Scientists have obtained the first image of a black hole, using the Event Horizon Telescope. The image shows a bright ring formed as light bends in the intense gravity around a black hole that is 6.5 billion times more massive than the Sun. This long-sought image provides the strongest evidence to date for the existence of supermassive black holes and opens a new window onto the study of black holes, their event horizons, and gravity. Before now, humans could only see indirect evidence that black holes even existed. > EventHorizonTelescope.org
Encampment Visitor Program to Promote Crosstalk

Encampment is the centerpiece of the first cadet year. Graduates advance in the cadet program at faster rates than non-participants. If a squadron meeting is one “dose” of cadet life, encampment is a full bottle of nutrients.

Because encampment is so important, we have to get it right. Collectively, Cadet Programs Officers are a resource; peer-to-peer learning can really boost our encampments. Enter the new Encampment Visitor Program. Here are the highlights:

**Vision:** A community of practice (see right) finding new and better ways to implement the encampment program

**Sample Areas of Inquiry:**

- Curriculum delivery
- Look-and-feel and training intensity
- Managerial or back office practices
- Cadre training practices
- Relationships with host installations
- Advertising and communications with families

**Suggested Best Practice:**

- Visit one year, host another year
- Visiting party include 2 SMs & 2 cadet cadre
- Visit for about 2 days / 1 night
- Visit on “cadre day” & “zero day”
- The visitors’ home encampment should cover travel expenses via the encampment budget
- AK, HI, PR, OS encouraged but not expected to participate due to obvious realities.

**Mode:** EVP is a collegial pursuit of best practices, not an inspection. EVP is conducted in a friendly, transparent, cooperative way.

**Resources:**

- EVP Guide
- EVP Checklist
- EVP webinars each spring

You already do something similar in your wing? Great. Many encampments welcome neighborly visits. EVP is an attempt to make such visits more purposeful and widespread in CAP.

For more information, see GoCivilAirPatrol.com/EVP or contact our Encampment Best Practices team at cadets@capnhq.gov.

Lt Col Christine Lee
Encampment Best Practices Coordinator

Lt Col Joe Rucker
Assistant Encampment Best Practices Coordinator

**Communities of practice** are formed by people who engage in a process of collective learning in a shared domain of human endeavor: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a gathering of first-time managers helping each other cope.

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

A growing number of associations, professional and otherwise, are seeking ways to focus on learning through reflection on practice. Their members are restless and their allegiance is fragile. They need to offer high-value learning activities.

The peer-to-peer learning activities typical of communities of practice offer a complementary alternative to more traditional course offerings and publications.

Wenger-Trayner, Etienne and Beverly. 2015. “Introduction to Communities of Practice.” wenger-trayner.com
Amelia Earhart, Neil Armstrong, and Jimmy Doolittle, welcome to your ranks Willa Brown, George Boyd, and Sally Ride, — fellow aerospace pioneers who are lending their names to Achievements in the CAP Cadet Program.

The CAP Cadet Program is organized around sixteen achievements and five milestone awards. Until now, only eight of the achievements (but all of the milestone awards) were named in honor of an aerospace pioneer. As Brown, Boyd, and Ride join the canon, only five achievements remain unnamed, leaving room for CAP to celebrate tomorrow’s aerospace giants.

### The Lt. Willa Brown Achievement
Achievement 10 honors Lt. Brown’s legacy as the first female African-American pilot, WWII-era CAP volunteer, and civil rights activist. Brown was known as “an Aviatrix and Maker of Pilots.” The Army selected her aviation school to conduct the experiments that resulted in the admission of African-Americans into the Air Force.

### The Col. George Boyd Achievement
Achievement 14 honors Col. Boyd’s legacy as one of the first African-Americans commissioned as an Air Force officer, a veteran of three wars, his service as a CAP wing commander, and his service as a Tuskegee Airman — a member of the WWII combat unit famous for overcoming the indignities of segregation while simultaneously amassing an incredible combat record.

