

CADET NEWS + INNOVATIONS

"We shall not cease from exploration . . ."

T. S. Eliot



CIVIL AIR PATROL

1ST VIRTUAL NATIONAL CONFERENCE

AUGUST 2020

KEY LEADERSHIP CIRCLE

- ★◇ **Curt LaFond** Director of Cadet Programs
- ◇ **Col Ned Lee JD** Cadet Programs Manager
- ★ **Wendy Hamilton** Career Explorations Manager
- ◇ **Lt Col George Ishikata** CP Staff Coordinator
- ★◇ **Joanna Lee** Youth Dev. Program Specialist
- ★ **Margarita Mesones-Mori** Aviation Careers Manager
- ★ **Kywanna Johnson** Support Services Coordinator

ACTIVITIES GROUP

- ★ **Wendy Hamilton** Career Explorations Manager
- ◇ **Lt Col James Peace** NCSA Coordinator
- Lt Col Peggy Myrick** IACE Director & IACEA Rep.
- ◇ **Lt Col Elizabeth Marx** Assistant NCSA Coordinator
- Lt Col Robert Shaw** Assistant NCSA Coordinator

AVIATION GROUP

- ★ **Margarita Mesones** Aviation Careers Manager
- ◇ **Lt Col Ron Hanson JD, MD, PhD** Scholarship Panel Chair
- ◇ **Lt Col Shaun Adams** Asst Scholarship Coordinator
- ◇ **Lt Col Elliott Korona** Asst Scholarship Coordinator
- ◇ **Lt Col Pedro Torres** Asst Scholarship Coordinator
- Col Mike Cook** YAI Panel Chair
- Lt Col Mark Bailey** YAI Panel Member
- Lt Col Al Van Lengen** YAI Panel Member
- ◇ **Maj Robin Kim** YAI Panel Member
- ◇ **Maj Catherine Plasschaert** YAI Panel Member

COUNCIL GROUP

- ◇ **Lt Col Christine Lee** NCAC Senior Advisor
- ◇ **Maj Valerie Jaffee** Assistant Senior Advisor
- ◇ **C/Col Luke Pongratz** Cadet Chair '19 - '20
- ◇ **C/Lt Col Conrad Awwe** Cadet Vice Chair '19 - '20

CYBER GROUP

- Vacant Cyber Program Coordinator
- ◇ **Lt Col Paul Creed III** Cyber Curriculum Coordinator
- Maj Bill Blatchley** Cyber Competition Coordinator
- ◇ **Maj Michael Dunn** Cyber Curriculum Specialist

EDUCATION GROUP

- ★◇ **Joanna Lee** Youth Dev. Program Specialist
- ◇ **Lt Col Zoe Falls PhD** C/Leaders' Adult Education Coord.
- ◇ **Lt Col Jim Jenkins** Spaatz Medical Specialist
- ◇ **Lt Col Gerry Levesque** School Program Coordinator
- ◇ **Maj Kenny Loui PhD** Asst. School Program Coordinator
- Lt Col Jett Mayhew** DDR Coordinator
- Lt Col Valerie Brown** Education & Testing Coordinator
- ◇ **Lt Col Rob Smith** Spaatz Essay Evaluator
- ◇ **Lt Col Justin McElvaney** Spaatz Essay Evaluator
- ◇ **Lt Col Grace Edinboro** Drill & Ceremonies Coordinator
- ◇ **Maj Forest Allen** Asst Drill & Ceremonies Coord
- ◇ **Maj Rachel Knowles DPT** Fitness Education Coordinator
- ◇ **Lt Col Casey Schroeder PhD** Asst. Fitness Education Coord
- Capt Wendy Walsh** Educational Accommodations Spec.

SPECIAL GROUP

- ◇ **Col Virginia Nelson** Field Services Coordinator
- Maj Patti Overman** Assistant Field Services Coord
- ◇ **Lt Col Christine Lee** Encampment Best Practices Coord.
- ◇ **Lt Col Joe Rucker** Assistant Encampment Coordinator
- ◇ **Lt Col Tom Rehman** Cadet Analytics Coordinator
- ◇ **Capt Matt Chirik** Spaatz Association Liaison

ALMANAC

All data is as of 1 August 2020

Key Performance Indicators

Is CAP truly “developing dynamic Americans and aerospace leaders?” How would we know? Key Performance Indicators advise us. If we do well on KPIs, we can be reasonably confident that we’ll achieve our program outcomes. ▶ See pages 7-8 for more.

