membership / Online Cadet Membership Application*
CAPR 39-2, *CAP Membership*
CAPP 60-12, *Parents' Guide to the CAP Cadet Program*
CAPP 60-14, *First Talk Guide*
CAPP 60-21, *Cadet Great Start*
Curry Blues Voucher
Cadet Encampment Assistance Program

Time Commitment

This is a good position for a volunteer who wants to serve for two meetings per month, or more. In many ways, this position lends itself to serving from home / outside the normal meeting time.

Key Duties & Best Practices

Publicity & Outreach. The recruiting and retention officer coordinates the unit's publicity and outreach efforts. This typically includes publicizing and organizing open houses, conducting social media campaigns, providing fliers for cadets to post in their schools and community centers, and organizing and staffing recruiting booth activities at major community events such as airshows and fairs. The RRO should also make contact with area military recruiting offices to ensure personnel there know that they can refer their prospects to the local CAP squadron.

Orientation & Great Start. The RRO should help the squadron implement the Cadet Great Start program. While RROs should not be made responsible for implement the actual Cadet Great Start program content, they are excellent resources for conducting the squadron open house that kicks-off the program, and conducting the parents' orientation. Further, RROs should ensure that every prospective cadet is matched with a wingman or mentor who can help them get started as a cadet.

Attendance & Follow-Up Contact. RROs actively monitor cadet participation in weekly meetings and local activities. They take attendance (or work with a cadet who is assigned this task) and ensure that cadets who have been absent without notice are contacted by someone in the unit as a check-up opportunity.

Renewals & Separations. RROs actively monitor membership rosters, making note of when individuals' renewals come due. They should make contact with cadets whose membership is about to lapse and encourage them to renew and/or respond constructively to any challenges or unsatisfactory experiences the cadet expresses.

5.10 SPECIAL PROJECT OFFICERS (as needed)

Units may choose to assign major, high profile projects to a special project officer instead of one of the "permanent" staffs officers listed above. Some projects that might warrant this special attention include: drill team, color guard, honor guard, Wreaths Across America, cadet open house, annual awards banquets, etc.

Time Commitment

These are good positions for volunteers who wants to support a relatively short-term activity that has a clear beginning and end.

Part 6 SPECIALTY TRACK RATING REQUIREMENTS

Contents & Hyperlinks

6.1 Technician Rating

6.2 Senior Rating

6.3 Master Rating

Specialty track requirements are listed on the next few pages and are also available in MS Excel format for those who would like to use an electronic checklist. See the **CP Officer homepage** for downloads.

6.1 TECHNICIAN RATING

Knowledge Requirements

Objective: Identify the key goals, standards, and/or processes involved in each of the topics below.

	CP Elements, Traits, & Outcomes	Publication	Section
1	-- Mission	CAPR 60-1	1.5
2	-- Key Traits of Cadet Life	CAPR 60-1	1.6
3	-- Program Elements	CAPR 60-1	1.9
4	-- Program Phases	CAPR 60-1	1.10
	CP Officer Roles & Responsibilities		
5	-- Unit Commander or Deputy	CAPP 60-11	5.2
6	-- Leadership Education Officer	CAPP 60-11	5.3
7	-- Aerospace Education Officer	CAPP 60-11	5.4
8	-- Fitness Education Officer	CAPP 60-11	5.5
9	-- Character Development Instructor	CAPP 60-11	5.6
10	-- Testing Officer	CAPP 60-11	5.7
11	-- Cyber Education Officer	CAPP 60-11	5.8
12	-- Recruiting & Retention Officer	CAPP 60-11	5.9
	Adult Leadership & Safety		
13	-- Hot and cold weather training - basic concept	CAPR 60-1	2.6
14	-- High Adventure Activity - basic concepts	CAPR 60-1	2.9
15	-- Physical fitness categories - basic concept	CAPR 60-1	2.11
16	-- Messages to parents	CAPP 60-12	NA
	Cadet Advancement		
17	-- Cadet membership eligibility & process	CAPR 60-1	3.1
18	-- Basic structure	CAPR 60-1	5.2
19	-- Promotion authority	CAPR 60-1	5.2.1
20	-- General pre-requisites	CAPR 60-1	5.2.3
21	-- Cadet textbooks	CAPR 60-1	5.3
22	-- Online achievement tests	CAPR 60-1	5.4.1.1
23	-- Milestone award exams	CAPR 60-1	5.4.1.2
24	-- CPFT events & basic standards	CAPR 60-1	5.4.5
25	-- Time in grade	CAPR 60-1	5.6.2
26	-- Promotion eligibility application (scenarios)	CAPVA 60-100	NA
27	-- Feedback meetings, CAPF 60-90 - basic concepts	CAPR 60-1	5.7
	Squadron meetings & activities		
28	-- Duration & frequency	CAPR 60-1	4.3
29	-- Monthly content requirements	CAPR 60-1	Table 4.2
30	-- Squadron Training Plan	CAPF 60-83	NA
31	-- Saturday activities	CAPR 60-1	4.3.2
32	-- Activity calendars	CAPR 60-1	4.3.2.1