### The Dr. Sally Ride Achievement
Achievement 15 honors Dr. Ride’s legacy as a scientist, public servant, and her being the first female American in space. Dr. Ride championed science literacy. Her Sally Ride Science Festivals inspired thousands of young women to “reach for the stars!”

### The NCAC Envisioned a More Diverse Canon
While looking upon the existing canon, cadets from the National Cadet Advisory Council were disappointed by the lack of diversity. In race and gender, the existing group was mostly white and male. By vocation, most had been pilots. By era, nearly every legacy pre-dated the Apollo program.

Could the NCAC identify worthy additions to a canon that includes such aerospace giants as Goddard, Earhart, and Spaatz, while simultaneously broadening the canon’s diversity? NCAC cadets answered, “Yes,” and the search was on.

Further, the cadets wanted to do things right. To celebrate the legacies of Brown, Boyd, and Ride, the honorees’ families needed to be located and invited to officially endorse the honoree’s new association with CAP. These efforts spanned three NCAC terms, and now certificates lovingly endorsed by the Brown, Boyd, and Ride families are proudly displayed at National Headquarters.

### The Canon Evolves
CAP’s cannon of aerospace pioneers was born in 1964 when CAP converted from its original WWII-era Cadet Program to its “modern” configuration. Originally, eleven pioneers were to inspire the cadets, but CAP has amended the cannon over the years. The first alteration came in 1979 when the Frank Borman Falcon Award, perched above the Spaatz, was phased-out. In 1998, Neil Armstrong and Ira Eaker were added. In 2003, Mary Feik joined the ranks. Now comes the Willa Brown, George Boyd, and Sally Ride Achievements, which take effect on October 1, 2019.

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**CADET CANON of AEROSPACE PIONEERS**


**Common Questions**

- Are Achievements to be known by the pioneer’s name or its number? Both usages are acceptable.
- Will new ribbons be created for the Achievements? No. From the Mitchell to the Spaatz, ribbons are awarded only for milestone awards.
- Can I see the Brown, Boyd, and Ride certificates signed by the families? Yes. GoCivilAirPatrol.com > Cadets > Library > Cadet Heritage.
**CAPR 60-2**

**Cadet Protection Policy Receives Enhancements**

**Effective 1 October,** we’re making a few enhancements to the Cadet Protection Program’s rules concerning alcohol, marijuana, and some other matters. The program remains aligned with standards recommended by the Centers for Disease Control and Prevention, and we embrace many of the same best practices as other youth-serving organizations.

**Alcohol. Rules are being tightened:**
During activities conducted primarily for cadets, the consumption of alcoholic beverages is prohibited:
- in the presence of cadets,
- by adult leaders who are likely to encounter cadets later that day, and
- in the area of the campus or installation used for CAP operations.

CAP strongly encourages adult leaders to abstain from alcohol for the duration of cadet activities they attend. CAP may discipline members who consume alcohol immoderately during CAP activities, even if the drinking occurs when the member is temporarily off-duty during an activity.

**Marijuana. Rules are being tightened:**
The possession and/or use of marijuana, including any derivatives such as edibles, oils, tinctures, etc., is prohibited at all CAP activities, including IACE, regardless of local laws that otherwise might permit its use. Other recreational drugs prohibited by Federal law are also prohibited at all CAP activities, including IACE.

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**OFFICER OF THE DAY**

A common best practice gets codified:
At least one senior member will be designated the officer of the day (OD), the adult charged with primary responsibility for responding to phone calls and emergencies occurring after lights out. Large activities may designate multiple ODS, such as one per dormitory. The OD will be announced to cadets each evening. Cadets will be instructed that if they need to contact the OD in-person after lights out, they are to ask their roommate or wingman to accompany them.