Enrollment



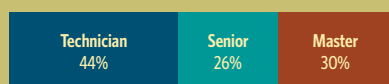
Twenty-year average is 24,500
Although we declined slightly, we are near last year's 30-year high!

Squadrons



673 Composite
221 Cadet (Community)
41 Cadet (School)
991 Total

Adult Professional Development



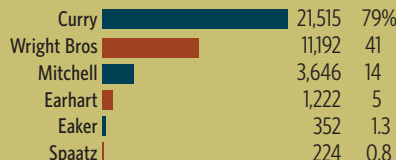
3,039 Enrolled, Unrated
2,295 Technician
1,348 Senior
1,543 Master
5,186 Total Rated Individuals

Quality Cadet Unit Award



All-time high; program launched in 2010 and the criteria have grown a bit more challenging over the years

Progression



Currys & Wrights are up by 8 and 5 points, respectively, since the CPFT change of 2018.

Encampment Graduates



Stats for 2020 are awful due to Covid, but CEAP had been fueling our participation gains.

Orientation Flights



Stats for 2020 will be awful due to Covid. In most years, performance is mostly a function of fuel prices.

Cadet Wings



50 private pilot graduates to date, with about 60 cadets in the pipeline



PEOPLE

LaFond begins doctorate at Pitt

Congratulations to Curt LaFond, Director of Cadet Programs, for beginning his studies in the University of Pittsburgh's doctor of education program.

Pitt offers the world's first doctorate that concentrates in out of school learning, the special environment where cadet life occurs. The three-year program is designed around three pillars: equity and justice, improvement science, and learning ecosystems.

Pitt aims to develop scholarly practitioners, leaders who are not merely deeply read in the latest research, but also skilled in applying that research to real-world problems of practice.

STRATEGIC PLAN

Cadet Program Priorities for 2020-21

CAP operates according to a strategic plan. One of the plan's strategic goals speaks directly to the cadet mission. That goal is shown at right. Cascading down from that goal are this year's objectives and their related projects.

STRATEGIC GOAL

*Answer America's urgent needs
through aerospace education and
leadership development
to grow our youth into
tomorrow's dynamic leaders*

Reach New & Underserved Markets

- ◆ Make CAP more affordable by waiving first-year membership dues for Free and Reduced Lunch cadets
- ◆ Help new cadets get started by augmenting their training with an optional, monthly Curry Webinar led by a cadre of cadet officers
- ◆ Attempt to increase minority participation in the Cadet Wings and other Cadet Invest programs through a campaign targeted at minority cadets and commanders of minority-heavy units

Evaluate the Program & Learn

- ◆ Revise the Annual Cadet Survey, linking it to our newly-validated logic diagram; capture audience inputs that are important to our KPIs; improve survey methodology and align with program evaluation standards
► See pp. 7-8
- ◆ Focus leaders at all echelons upon the Cadet Key Performance Indicators; display Cadet KPIs on the Commander's Dashboard ► See pp. 7-8

Make Cadet Life Exciting & Relevant

- ◆ Assist the Air Force and American industry in responding to the worldwide pilot shortage by operating our Cadet Wings, Take-Off, and Cadet Lift programs
- ◆ Assist the Air Force in responding to America's urgent need for cyber security professionals by implementing *Aerospace Dimensions* module 7 ► See p. 3
- ◆ Implement *Cadet Interactive*; transition the cadets' core curriculum from a read-and-test model to a web-based, interactive experience ► See pp. 5-6

Develop the Cadets' Adult Leaders

- ◆ Conduct the 2nd Annual Youth Development Conference: Equity & Justice in Cadet Life; learn, cross-talk, and improve how wings implement cadet programs; introduce the DCP community to new, external points of view on positive youth development ► See p. 4
- ◆ Support adult learning by developing at least three web-based, on-demand mini-courses on technical topics

FLYING

Meet some of our

Cadet Wings graduates

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

— Cadet Emma Herrington

GoCivilAirPatrol.com
/CadetInvest



Cadet Lily Ericsson
Ohio
Licensed Private Pilot
Wings #39



Cadet Vivek Upoor
Maryland
Licensed Private Pilot
Wings #17



Cadet Ashley Jacobson
Missouri
Licensed Private Pilot
Wings #18



Cadet Your Name Here
Hometown
Licensed Private Pilot
Wings #??

