



# CAP REGULATION 60-1

CORRECTED COPY

1 FEBRUARY 2018

Cadet Programs

## CADET PROGRAM MANAGEMENT

This regulation defines the purposes of the CAP Cadet Program and identifies policies governing its administration.

**EFFECTIVE DATE.** This regulation becomes effective on 1 February 2018. Unit commanders may implement the Staff Duty Analysis program and/or Cadet Physical Fitness program immediately, at their option. See 5.4.4. and 5.4.5., respectively.

**SUMMARY OF CHANGES.** This document replaces CAPR 52-16, November 2015, and has been extensively revised. Readers should review it in its entirety. For a summary of changes, see Attachment 5.

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## CHAPTER 1. INTRODUCTION TO THE CAP CADET PROGRAM

**1.1. Overview.** This regulation governs the CAP Cadet Program, in furtherance of CAP's requirement to "provide aviation education and training to ... cadet members" under Title 36, U.S.C. §40302.

**1.2. Roles & Responsibilities.** This section summarizes key responsibilities only and is intended to help readers understand how leaders at various CAP echelons contribute to the Cadet Program's success.

1.2.1. Board of Governors. The Board of Governors (BoG) establishes the policies governing the Cadet Program and provides strategic leadership.

1.2.2. National Commander. The National Commander sanctions all national-level cadet activities, ensures that the mission area is properly resourced, and ensures that CAP fulfills its Cadet Program mission consistent with BoG policy.

1.2.3. National Headquarters. The National Cadet Team, CAP/CP, is the office of primary responsibility for the Cadet Program and is CAP's overall focal point for program management, curriculum development, and policy planning and implementation. This office advises commanders and directors of cadet programs on cadet-related matters and provides customer service to the overall cadet community.

1.2.4. Region Headquarters. Region commanders, assisted by the Region/CP, sanction all region-level cadet activities, ensure their wings operate the Cadet Program in accordance with this regulation, facilitate the sharing of resources, and assist the wings in improving their programs.

1.2.5. Wing Headquarters. Wing commanders, assisted by the Wing/CP, ensure their groups and squadrons are staffed by qualified adults who operate the program consistent with this regulation, sanction all wing-level cadet activities, develop a wing-wide plan for conducting cadet orientation flights, and assist local leaders in improving their programs.

1.2.6. Group Headquarters (Optional). Group commanders, assisted by the Group/CP, ensure their squadrons are staffed by qualified adults who operate the program consistent with this regulation, sanction all group-level cadet activities, and assist local leaders in improving their programs.

1.2.7. Squadrons. Squadron commanders ensure their unit is staffed with qualified adults, sanction all unit-level cadet activities, establish and mentor the adult and cadet staffs, maintain positive relationships with parents, approve cadet promotions, implement the core program at local level, and ensure all personnel operate the Cadet Program in accordance with this regulation.

1.2.8. Cadet Program Officers. An informal term encompassing all adults whose primary focus is on cadets, CP officers use positive leadership techniques to supervise, instruct, and mentor cadets along their journey toward becoming "dynamic Americans and aerospace leaders."

1.2.9. Cadets. Cadets are young people who are preparing themselves for leadership and success in adult life. Cadets voluntarily participate in an Air Force-style program environment. They fulfill their Cadet Oath and abide by the Core Values to the best of their ability.

**1.3. Waivers.** For waivers relating to the Spaatz Award, see section 5.8.9. For all other matters pertaining to this regulation, submit waiver requests to CAP/CP through region headquarters.

**1.4. Supplements and Operating Instructions.** Supplements and operating instructions (OIs) will not ordinarily be permitted. By minimizing the number of supplements and OIs, CAP pursues a common standard of excellence and set of requirements while keeping the program easy for local leaders to

administer. In the rare instance when a supplement or OI is necessary for mission success, the unit commander submits the draft publication to CAP/CP for approval, through region headquarters.

**1.5. Mission.** The Cadet Program transforms youth into dynamic Americans and aerospace leaders. CAP accomplishes its Cadet Program through a curriculum of leadership, aerospace, fitness and character. The program follows a military model and emphasizes Air Force traditions and values. Today's cadets are tomorrow's aerospace leaders.