**Off-Duty Time During Overnight Cadet Activities.**
Some common best practices are now codified:
Encampments, NCSAs, CSAs, etc., are encouraged to give adult staff a night off. Talk about the scheduling as part of your RST. If off-duty adults go into town, use a designated driver and an adult wingman.

**CAPP 60-15, CPP Implementation Guide.**
This resource now includes a “watch out” list that leaders may use as they monitor training intensity. Activity staff may begin using it immediately.

**Why make these changes?** Before we set upon these new alcohol, marijuana, and related policies, staff studied CAP units’ experiences with the “old” policies, as well as the policies of other youth-serving organizations including Boy Scouts, Girl Scouts, 4-H, American Camping Association, and the Air Cadet League of Canada. While each organization’s guidelines differ to some extent, these new CAP policies represent mainstream policy choices that will enhance the cadets’ safety and well-being.

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**YEAR OF PARTNERSHIPS**

**Boys & Girls Club Shares its Blueprint**

Thanks to our partnership with the Boys & Girls Club of America, an amazing new resource is now available. The Blueprint is the best single-volume handbook we’ve ever seen on how to do youth development right. It’s a practical tool, backed by the best scholarship.

The Blueprint is available online. We plan to integrate some of the material into the TLC courses.

If you’ve been in CAP for 20 or even 10 years, you know that the Cadet Program has come a long way. To take the next step in that evolution, we need to look outward to other youth-serving organizations, like BGCA, and steal their best practices.
CAPR 60-1

Minor Adjustments Made to Cadet Program Management

In addition to CAPR 60-2, Cadet Protection Policy, receiving an update, we’re also using the occasion to make minor adjustments to CAPR 60-1, Cadet Program Management. The changes will be posted in August for a October effective date. Here’s a summary of what’s new:

Alcohol, Marijuana, & Other Drugs. This content has been removed from CAPR 60-1. Updated guidelines are now located in CAPR 60-2.

Cadets at Risk of Self-Harm. Adds guidance on how local leaders are to respond if at a CAP activity a cadet harms, attempts to harm, or expresses plans to harm himself or herself.

Unit Goals. Clarifies that Regions, Wings, and Groups are expected to establish goals for their Cadet Program. Previously, the language led some to believe only squadrons had this obligation.

Leadership Academy. Broadens the list of activities that can be used to satisfy the Eaker Award’s leadership academy requirement.

CadetInvest. Introduces the Cadet Invest family of financial assistance programs. No regulatory requirements are added, but we’re adding a section to CAPR 60-1 to help publicize the program.

Region Review of Encampment Training Plans. Requires Region/CPs to review encampment training plans 30-days prior to students’ arrival, as a quality-check measure.

Encampment Visitor Program. Introduces a new program to promote standardization, excellence, and collegial cross-talk at encampments.

GoCivilAirPatrol.com > Programs > Cadets > Library

the CADET FLIGHT PLAN

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

WHAT CAN I DO TO MAKE MYSELF AN IDEAL CANDIDATE?

When CAP reviews applications 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 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.

GoCivilAirPatrol.com /CadetInvest
We’ve updated the O-Flight pamphlet, now to be known as CAPP 60-40, Cadet Orientation Flight Program Guide. It supersedes CAPP 52-7 and is effective immediately. It’s business as usual for O-flight pilots; the basic program remains as is, but we’ve made some refinements, including:

- The powered and glider syllabi content remains unchanged.
- The most significant addition is a syllabus for lighter-than-air flights, for those locations fortunate enough to have access to balloons.
- A bit more specificity has been added to the program’s learning objectives. In particular, some attitude items (affective objectives) are now included.
- The section suggesting a division of labor among the key players -- the wing commander, the wing o-flight coordinator, squadron commanders, and squadron staff -- has been expanded. One reason for this is that CAPR 60-1, 8.9.1.2, requires wings to “push” sorties to the squadrons and develop a written plan annually for serving all squadrons in the wing. That requirement did not exist when the previous edition of CAPP 52-7 was published.
- A cadet-passenger briefing is now included, using the FAA’s “S.A.F.E.T.Y.” mnemonic.
- Includes a brief discussion on context or how o-flights “fit” into cadet life and the AE program as a whole.
- Also includes a reference to the new “Cadet Flight Plan for Aviation Careers” poster, which takes that discussion a step further.
- We’ve formatted the document in the expectation that many pilots will view it on a tablets or smart phone, versus a paper-based kneeboard.
- Adds a reference to an online parents’ FAQ.