	Cadet Staff Roles & Responsibilities		
33	-- Element leader	CAPP 60-31	App. 1
34	-- Flight sergeant	CAPP 60-31	App. 1
35	-- Flight commander	CAPP 60-31	App. 1
36	-- Cadet commander	CAPP 60-31	App. 1
	Cadet Support & Administration		
37	-- Cadet Great Start - basic concept	CAPR 60-1	3.1
38	-- Parent orientation	CAPR 60-1	3.1.2
39	-- Cadet Packet Program	CAPR 60-1	5.3; Web
40	-- Cadet uniform requirements	CAPR 60-1	3.1.6
41	-- Curry Blues Voucher	CAPR 60-1	3.1.6.2
42	-- Cadet records - basic concept	CAPR 60-1	3.2
43	-- Cadet attendance expectations	CAPR 60-1	3.3.1
	Quality Cadet Units		
44	-- Basic concepts	CAPR 60-1	6.6.3; web
45	-- Award criteria	CAPR 60-1	6.6.3; web

Performance Requirements

Objective: Demonstrate proficiency in CP Officer skill areas by completing the tasks below

46 Interview 2 new cadets, learn reasons for joining; document findings via a 1-page outline & share with OJT mentor

47 Interview 2 cadets in their second year or beyond; learn reasons for remaining cadets; document via a 1-page outline and share with OJT mentor

48 Review any two chapters of *Learn to Lead;* draft 1-page outlines for each and discuss with OJT mentor (see p. 3)

49 Review any module in *Aerospace Dimensions;* draft a 1-page outline and discuss with OJT mentor (see p. 3)

Complete any 5 of the 7 tasks below

50 Administer (or assist) a cadet drill and ceremonies performance test

51 Administer (or assist) during a CPFT session

52 Observe a cadet character development forum

53 Observe or assist with a Cadet Wingman course

54 Observe or participate in a cadet leadership feedback meeting; review a completed CAPF 60-90 series form

55 Assist in entering data and downloading reports in the Cadet Promotions Application

56 Review the unit's QCUA report and draft a 1-page list of recommended actions to OJT mentor

Ancillary Courses & Test Requirements

57 Complete Level I of the CAP Senior Member Professional Development Program (includes CPP Basic)

58 Complete TLC Basic Course

59 Pass the online CP Officer Technician Rating test, which is based on the Knowledge Requirements above

Service Requirements

60 Serve 6 months as an assistant staff officer in any CP-related role listed in section 2.2

Summary Conversation

61 After completing all above requirements, discuss training topics of interest with OJT mentor

6.2 SENIOR RATING

Knowledge Requirements

Objective: Identify the key goals, standards, and/or processes involved in each of the topics below.