**1.6. Key Traits of Cadet Life.** Five key traits of cadet life inform commanders of the desired look and feel of cadet activities and how they should conduct the Cadet Program.

1.6.1. 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.

1.6.2. 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.

1.6.3. 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.

1.6.4. 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.

1.6.5. 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 teamwork built upon mutual respect create a safe and fun environment. Every activity should be fun, for cadets and their adult leaders alike.

**1.7. Cadet Oath.** A cadet oath serves as a training aid and states how cadets pledge to approach the challenges of cadet life. 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."*

## 1.8. Program Settings.

1.8.1. Units. Cadets experience the Cadet Program through a community- or school-based unit. Regardless of setting, there is only one Cadet Program; all cadet units use the same curriculum and operate in accordance with this regulation.

1.8.1.1. Community-Based Units. A community-based unit has no formal connection to a school, relying upon the community at large to support it, and operates as an out-of-school time (OST) program.

1.8.1.2. School-Based Units. A school-based unit is formally affiliated with a public or private school and has been assigned an 800-series unit charter number. See CAPP 60-13, *Cadets at School* for more information.

1.8.2. Cadets Temporarily Living Abroad. Cadets living overseas and wanting to remain active in CAP may join an overseas unit. If an overseas unit is not available at the cadet's location, CAP/CP may allow the cadet to progress through independent study, on a case-by-case basis. Independent study is available only to cadets who will be living abroad. See [capmembers.com/independent](http://capmembers.com/independent).

**1.9. Program Elements.** To fulfill its mission, the Cadet Program is organized around four main program elements: leadership, aerospace, fitness and character. Cadets participate in activities relating to these program elements. To advance in the program and earn awards, they must complete one task for each element per achievement, with some exceptions. This section summarizes the program elements; see chapter 5 for promotion requirements.

### 1.9.1. Leadership.

1.9.1.1. 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.

1.9.1.2. Methods. CAP introduces youth to Air Force perspectives on leadership through self-paced study, classroom instruction, service learning, and other hands-on opportunities to apply leadership principles to real-world challenges. Adult leaders and ranking cadets acting as mentors and instructors help cadets develop their leadership potential.

1.9.1.3. Resources. Cadets use the Learn to Lead textbook, *AFMAN 36-2203, Drill and Ceremonies*, and CAPP 60-33, *Drill and Ceremonies*, as their main resources for completing promotion requirements. Adult leaders and experienced cadets act as instructors and mentors. Additional resources are available at [capmembers.com/library](http://capmembers.com/library).

1.9.1.4. Test Instruments. Cadets must pass multiple-choice tests of their leadership knowledge to complete most achievements and earn milestone awards. Some tests require cadets to perform drill and ceremonies, or complete speech and essay assignments. Cadet officers demonstrate their understanding of organizational leadership through oral and written communication projects in the Staff Duty Analysis program. Cadet performance is compared against leadership expectations, statements describing leadership norms for cadets during each of the Cadet Program's four phases.

### 1.9.2. Aerospace

1.9.2.1. 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 "aero-space" includes the separate domains of air, space, and cyberspace.

1.9.2.2. Methods. CAP introduces cadets to aviation, space, and technology through self-study and group-study methods, classroom instruction, hands-on learning, and career exploration.

1.9.2.3. Resources. Cadets study the Aerospace Dimensions modules during Phases I and II of the Cadet Program, and Aerospace: The Journey of Flight during Phases III and IV. Adult leaders and experienced cadets act as aerospace instructors and mentors. Cadets also have opportunities for hands-on learning through a wide range of curricula, activity programs, and orientation flights. A curriculum guide is also available. See [capmembers.com/library](http://capmembers.com/library).

1.9.2.4. Test Instruments. Cadets must pass a multiple-choice test of their aerospace knowledge for most achievements and milestone awards.