A handful of other minor edits and enhancements were also made. Special thanks to the people who provided feedback on the drafts that had been posted to the Cadet Proving Grounds.

GoCivilAirPatrol.com > Programs > Cadets > Activities > Flying
**New Cadet Guide Gets Refresh, Readies for Double-Duty**

We’ve updated the *New Cadet Guide* that newcomers receive in the New Cadet Kit shortly after joining CAP. The Guide is now positioned to serve two purposes.

First, it’s a text and training aid for Cadet Great Start, helping prospective cadets work toward their Curry, especially during the roughly 5-week period between their first visit to CAP and their receiving the Guide in the mail.

Second, it’s a reference that new cadets would return to throughout their first cadet year for information on the coolest parts of cadet life, such as: CEAP, NCSAs, Cadet Wings, promotions beyond Curry, award programs, etc.

The 2019 edition includes eight additional pages (vs. the 2017 edition). Here’s some highlights about the new content:

**Curry Training**
- **Wingman**: Adds content on the Cadet Wingman concept and briefly explains how to be a good wingman; prepares cadets for the Cadet Wingman Course.
- **Core Values**: Adds a 1-page introduction explaining what the Core Values mean and why they’re important.
- **Respect on Display**: Reproduces much of the introduction to military customs and courtesies found in CAPP 151, *Respect on Display*. That publication remains available online, but now cadets will receive the essential content in hard copy via the *New Cadet Guide*.
- **Grade Insignia**: Includes images of grade insignia; another great example of Curry-related content that new cadets need access to right away.

**Motivational & Informational Items**
- **“Airmen” and the Total Force**: Adds an introduction to those terms, primarily to motivate prospective and new cadets to approach cadet life purposefully.
- **Cadet Flight Plan**: Offers a suggested path from cadet to pilot in three years; advertises the Cadet Invest financial assistance opportunities (CEAP, Cadet Wings, Take-Off Program, Cadet Lift).
- **Aviation Careers**: Includes a few articles that discuss the worldwide pilot shortage and the career outlook.

**Cadet Badges**: Showcases some of the most popular badges available to cadets, including the relatively new Cyber Badge and STEM Badge.

**Annual Cadet Awards**: Includes a synopsis of the various “of the year” awards.

**CyberPatriot**: Adds a special shout-out promoting the Cyber Patriot program.

**Suggested Best Practice for Local Leaders**

The suggested best practice is for squadrons to keep a supply of Guides on hand by printing them locally or purchasing them from Vanguard.

Following the Cadet Great Start plan, a prospective cadet’s first visit to CAP occurs at an open house. When prospective cadets attend their second CAP meeting, thereby showing a sincere interest in becoming a cadet, the squadron should provide each newcomer with this *Guide*. Use it as a textbook, training aid, and take-home resource until the cadet’s New Cadet Kit arrives in the mail.

At that time, squadrons may want to recoup that fresh copy of the *Guide* to replenish their own supply for the next Cadet Great Start cohort. (Yes, the *Guide* is also useful if you still use “trickle-in” recruiting, but yikes, it’s time to use the proven cohort recruiting model!)

**Cadet Great Start**

This revision of the *Guide* supports the Cadet Great Start program. We’re still working on a refresh to the Cadet Great Start curriculum guide, to include new social media tools and a more flexible set of implementation options.