Introduction to Cybersecurity

ACTIVITIES & CURRICULUM

Aerospace Dimensions, Module 7, launches in 2021

Air. Space. Cyber. The Air Force protects America in three domains, with cyberspace being the newest.

Democracy itself is under cyber attack. City governments have been hacked, their data ransomed. Bad guys have penetrated computer networks inside labs working on coronavirus vaccines. Nuclear reactors are high-value targets. Even nuisances like Zoombombing wear upon America. Cybersecurity is important to everyone.

Until now, most cadets participating in programs like CyberPatriot already possessed an enthusiasm for computer science. What about the rest of the cadet corps? CAP introduces cadets to the air and space domains, but the cyber domain needs greater emphasis.

Enter the forthcoming *Aerospace Dimensions*, module 7, "Introduction to Cybersecurity." Cadets will learn fundamentals about the cyber domain: its importance to national security, commerce, and daily life; the science that makes it work; key principles of responsible cyber citizenship; lucrative career opportunities, and more.

CAP has partnered with the University of Alabama's Department of Computer Science. Doctoral student Lacey Wicks conducts research at the intersection of cybersecurity and education. Ms. Wicks, supervised by two professors, is half-way through the Module 7 draft right now.

Like the other modules in the *Aerospace Dimensions* series, Module 7, "Introduction to Cybersecurity," will be a required stop on every cadet's journey to the Mitchell Award. The text is being written for middle and high school-aged cadets, aiming to be simple enough for the youngest cadets to understand, yet challenging enough so that even the advanced cadet can learn something.

Plenty of fun, hands-on activities will make the subject matter come alive. Like the activities in the AEX series, many of these hands-on puzzles and games are designed for squadrons that operate in modest settings — the veritable "VFW basement" that lacks wifi — while a couple activities will make use of a few smart phones and laptops that people might have handy.

About the Author **LACEY WICKS**

Lacey Wicks is a doctoral student in the Department of Computer Science at the University of Alabama. Her research interests meet at the intersection of cyber security and education, making her a fabulous match for this project.

As a graduate student, she's already completed noteworthy projects, including revamping Oak Ridge National Laboratory's cyber security training.

Ms. Wicks's doctoral work is supervised by two professors, Dr. Jeff Carver and Dr. Travis Atkinson.

THE UNIVERSITY OF
ALABAMA



Above: Some of the topics included in "Introduction to Cybersecurity."

CIVIL AIR PATROL's 2nd ANNUAL

YOUTH DEVELOPMENT CONFERENCE

EQUITY & JUSTICE in CADET LIFE

MLK WEEKEND
15-18 JANUARY 2021
ATLANTA

*Travel & lodging assistance provided
In-person portion subject to Coronavirus
YDC is an adults-only learning opportunity*

*"Inclusion is not a matter of
political correctness,
it is the key to growth."*

JESSE JACKSON

What participants are saying . . .

*"CAP is looking forward and acknowledging
that we need to adapt to stay relevant."*

*"I'm proud that CAP is engaging with best
practices and is truly committed to
professionalism."*

*"A wonderful weekend of speakers and
networking!"*

95% say YDC is a positive step forward



► [GoCivilAirPatrol.com/YDC](https://www.GoCivilAirPatrol.com/YDC)



ANNOUNCING *Cadet Int*

Q: *What are the two keys to cadet promotions?*

A: *"Control" and "F."*

Let's be honest. A lot of cadets don't engage meaningfully with *Learn to Lead* and *Aerospace Dimensions*. The common practice with achievement tests is not to read the text first, but to take it cold.

Open the PDF in one window, eServices

Let's be honest. A lot of cadets don't engage meaningfully with the texts.

for the test in the other, read the test question, *Control-F* for the keyword, read the respective sentence in the textbook, and you'll probably pass. Hardly the model of rich learning promoted in Quintilian's *Institutes*.

We can do better. CAP will convert the leadership and aerospace curricula to web-based, interactive modules. Working title: *Cadet Interactive*.

Our point isn't that X percent of cadets are taking short cuts, it's that the tired model of read, study, test, promote is no longer the best we can do.