### 1.9.3. Fitness.

1.9.3.1. Goal. The goal of the Cadet Program's fitness element is to develop in cadets a healthy, active lifestyle.

1.9.3.2. Methods. The Active Cadet Fitness Program includes classroom academic instruction; fitness activities, drills, and games for individuals and groups; high adventure and outdoor programming; and mentoring. Physical exercise in the Cadet Program will be used only to improve cadets' physical fitness. Fitness training will not be used as a form of punishment or as a vehicle to teach remedial discipline.

1.9.3.3. Resources. The primary resource is CAPP 60-50, *Active Cadet Fitness Guide*. Additional resources are available at [capmembers.com/library](http://capmembers.com/library).

1.9.3.4. Test Instruments. As new cadets join CAP, unit commanders assign them to the appropriate physical fitness category, as explained in 2.11. CAP expects each cadet to exercise regularly and participate in the unit's physical fitness program. For details on the Cadet Physical Fitness Test, see 5.4.5.

### 1.9.4. Character.

1.9.4.1. 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.

1.9.4.2. Methods. CAP develops character in cadets through academics, service learning, and mentoring.

1.9.4.3. Key Content. Three topics receive special emphasis in the character element. (1) CAP challenges cadets to become ambassadors of a drug free ethic. (2) CAP encourages cadets to develop resilience in the face of adversity. And, (3) CAP equips cadets with risk management skills so they can fulfill their goals while keeping risk as low as reasonably possible.

1.9.4.4. Resources. A variety of resources are available at [capmembers.com/library](http://capmembers.com/library) including the authorized lesson plans for monthly character forums, drug-free activity guides, Congressional Medal of Honor Foundation character resources, and a curriculum guide for the character development program as a whole. See [capmembers.com/library](http://capmembers.com/library).

1.9.4.5. Evaluation Instruments. Cadets are expected to participate actively in character forums; instructors informally evaluate cadets against that goal. Essay assignments at Achievement 8, the Eaker Award, and Spaatz Award are vehicles for evaluating cadets' moral reasoning skills. Most importantly,

leaders observe cadets' outward signs of moral character throughout their participation in the Cadet Program. The cadets' adherence to the Core Values is discussed during leadership feedback meetings (see 5.7).

**1.10. Program Phases.** The Cadet Program is organized around four phases of learning. They are progressive in that the subject matter gradually becomes more challenging, learning objectives become more exacting with cadets growing from proficiency to mastery, and a broader set of opportunities become available to cadets as they advance. Participation in the lower phases builds the foundation necessary for success in the higher phases. Table 1.1 outlines key learning goals and content areas by phase.

<b>Summary of Learning Goals &amp; Content Areas in the Cadet Program's Four Phases</b>				
	<b>Phase I The Learning Phase</b>	<b>Phase II The Leadership Phase</b>	<b>Phase III The Command Phase</b>	<b>Phase IV The Executive Phase</b>
<b>Leadership</b>	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
<b>Aerospace</b>	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 understanding of aerospace fundamentals through a more comprehensive plan of study  Career exploration through NCSAs	Heightened understanding of aerospace fundamentals through a more comprehensive plan of study  Career exploration through NCSAs
<b>Fitness</b>	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 & expected to lead by example  Preparing to reach USAF Academy fitness expectations
<b>Character</b>	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
<b>Milestone Award</b>	Wright Brothers Award	Mitchell Award	Earhart Award	Eaker Award  Spaatz Award

**Table 1.1.** 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.

## CHAPTER 2. ADULT LEADERSHIP & THE SAFETY CULTURE

**2.1. Cadet Protection Policy.** CAP operates in accordance with a Cadet Protection Policy to keep cadets safe from physical, sexual, and emotional abuse and hazing. See CAPR 60-2, *Cadet Protection Policy*, for details. CAPR 60-2 also discusses when activities require a parental permission slip, and requirements to announce activities in advance.

**2.2. Standards for Cadet Behavior.** CAP expects every cadet to behave as a responsible young adult. Accordingly, cadets must treat one another, their senior member leaders, and all persons with common courtesy and respect. Cadets will not intentionally insult or mock other members, and will not use racial, cultural, or ethnic slurs at any time. Cadets will conduct themselves in a professional and appropriate manner at all times while at CAP meetings or activities. Cadets will not engage in inappropriate touching or public displays of affection by kissing, hugging or holding hands (or similar conduct) while in uniform. Abusive behavior, hazing, and bullying are also prohibited; see CAPR 60-2 for details. For an overview of CAP's progressive disciplinary model, see 3.4.