**Distribution**


Vanguard will carry the 2019 edition beginning in July. We’ve asked them to sell them individually and at a discount in packs of ten so that squadrons might stock-up.

The *New Cadet Guide*, 2019 edition, is available online now.

[GoCivilAirPatrol.com > Programs > Cadets > Library]
INCLUSION

How can we support cadets who have special needs?

A conversation with two educators and CP experts

The Core Value of Respect calls us to include every cadet in the full breadth of cadet life. A cadet may have a physical disability or a learning disability or some other challenge, but still, that cadet is welcome in CAP. If you’re the CP Officer on the ground, what can you do with your limited knowledge of special education to help that cadet thrive? We asked two professional educators who are members of the National Cadet Team to lend us their expertise.

Capt Wendey Walsh, Educational Accommodations Specialist, CAP National Cadet Team, is a school psychologist with thirty years’ experience.

Lt Col Zoe Falls, Cadet Leaders’ Adult Education Coordinator, CAP National Cadet Team, is a Ph.D. candidate specializing in educational technology at the University of Nebraska - Lincoln.

1. CAP mandates welcoming students/cadets who have special needs. The jargon we hear is “maximum inclusion in the least restrictive environment.” What does that mean?

Capt Walsh: This means any cadet should have the opportunity to be with nondisabled cadets as much as possible.

Lt Col Falls: It means we find solutions to make all cadets feel welcome at our events and create an environment in which they are able to participate. Most of the time, accommodations are simple, easy to apply, and do not detract from the overall function of the event or training.

2. How do you get parents to discuss the special needs their cadets have without asking directly?

Capt Walsh: If it is noticed that a newer cadet is struggling, talk to the parents. They are often our best source, but are usually protective. Something like “We have noticed Cadet J is struggling to pass tests, is there any way you know of to help?” Then offer some suggestions. I also encourage parents to become members.

3. A cadet has an IEP or a 504; what do these terms mean?

Capt Walsh: These are legal terms that define the plans as to what is required for the student to successfully learn new material. 504s indicate specific strategies to make a student/cadet successful. The Individualized Education Plan (IEP) identifies the learning/teaching strategies the cadet may need to understand new material.

4. Who can or should know about a cadet with special needs and the accommodations that have been placed?

Capt Walsh: Only those in direct contact or interaction with the cadet. You may be notified of a particular cadet who will require assistance to be successful in CAP activities. Keep in mind this information is CONFIDENTIAL; you are obligated to honor his/her privacy. This is no light matter; with this information comes the responsibility to guard their information.

5. A lot of squadrons have seen cadets with dyslexia. To support those cadets, they’ve allowed someone to read the exams aloud to the cadet. What other accommodations might local leaders draw from their toolbox to support various learning disabilities when it comes to cadet tests?

Capt Walsh: Reference CAPP 1-10 but extended time and modification of tests are also acceptable

Lt Col Falls: Dyslexia manifests in different ways for different cadets. For some, the words appear to float on the page, while for others the words do not appear in the correct order. For others it is hard to distinguish between the lines in a paragraph, a simple fix to this is to have the cadet use a ruler to guide their reading as they move through the passage.

Continued on page 8
6. One of the most common behavioral disorders we hear about is ADD and ADHD. What challenges would an ADD or ADHD cadet experience? What can we do to support them?

Capt Walsh: Challenges can be with attention, focus and impulse control. Having material read to them (both Adobe and Word have ‘speak or read text”) can help them focus, background noise is very distracting.