Analysis of Today's Core Curriculum

The current system for delivering our core curriculum seems marked by three characteristics. (1) Low engagement with the textbooks. (2) Superficial

learning of the subject matter,

which stunts the cadets' leadership development, and (3), high-stakes written tests – gotta pass this to rank-up. If we want CAP to differ from "school," this needs to change.

What If?

What if it were not so? What if instead of a read-study-test-promote model, we moved to a participation model, at least in terms of academic foundations? What if we adopted web-based, interactive learning modules instead? Each chapter of *Learn to Lead* would have its

The tired model of read, study, test, promote is no longer the best we can offer

interactive module. Same with each book in *Aerospace Dimensions*. (Let's limit the conversation to Phase I and II for now.)

By decreasing the stakes in achievement tests, we might even increase cadets' abilities to apply their learning to leadership challenges.

An online model feeds the content to cadets; they can't help but encounter it when they go to rank-up. That's arguably more interaction with the content than they get now.

Over a half-hour, they'd click-through the lesson, completing quizzes to check for understanding along the way. Get a question wrong, the software would have the cadet try again right then. Instead of "passing" a test, the goal would be to complete the module.

Furthermore, think of the roadblocks we see now. Cadets *Control-F* through the achievement tests, then get stalled at the closed-book milestone exams. If our system increases their interaction with the content, we should see greater success on the milestones.

Under this model, we recognize that for the half-hour the cadets are participating online they are a captive audience, so we can increase engagement with the subject matter. The modules would include engaging, age-appropriate multi-

What if we adopted web-based, interactive modules instead?

media aids to make the experience as fun as possible while limiting drudgery.

Squadron Meetings Are For Hands-On Aerospace

Interactive modules would provide a standardized means of delivering the primary, basic instruction on aerospace fundamentals. (That's never been our strong suit.) In turn, squadron meetings could focus on what we are great at: delivering hands-on learning using our awesome Stem Kits, AEX, CyberPatriot, and other resources. One lesson of the Covid era is that if you're going to leave the house for an in-person event, you want that event to be as cool, social, and engaging as possible.

Hard Copy Texts Remain

Hard copy and PDF versions of the aerospace and leadership textbooks

eractive

The core curriculum is going fully online

would remain available for close readings, supplementing the online modules. Indeed, at least twice in the past decade the NCAC – digital natives of Gen Z – has advised us to retain hard copy texts because they serve learners who prefer paper (there are many!) and cadets who don't have nonstop Web access, such as those from disadvantaged families, rural communities, and younger cadets whose parents limit screen time.

Focus on Leadership Applications

Learn to Lead's content, converted to interactive, online modules, would continue to provide the academic foundation needed for leadership growth.

Cadet promotion decisions would stay as-is, with local adults comparing the cadets' behaviors against the familiar set of leadership expectations listed on the *Cadet Super Chart*. In other words, cadets rank-up by applying the academic content to their youth-scaled leadership challenges, as has always been the case since Coach Jack Sorensen built the modern program in 1963.

The objection we may hear in the cadet community is "You're lowering standards by getting away from a traditional, timed test!" True, the evaluation instrument would be "easier," but the interaction with the content, and therefore the depth of learning, should be a lot higher. Furthermore, although not widely known, Jack's first design had younger cadets reading textbooks and then orally discussing the content with older cadets. It was a low-stakes, oral quiz that was more of an *experience* than a pass / fail assessment. In other words, community members concerned about honoring our traditions should discover

that a robustly interactive web-based learning suite is closer to our roots than many realize.

Okay, What About Cadets Who Lack Web Access?

We believe this learning system will work for the vast majority of cadets, while acknowledging that cadets from low-income families and those who live in rural communities beyond the reach of broadband will be at a disadvantage. The good news is *Cadet Interactive* will be located in eServices, so anyone who can access eServices now – via home, phone, school, library, or the squadron – can access *Cadet Interactive*. In the worst-case scenario, the squadron can continue to serve these cadets via the hard copy, open-book, multiple choice tests they are using today.

Why Now? Why So Fast?

This enhancement to cadet life is made possible by Covid. Unfortunately, Covid basically cancelled summer, but the good news is that funds CAP had earmarked for NCSAs, encampments, and other activities, are available. Because the funds come to us via the taxpayer, federal regulations require us to contract with a vendor now, before the end of the fiscal year.