	CP Elements, Traits, & Outcomes		
1	-- Horizontal Curriculum Maps	CAPP 60-11	2.6
2	-- Independent Study	CAPR 60-1	1.8.2
	CP Officer Roles & Responsibilities		
3	-- Cadet Sponsor Members	CAPR 60-1	2.3.4
4	-- TLC requirements	CAPR 60-1	2.4.1
5	-- Program news, updates	CAPP 60-11	2.5, web
	Adult Leadership & Safety		
6	-- Self-medication, drugs, alcohol, energy drinks	CAPR 60-1	2.5
7	-- Hot and cold weather training, in-depth	CAPR 60-1	2.6
8	-- Fitness categories, in-depth	CAPR 60-1	2.11
9	-- Restrictions on prospective cadets	CAPR 60-1	3.1.3
10	-- Progressive discipline	CAPR 60-1	3.4
11	-- CPP best practices, training intensity	CAPP 60-15	Part 2
	Cadet Advancement		
12	-- Special needs cadets	CAPR 60-1	5.4.1.3
13	-- SDA grading	CAPR 60-1	5.4.4
14	-- Essay and speech grading	CAPR 60-1	5.4.3
15	-- CPFT Phase I rules	CAPR 60-1	5.4.5.3
16	-- CPFT for medically restricted	CAPR 60-1	5.4.5.5
17	-- CPFT for inclement weather	CAPR 60-1	5.4.5.6
18	-- Cadet Wingman Course	CAPR 60-1	5.5.1
19	-- Encampment, RCLS/COS as advancement reqs.	CAPR 60-1	5.5.2
20	-- Leadership feedback meeting - advanced	CAPR 60-1	5.7.3
21	-- Sustaining a cadet in grade	CAPR 60-1	5.7.3
22	-- Spaatz process at squadron	CAPR 60-1	5.8.2
23	-- Accelerated promotions	CAPR 60-1	5.6.2.3
24	-- Cadet award presentations	CAPR 60-1	6.1
25	-- Demotions & terminations	CAPR 60-1	3.5
	Squadron Meetings & Activities		
26	-- Cadet attendance tracking, retention	CAPR 60-1	3.3.2
27	-- Check ride instructor model	CAPP 60-11	3.11
28	-- Activity goals & evaluations	CAPR 60-1	8.2
29	-- Uniforms at cadet activities	CAPR 60-1	8.3
30	-- Activities at Other Units	CAPR 60-1	8.4
31	-- NCSA overview	CAPR 60-1	8.7.1; web
32	-- Orientation flight overview	CAPR 60-1	8.9; CAPP 60-40
33	-- Scholarship overview	CAPR 60-1	8.10; web
34	-- Encampment goals	CAPR 60-1	9.1
35	-- CEAP overview	CAPR 60-1	9.2.7
36	-- Cadet Advisory Council, concepts	CAPR 60-1	7.1

	Cadet Staff Roles & Responsibilities		
37	-- Design principles	CAPR 60-1	4.1
38	-- Minimum grade requirements	CAPR 60-1	Table 4.1
39	-- Scalable organization charts	CAPP 60-31	App. 2
	Cadet Support & Administration		
40	-- Unit goals	CAPR 60-1	4.2
41	-- Test inventory & security	CAPR 60-1	5.4.1.5
42	-- Milestone award certificates	CAPR 60-1	5.2.4
43	-- Activity & service ribbon opportunities	CAPR 39-3	Sect. F
44	-- Character program control, secular	CAPR 60-1	5.4.6
45	-- Unit evaluation: QCUA, SUI, climate survey	CAPP 60-11	2.5, web
46	-- Commander's Dashboard	Web	

Performance Requirements

Objective: Demonstrate proficiency in CP Officer skill areas by completing the tasks below

47 Participate in an encampment as a member of the senior staff for at least 20 contact hours

48 Review any two chapters of *Learn to Lead;* draft 1-page outlines for each and discuss with OJT mentor (see p. 3)

49 Review any module in *Aerospace Dimensions;* draft a 1-page outline and discuss with OJT mentor (see p. 3)

50 Preflight, supervise, and mentor 2 cadet instructors using the check ride system (see p. 27)

51 Participate in 3 leadership feedback meetings and endorse (or write) three CAPF 60-90s

52 Plan 4 weekly squadron meetings using the CAPF 60-83, *Squadron Meeting Planner;* share the completed forms and discuss your work with the OJT mentor

53 Review the unit's QCUA report and provide a 1-page list of recommended actions to OJT mentor

Complete any 4 of the 8 tasks below

54 Administer two CPFT sessions

55 Evaluate an SDA and provide feedback to the cadet

56 Evaluate an essay and speech assignment and provide feedback to the cadet

57 Demonstrate proficiency with the Cadet Online Testing Application and Cadet Promotions Application

58 Review the unit's annual goals and provide a 1-page list of recommended actions to OJT mentor

59 Review the unit's cadet staff structure and provide a 1-page note to the OJT mentor justifying that structure or or recommending changes