7. How about with autism spectrum disorders? What are they? What support might he/she need?

Capt Walsh: Those cadets with autism or with characteristics of this disorder can be very “quirky,” (think Sheldon of Big Bang Theory). It would be rare for any individual to need all the following but, any one could have many of them. Children with ADHD may have some of these characteristics as well. Some of the following may be helpful for students/potential cadets:

- Close proximity is painful to some people because of processing and sensory issues. Be aware of how close you are standing when addressing cadet for any reason.
- Advanced information should be given before changing activities, room or scheduling. Try for at least five minutes before change occurs. Knowing what will be next, allows the individual to prepare to stop what they are doing and/or prepare. Not knowing can result in oppositional behavior as well as being very stressful.
- When someone is speaking to a large audience, comments directed to the group may be taken as personal and directed only to the individual. Result of this can be inappropriate comments, oppositional behavior or full-scale meltdown.

8. For the first-time cadet, encampment is going to be a challenge. For cadets who have anxiety disorders (OCD, Generalized Anxiety Disorder, Separation Anxiety, etc.) the stress of encampment is doubly challenging. How might that present at encampment and what can we do to help those cadets not just make it through the week but to actually thrive?

Capt Walsh: Keeping in touch with the anxious cadets goes a long way, try making contact with cadets at least daily.

Lt Col Falls: Talking with the cadet has been most successful for me. It involves asking what we can do to help them be successful at encampment. For one cadet who found needing the doors closed at a 45 degree angle a bit claustrophobic, allowing the cadet to open the window helped alleviate the stress.

9. All sorts of cadets experience homesickness at encampment. In your experience, what works best? Do you let cadets call or text mom? Do you tell them to tough it out? Do training officers and chaplains get involved or does the extra attention just make the homesickness a bigger problem? What should we do and/or not do?

Capt Walsh: Personally, I have poor luck allowing cadets to call home. The CISM officer, Chaplin, or Character Development Instructor can consult with the cadet and call parents once or twice. It can be helpful to ask parents to send cadets encouraging emails each day.

Lt Col Falls: Often allowing a phone call home creates a larger issue further on in the week. Exceptions to this are often focused on major tragedies in a cadet’s life, when they want to participate in encampment, but find themselves distracted by being out of contact with their family during times of a severe, life-threatening illness or recent death in the family.

10. Most adult volunteers aren’t professional educators or mental health clinicians. What support is available from National Headquarters if local leaders aren’t sure how to help a cadet?

Write to cadets@capnhq.gov, describe the situation, and Capt Wendey Walsh will reply via email or phone. She’s your sounding board and solution-advisor.

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**FLYING**

**Meet the first crop of Cadet Wings graduates**

*Begin with an awesome cadet, invest $10K or more, & add lots of hard work to make a pilot*

Cadet Emma Herrington  
Texas  
*“Cadet Wings is the answer for those who cannot afford flight training but are desperate to fly.” — Cadet Emma Herrington*
THINK PIECE

To Discipline is to Teach

Toward a complaint system built upon principles of effective youth development

Curt LaFond
Director of Cadet Programs

At its best, cadet life exists in a space characterized by good instructional techniques, positive role modeling, supportive mentors, and age-appropriate challenges that excite cadets and push them one step beyond their comfort zones. That’s a recipe for fun, learning, and outcomes valuable to America.

But how should we respond when a cadet makes a mistake? Too often, I’ve seen garden-variety cadet misconduct routed through an Air Force-style IG system that was designed to handle serious instances of fraud, waste, and abuse. In this short article, I explain why that’s the wrong forum for cadets (as young as twelve) to learn from their mistakes. Cadet misconduct — save for allegations of abuse or other crimes — should be resolved within the cadet community. Maj Gen Smith has already endorsed our main principles here, but the final shape of the program remains tentative.

Hopefully, everyone is familiar with the policy on progressive discipline that CAP implemented two years ago. Under this model, we respond to cadet misconduct incrementally while seeking both accountability and behavioral change. To discipline is to teach self-control and that actions have consequences. Under this paradigm, adult leaders are not adversaries or investigators but role models, Socratic questioners, and correctors. Accordingly, our response to official complaints about cadets needs to abide by those principles.

Proposal. We recommend that garden-variety cadet misconduct — bad behavior that does not allege abuse or felonious conduct — be diverted out of the IG system and referred to the DCP instead.