When Will *Cadet Interactive* Launch?

We'll field test the vendor's product in early 2021 and plan to implement *Cadet Interactive* nation-wide by fall 2021. Bear with us though, because if the choice is delivering the right experience to cadets or delivering the product quickly, we'll err on the side of providing cadets with a high-quality product.

► [Stay tuned to the Cadet Blog](#)

AT A GLANCE

Cadet Interactive

The Content

- ◆ *New Cadet Guide*
- ◆ *Learn to Lead*, vols. 1-3
- ◆ *Aerospace Dimensions*, vols. 1-7
- ◆ Same subject matter as today
- ◆ Same learning objectives

The Experience

- ◆ About 30 minutes' effort per module
- ◆ Click-through experience requiring active participation
- ◆ One module per *Learn to Lead* chapter
- ◆ One module per *Aerospace Dimensions* module
- ◆ Milestone award exams remain closed-book

The Timeline

- ◆ Fall 2021 release expected

STRATEGIC PLAN

The Cadet Program's Key Performance Indicators

CAP says it develops young people into aerospace leaders, but is that actually so?

Because we care about the cadets, we need to evaluate how well the Cadet Program is performing. While performance metrics will be useful as we try to attract donors, their main purpose is to help us *learn what's working and how to serve cadets better*. Program evaluation is not an exercise in "Gotcha!" but an effort to improve cadet life.

Today, we are mostly a compliance-centered culture. Our IGs check adherence to regulations. That's important work, but a unit could be in full compliance *and* wholly ineffective at making a difference for cadets or America.

Maj Gen Smith has endorsed the Key Performance Indicators (KPIs) shown on the next page. If CP leaders begin paying attention to them, we will naturally do better for the cadets. We will be measuring what's truly important, and that's the work most apt to get done. Look for KPIs to become available at least on a semi-annual basis by the end of 2021.

► See chart, next page

The CADET FLIGHT PLAN

There's never been a better time to be a cadet! **CadetInvest** offers financial aid for encampments, career explorations, flying, and college.

1ST CADET YEAR*

1. Join CAP
2. Squadron Meetings
3. O-Flight
4. Rank-Up
5. Encampment
Financial aid available via "CEAP"

2ND CADET YEAR

6. National Flight Academy
Financial aid available via the "Take-Off Program"
7. Aero Career Explorations
Financial aid for National Cadet Special Activities available via "Cadet Lift"

3RD CADET YEAR & BEYOND

8. Private Pilot License
"Cadet Wings" covers nearly all expenses
9. College
Special access to ROTC, service academies, or scholarships can help
10. Professional Pilot

★ Cadet year terminology is for illustration purposes only. By law, the minimum age for solo flight in a glider is 14, for powered aircraft, 16.

GoCivilAirPatrol.com
/CadetInvest





Cadet KPIs

Key Performance Indicators of Mission Success in Cadet Programs

CAP Visual Aid 60-112
August 2020

1 SQUADRON HEALTH

National: Number of QCUA winners for each of past ten years as a sparkline against the benchmark

Wing: A. Same as national, scaled to wing B. Number of squadrons on-track to earn QCUA this year, as a win/loss against the benchmark

Unit: A. Number of QCUAs for each of past five years as a win/loss B. Win/loss for current year to date across all QCUA categories

Benchmark: 40% of cadet & composite units, per Boys & Girls Clubs of America

6 FLYING

National: A. Number of O-flights for each of past ten years as sparkline B. Number of cadets achieving pre-Solo, Solo, and Private Pilot for each of past five years as sparklines C. Cadet Wings completion rate, hours to PPC, and cost per PPC, against GA averages

Wing: A. Same as national O-Flights, but for five years and scaled to wing, and B. Percent of squadrons having recorded O-flights in past 6 months

Unit: Yes/no indication of any cadets having flown in previous 180 days

Benchmark: Historical averages

2 SAFE ENVIRONMENT

National: A. Percent of cadets claiming access to a "caring, trusted adult" in CAP B. Percent of cadets claiming a Wingman C. Percent of cadets, parents, CP officers claiming two-deep leadership is "almost always" abided; (All of above via an annual 360° survey of cadets, parents, and CP Officers, displayed as bar graph against benchmark)