60 Participate in at least one national cadet programs webinar (live or on-demand)

61 Assist with 2 different hands-on aerospace activities. (Stem kit, AEX, rocketry, cyber, etc.)

Ancillary Courses & Test Requirements

62 Complete Level II of the CAP Senior Member Professional Development Program

63 Complete CPP Advanced

64 Complete TLC Intermediate Course

65 Pass the online CP Officer Senior Rating test, which is based on the Knowledge Requirements above

Service Requirements

66 Serve 12 months as a Technician-rated staff officer, serving in any CP role listed in section 2.2, with minimal supervision

Summary Conversation

67 After completing all above requirements, discuss training topics of interest with OJT mentor

6.3 MASTER RATING

Knowledge Requirements

Objective: Identify the key goals, standards, and/or processes involved in each of the topics below.

	CP Officer Roles & Responsibilities	Publication	Section
1	-- DCP	CAPP 60-11	5.1
2	-- Squadron visits	CAPP 60-11	Part 3
3	-- Wing-level goals	CAPR 60-1	4.2
4	-- Progressive discipline: leadership	CAPR 60-1	3.4
5	-- CPP training requirements	CAPR 60-2	Ch. 3
6	-- CPP enforcement for acute incidents	CAPR 60-2	2.10
	Adult Professional Development		
7	-- Specialty Track management	CAPP 60-11	Parts 1 & 6
8	-- TLC course management	CAPR 60-1	2.4.1
9	-- Air Force expectations	Statement of Objs.	web
10	-- Strategic Plan	CAP Strategic Plan	web
11	-- HAA evaluation	CAPR 60-1	2.9; web
	Cadet Advancement		
12	-- Suggested best practices for special needs cadets	CAPP 1-10	
13	-- Spaatz process - approvals, proctors	CAPR 60-1	5.5.2.2
14	-- Milestone award ceremonies	CAPR 60-1	6.1.6
	Wing Cadet Activities		
15	-- Saturday activities	CAPR 60-1	4.3.2.2
16	-- Orientation flight management	CAPR 60-1, 8.9.1	CAPP 60-40; web
17	-- NCSA mgt.	CAPR 60-1	8.7.2; web
18	-- CSA accreditation	CAPR 60-1	8.7.6; web
19	-- CAC program leadership	CAPR 60-1	Ch. 7
20	-- Encampment operating policies	CAPR 60-1, Ch. 9	CAPP 60-70, Part 2
21	-- Encampment curriculum	CAPP 60-70	Part 5
22	-- Encampment metrics	CAPP 60-70	Part 1
23	-- Scholarship program management	CAPR 60-1	8.10; web
24	-- IACE and non-IACE exchanges	CAPR 60-1	8.7.8
	Cadet Support & Administration		
25	-- Supplements and OIs to cadet regulations	CAPP 60-1, 1.4	CAPR 60-2, 1.4
26	-- Waivers to cadet regulations	CAPR 60-1, 1.3	CAPR 60-2, 1.4
	Quality Cadet Units		
27	-- Wing-level review, management	web	

Performance Requirements

Objective: Demonstrate proficiency in CP Officer skill areas by completing the tasks below

28 Serve as a project officer or activity director (or deputy) for a group or wing cadet activity

29 Serve on staff at a RCLS, second encampment, or NCSA / CSA

30 Review any two chapters of *Learn to Lead,* draft 1-page outlines for each and discuss with OJT mentor (see p. 3)

31 Review any module in *Aerospace Dimensions,* draft a 1-page outline and discuss with OJT mentor (see p. 3)

Complete any 3 of the 6 tasks below

32 Serve on faculty at TLC

33 Visit 2 squadrons and provide peer assistance using checklist (see CAPP 60-11)

34 Mentor 1 senior member in the CP Officer specialty track

35 Review QCUA data for the group or wing; identify opportunities for cooperation

36 Develop a 1hr. lesson or activity; obtain feedback from 2 Master Rated CP officers

37 Participate in at least one national cadet programs webinar (live or on-demand)

Ancillary Courses & Test Requirements

38 Complete Level III of the CAP Senior Member Professional Development Program

39 Pass the online CP Officer Master Rating test, which is based on the Knowledge Requirements above

Service Requirements

40 Serve 18 months as a Senior Rated officer in a supervisory CP role (DCC, CC, Asst DPC, DCP)

Summary Conversation

41 After completing all above requirements, discuss training topics of interest with OJT mentor

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