Rationale. Some reasons that led me to this position include:

1. The CAP Cadet Program needs to be a safe place for youth to make mistakes and learn from them. The IG complaint system is designed as a fact-finding effort; it is not aimed at learning, nor does it pursue restorative justice. In youth development, learning is the primary goal of any disciplinary regime. To discipline is to teach.

2. An “IG investigation” and all of the trappings that accompany it often will not be interpreted as a youth-scaled response to cadet misconduct. Parents have called asking why CAP is targeting their cadet with such a heavy-handed tactic. They’ve asked if their cadet’s ROTC application is in jeopardy or if they need a lawyer.

3. To change youth behavior, fact-finding and disciplinary interventions must be resolved quickly. When a process is time-intensive (as a thorough IG system is and should be) cadet learning is less likely to be effective. We recently assisted with complaints filed against two cadets whose bad behavior happened 6 to 9 months previously — ancient history to a cadet.

4. CAP promises to partner with parents to support their cadet’s growth. If complaints are routed outside of the Cadet Program and members are prohibited from discussing it, we substantially depart from that commitment.

Analogy. At school, students are accused of fighting, bullying, lying, and other types of misconduct. As venues for learning, schools respond to these incidents internally; they are not referred to law enforcement, but rather diverted to the “vice principal,” who is not only a disciplinarian but an educator. To extend the analogy to CAP, complaints against cadets ought to be handled within the Cadet Program, via the DCP, who is the wing’s senior youth development professional and “vice principal” equivalent.

DRAFT REGULATORY GUIDANCE

Complaints Against Cadets

When CAP receives allegations of cadet misconduct, CAP diverts the majority of those complaints away from the IG complaint system, instead referring the matter to the Wing/CP, the wing’s senior youth development professional, for resolution consistent with positive youth development and progressive disciplinary principles (CAP R 60-1, 3.4).

1. Complaints Not Diverted to Wing/CP. There are two classes of complaints against cadets that are not diverted to the Wing/CP:
   (1) complaints alleging reasonable suspicions of abuse shall be handled per CAP R 60-2, and
   (2) complaints alleging felonious misconduct shall be handled per [CAP R 20-2].

2. Complaints Diverted to Wing/CP. Examples of complaints against cadets that shall be referred to the Wing/CP include allegations of lying, insubordination, bullying, fighting, inappropriate training intensity, tobacco or alcohol use, inappropriate displays of affection at a CAP activity, and cadet to cadet sexting.

3. Complaint Processing. IGs who receive complaints against cadets that do not allege one of the classes of misconduct listed in 1.2.3.1. will:
   (1) refer the complaint to the cadet’s Wing/CP for resolution,
   (2) notify the complainant of the referral, and
   (3) record the referral via the SoR, which closes the complaint as an IG matter.

4. Resolution by Wing/CP. Upon receiving from the IG a referral on a complaint against a cadet, the Wing/CP will:
   (1) interview affected parties;
   (2) aim for resolutions that reinforce the Core Values and teach positive conflict resolution skills;
   (3) aim for resolutions consistent with principles of restorative justice, where a wrong-doer is lead toward an opportunity to repair the harm caused by the misconduct;
   (4) coordinate recommended disciplinary action with the cadet’s unit commander within 30 days of receiving the complaint referral; and
   (5) brief the complainant and the affected squadron and wing commanders on the resolution.

5. Cadet Appeals. Cadets disciplined for misconduct retain the right to appeal any punishment to the commander immediately above the one who imposed the penalty.
1. How do Cadet Wings recipients train for their private pilot’s license?
   a. In a CAP airplane with a CAP CFI.
   b. At the local FBO with their plane and their CFI.
   c. At an aviation college, all summer long.
   d. Whichever option suits them best.