Wing: Same as national, scaled to wing

Unit: Same as national, scaled to unit

Benchmark: 85% for each measure

7 ENCAMPMENT ATTENDANCE

National: Number of cadets participating at an encampment in any role for each of past ten years as sparkline against the benchmark

Wing: A. Same as national, scaled to wing B. Squadron participation rate for each of past five years as a sparkline against benchmark

Unit: Percent of cadets having an encampment credit during each of past five years as sparkline against benchmark

Benchmark: Historical average; unit participation: 90%; local rate: 50%

3 ENROLLMENT

National: Number of cadets enrolled for each of past ten years as a sparkline against benchmark

Wing: Number of cadets enrolled for each of past five years as a sparkline against five-year average

Unit: Number of cadets enrolled for each of past five years as a sparkline against five-year average

Benchmark: 25,000 cadets nationally (twenty-year average is 24,500)

4 ADULT LEADERSHIP

National: Number of adults who have achieved a CP specialty track rating (Tech, Sr. Master), in a stacked column against benchmark

Wing: A. Same as national, scaled to Wing B. Number of squadrons meeting benchmark in a win/loss

Unit: Same as national, scaled to unit

Benchmark: Nationally, 7,000 total; locally, 4 per unit.

5 CADET ACHIEVEMENT

National: A. Promotions per month as sparkline against 24-month average; B. Percent of cadets ranking-up at each milestone as stacked column against benchmark

Wing: Same as national scaled to wing
Unit: Promotions per month as sparkline against 24-month average

Benchmark: Historical averages: Curry: 70%, WB: 35%, M: 14%, Ear: 4%, Ek: 2%, S: 0.5%

9 CYBER ACTIVITIES

National: A. Number of cadets earning Cyber Badge B. Number of CyberPatriot teams earning "points" C. Number of cadets attending cyber NCSA for each of past five years as sparklines against benchmarks

Wing: Same as national, scaled to wing

Unit: Participation in CyberPatriot as a win/loss for each of past five years

Benchmark: Historical averages

10 CAREER EXPLORATIONS

National: A. Percent of cadets professing increased or sustained interest in STEM, aviation, or military careers via survey B. Number of NCSAs offered for each of past five years as sparkline against benchmark C. Attendance at NCSAs for each of past five years as sparkline against benchmark

Wing: Same as national (A, C), scaled to wing

Unit: Same as national (A), scaled to unit

Benchmark: Historical averages

Hart's Ladder of Youth Participation

We want cadets to feel empowered, to take ownership of their program. They should learn to lead by participating in the squadron's operational decisions.

CAP has long held this belief but until now didn't identify the practice by the term other youth organizations use: *youth in program governance*, or YPG.

A New Resource: Hart's Ladder

One tool that's useful when talking about YPG is Hart's ladder of youth participation. It's a way for classifying the degree to which cadets are afforded hands-on leadership opportunities.

The ladder consists of eight developmental stages or rungs, each progressively more challenging. Rungs one through three are non-participatory: (1) manipulation, (2) decoration, and (3) tokenism, terms that are consciously pejorative. For example, "Hey, cadet, the wing needs to show it cares about cadets, so sit at this table during the staff meeting..." That's tokenism. There's no participation.

Rungs four through eight are authentically participatory: (4) assigned but informed, (5) consulted but informed, (6) adult-initiated with shared decisions, (7) youth-initiated and directed, and (8) youth-initiated with shared decisions with adults. Cadets say they want activities to be cadet-led. What's that mean? Hart's ladder helps explain what they have in mind.

How Are We Doing? How Can Hart's Ladder Help?

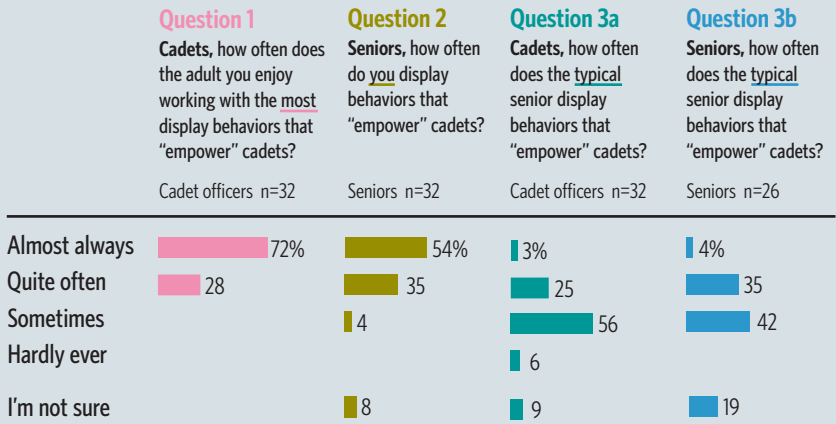
In a recent survey (see box, above) cadet officers reported feeling unduly restricted during instances when they should have been empowered to lead.