2. Match the aerospace pioneer (Column A) to his or her legacy (Column B) and cadet achievement number (Column C).

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
<th>COLUMN C</th>
</tr>
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<tbody>
<tr>
<td>Lt Willa Brown</td>
<td>Tuskegee Airman</td>
<td>#15</td>
</tr>
<tr>
<td>Col George Boyd</td>
<td>1st US Woman in Space</td>
<td>#14</td>
</tr>
<tr>
<td>Dr. Sally Ride</td>
<td>1st black female pilot</td>
<td>#10</td>
</tr>
</tbody>
</table>

3. What part of Cadet Invest helps financially disadvantaged cadets attend an NCSA?
   a. CEAP
   b. Cadet Lift
   c. Cadet Wings
   d. Trick question: no program yet exists.

4. We’re at encampment. Some adults want a beer.
   a. Absolutely not. Alcohol is always prohibited.
   b. One beer is ok, so long as no cadets are around.
   c. Okay, but only if the adults go off-base or to the Club, have a designated driver, and are scheduled “off-duty” for the rest of the day.

5. What topic will be presented in the next module of Aerospace Dimensions?
   a. cyber
   b. robotics
   c. aerospace medicine

6. You completed the Cadet Protection Basic Course in January 2016. In January 2018, you completed Cadet Protection Advanced. When do you need to renew your training?
   a. Do either course before January 2022.
   b. Do the Basic Course by January 2020.
   c. Do the Advanced Course by January 2022.
   d. Trick question: the credential never expires.

7. A new option is available to satisfy the Eaker Award’s leadership academy requirement. Now, cadets can do COS, RCLS, or
   a. 1 semester at a service academy, any branch.
   b. 1 semester of college ROTC, any branch.

8. What resource was recently re-designed to serve as a textbook for Cadet Great Start students until their full set of books arrives?
   a. The Cadet Handbook
   b. Photocopied version of Learn to Lead, chapter 1
   c. New Cadet Guide
   d. First Talk Guide

BONUS. Which nation’s flag was planted on the lunar surface 50 years ago this summer, thanks to the efforts of more than 200,000 scientists, engineers, technicians, poets, dreamers, artists, and heroic astronauts?
   a. USSR
   b. Red China
   c. USA! USA!

2nd BONUS: Did the astronauts come in peace?
   a
   b
   c

ANSWERS

C A D E T  W I N G S

Cadet Wings is the new diamond of cadet life.

Cadets selected for this ultra-competitive program train for a Private Pilot Certificate, with Cadet Wings covering nearly all expenses.

GoCivilAirPatrol.com/CadetInvest
NATIONAL CADET TEAM
Priority Projects for 2019

1. Youth Aviation Initiative
   Assist the Air Force in responding to the worldwide pilot shortage; implement Cadet Wings, Cadet Lift, Cadet Take-Off Programs

2. Cadets at School
   Make CAP more attractive to schools; update program guide and develop a regulation that provides relief from many CAP compliance items

3. Cyber Module
   Assist the Air Force in responding to America’s urgent need for cyber professionals; integrate cyber into the core cadet curriculum via an Aerospace Dimensions module; add an AE task to Achievement 8

4. Cadet Great Start
   Update content and provide new and better tools for squadrons, from advertising the open house to training to graduation and a successful first year

5. Training Intensity
   Provide additional guidance on how to calibrate the “look and feel” of cadet life; implement the Encampment Visitor Program

6. Youth Development Conference
   Learn, cross-talk, and improve how wings implement the cadet program; introduce the DCP community to new, external points of view on positive youth development

FIELD SERVICES
New orientation program supports DCPs

We’re trying to strengthen our relationship with Region and Wing DCPs. Toward that end, as new DCPs are appointed, we send a welcome kit via US Mail and contact them via phone to discuss ways we can work together. A follow-on call occurs 6 months later. This outreach effort is meant to complement the Wings’ and Regions’ relationships with one another, not replace them.