If you're a CP officer, next time you're working with cadets, aim for joint decision-making to the maximum extent practical. Be especially receptive when cadet officers attempt to initiate decisions on their own, with your cooperation. Think of Hart's ladder as you evaluate your own leadership practices and those of your colleagues.

But wait. Don't we have progressive expectations for cadets? Airmen mostly follow, represented by stages four or five, while field-grade cadet officers are afforded the greatest degree of autonomy in cadet life.

The hierarchical principles described in the *CP Officers' Handbook* and TLC Basic's service learning class remain true. We try to link (1) cadet grade, (2) leadership curriculum, and (3)

SURVEY RESULTS: Do we "empower" cadets?



Survey of cadet officers, DCPs, and members of the National Cadet Team, with over forty wings represented, July 2020

the cadet duty assignment. We plan to update TLC with specific references to Hart's ladder.

If a C/SSgt comes to you saying, "I'm in charge of the flight for thirty minutes. I'd like to go outside now for fitness activities, while we've got the daylight..." That's an attempt at stage eight behavior that's still within the scope of a flight sergeant.

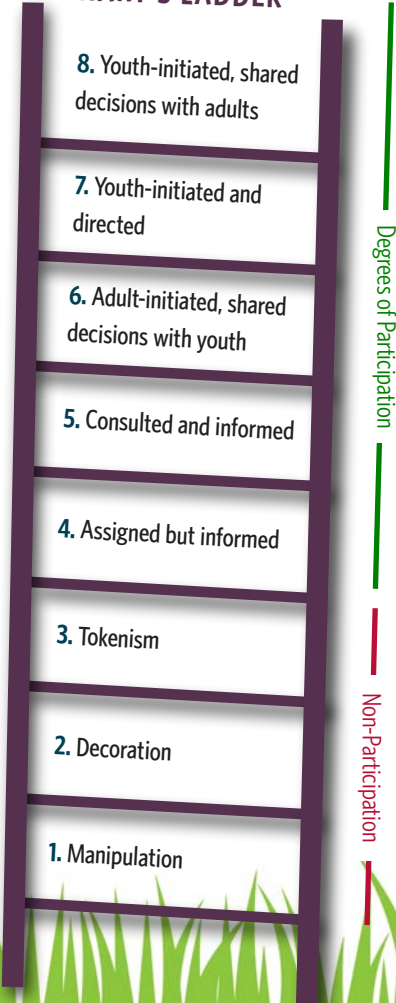
Or, suppose you're in the field for compass work. Cadets will break into groups of four. You ask, "How are we going to stay in touch while separated?" That stage six practice is superior to the purely directive stage four practice of "Cadets, when I blow this whistle, you will..."

Conclusion

Hart's ladder can help us empower cadets to the maximum extent practical. Let's aim for youth-initiated decisions that represent Hart's stage 6, 7, and 8 practices.

For more about Roger Hart's work on youth participation, see YouthPower.org

HART'S LADDER



Quality Cadet Unit Award Adjusts *for the* Covid Era

The Quality Cadet Unit Award motivates squadrons to pursue goals that will inevitably lead to their having a vibrant Cadet Program. The award is purely objective. Cadet and composite squadrons who meet the challenging criteria automatically earn the award and there's no need to apply — every unit is automatically considered.

What does a quality cadet unit look like in the Covid era? Obviously, cadets have been unable to meet in person and tackle awesome summer opportunities due to social distancing requirements. Therefore, during the middle of the award year we adjusted the criteria to match the practical realities squadrons are facing (see box, right).

The encampment, orientation flight, and growth criteria have been suspended as they all require in-person activities. Aerospace and the outside activities criteria also traditionally require a level of in-person contact, but remain to recognize the 300+ units that met these criteria before lock-downs.

QCUA is a useful management tool. Local leaders can use its award criteria to gauge the health of their Cadet Program. Wings can use program data to identify squadrons that are flourishing. QCUA-winning leaders are excellent candidates to mentor leaders of new and rebuilding units.

For the coming 2020-2021 year, we ask units to continue pursuing the standards shown here, but caution that we may adjust the criteria further to match the realities of cadet life under Covid, particularly if summer '21 returns to normal.

Because the award criteria has been in flux, it's conceivable that units may inadvertently be penalized by those changes. To try to keep the program as fair as possible, in early September, we'll give wings a sneak-peek of the award roster and allow DCPs to advocate for their squadrons. We're trying to keep the award meaningful and challenging, yet fair.

► [Stay tuned to the Cadet Blog and GoCivilAirPatrol.com/QCUA for details.](#)



THE **Quality**
CADET UNIT AWARD

Criteria During Covid-Era Award Years

2019-2020 &

2020-2021 summer '21 criteria subject to change

Award winners are determined by their performance from 31 August through 31 August annually. Every unit is automatically considered for the award. Units that meet at least **5 of the 7** criteria are named QCUA winners. Again, to be fair we'll give wings a sneak-peek of the tentative award roster and allow DCPs to advocate for their squadrons during these extraordinary times.

Cadet Achievement

45% of cadets on roster have attained the Wright Brothers Award

Retention

Unit retained 50% of first year cadets during previous year

Adult Leadership

Unit has at least three Training Leaders of Cadets graduates on its roster

Aerospace

Unit earned the Aerospace Excellence Award (AEX) during previous year or unit sent in an AAR after ordering a STEM Kit

Enrollment

Unit has at least 35 cadets listed on its roster

Outside Activities

Unit participated in CyberPatriot, Team America Rocketry Challenge, StellarXplorers, or hosted a Red Ribbon Leadership Academy.

Emergency Services

60% of cadets on roster have GES certification



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Introduction to Cybersecurity

... continued from page 3

Components

- ◆ Unit 1
Introduction
- ◆ Unit 2
Common Cyberattacks
- ◆ Unit 3
Improving Your Personal Security
- ◆ Unit 4
Cybersecurity Business

Format

- ◆ Same as other *Aerospace Dimensions* modules
 - ◆ Paper, PDF, & interactive (see pp. 5-6)
 - ◆ Explanatory text of four units
 - ◆ Optional hands-on activities for individuals and small groups

Learning Goals

- ◆ Explain the role of cybersecurity in today's society and its effect on people and businesses.
- ◆ Recall, describe and explain a fundamental understanding of cybersecurity terminology, concepts, and components.
- ◆ Describe how malicious attacks, threats, and vulnerabilities influence security.
- ◆ Recognize how organizations evaluate the security of their systems
- ◆ Describe the principles of risk management, common response techniques, and common issues related to the process of recovering a compromised system.
- ◆ Describe cybersecurity educational opportunities and professional certifications.

Sequencing

- ◆ Same as other *Aerospace Dimensions* modules. Cadets will complete the module in any sequence, thereby facilitating group activity.
- ◆ Included along the path to the Mitchell. Note that currently, Achievement 8 has no aerospace requirement, therefore we already have room for a seventh aerospace module.

Phase-In

- ◆ Phase-in details are forthcoming. The Achievement 8 aerospace requirement will apply to all cadets who have *not completed* Phase I as of the module's release date.

The Timeline

- ◆ Fall 2021 release expected

Congratulations to our 2020 Award Winners

CADET of the YEAR



C/Col **Iva Hammitt**
Minnesota

JOHN V. SORENSON AWARD CP OFFICER of the YEAR



MSgt **Kristopher Matthews**
Illinois

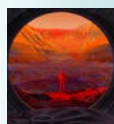


SQUADRON of DISTINCTION

Apollo Composite Squadron
Georgetown, Texas



Cadet leadership and aerospace texts will be available in an "audiobook" format by year's end. Stay tuned to the Cadet Blog for details, GoCivilAirPatrol.com/CadetBlog



On the Cover. With the Artemis program, NASA will land the first woman and next man on the Moon by 2024. Then, we will use what we learn on and around the Moon to take the next giant leap - sending astronauts to Mars. This artist's concept shows an astronaut on Mars, as viewed through the window of a spacecraft. Source: NASA, illustrator unknown