**2.3. Adult Supervision.** Adult CAP members support cadets as mentors, instructors, supervisors, chaperones, and in countless other roles. The success of a cadet unit is largely a function of the quality of the adult leadership.

2.3.1. Role of Adult Leaders. Detailed position descriptions for the senior staff are suggested in CAPP 60-11, *Cadet Programs Officer Handbook*. CAPP 60-31, *Cadet Staff Handbook*, also discusses the adult / cadet leadership relationship.

2.3.2. Leadership for Safety. A critical duty of adult leaders is to keep cadets safe by monitoring their conduct, following sound risk management (RM) principles and exercising sound judgment. Unit commanders will take all reasonable measures necessary to protect cadets from harm while under CAP supervision. See CAPR 62-1, *CAP Safety Responsibilities and Procedures*, and [capmembers.com/safety](http://capmembers.com/safety) for guidance.

2.3.3. Adult Leader Definition. CAP has several membership categories available to adults who serve in a supervisory and mentoring role over cadets. The term "adult leader" is used in this regulation as shorthand for all members who supervise cadets, but the term does not include cadet members.

2.3.4. Cadet Sponsor Members. Cadet Sponsor Member (CSM) is a membership category allowing parents, grandparents, and guardians of current cadets to assist their unit's cadet program. CSMs may serve as chaperones, help with transportation, and support the Cadet Program at the unit commander's discretion, but CSMs will not be assigned to senior member staff positions. For further details, see CAPR 39-2, *Civil Air Patrol Membership*.

**2.4. Adult Professional Development.** The principal way for adult leaders to become effective leaders of cadets is via the Cadet Programs Officer specialty track. See CAPP 216, *Cadet Programs Officer Specialty Track*, and CAPR 50-17, *Senior Member Professional Development Program*, for details.

2.4.1. Training Leaders of Cadets. TLC is the centerpiece of the Cadet Programs Officers' specialty track. It consists of two one-day courses, TLC Basic and TLC Intermediate, plus a webinar-based TLC Advanced course and a web-based TLC Refresher course.

2.4.1.1. The TLC Basic and Intermediate courses prepare adult leaders to lead cadets at the unit level. They are administered by the group level or higher and must be offered at least once per year in each wing. The commander of the host echelon selects the course director, who should possess a master rating in the Cadet Programs Officer specialty track. To foster a learning environment that encourages

open discussion among adults, cadets are prohibited from participating in TLC. Students must complete 80% of the course to graduate. For course materials and other program details, see [capmembers.com/tlc](http://capmembers.com/tlc).

2.4.1.2. The TLC Advanced course is offered only by CAP/CP via distance learning to newly-appointed region and wing directors of cadet programs. Completion of the TLC Advanced course is not a requirement in the Cadet Programs Officer specialty track.

2.4.1.3. The TLC Refresher is a brief web-based course that will be available in 2018 to TLC graduates who desire to refresh their training and review any enhancements made to the Cadet Program during the previous 4 years.

2.4.1.4. Standard of Training – Unit Level. Because no cadet unit can succeed without adult leadership, every cadet unit shall have at least two members who have graduated from a TLC course (any level). Beginning 1 January 2019, TLC graduation credentials must have been earned within the previous 48 months to satisfy this section's requirement. Thereafter, members renew their graduation credential every 48 months by repeating a TLC, completing a higher level TLC, completing TLC Refresher, or serving as an instructor. Wings are responsible for providing extra mentoring to units that are not in compliance.

2.4.1.5. Standard of Training – Regions & Wings. Regions and wings ordinarily will appoint only master-rated cadet programs officers to serve as the region/CP or wing/CP. DCPs who are not master-rated must develop a plan for attaining the master rating.

2.4.2. Required Staff Training. RST is a course in positive leadership that mitigates the risk of hazing. Cadet cadre and adult training staff present for the duration of an encampment or a national cadet special activity designated by CAP/CP will complete the RST each time they participate in such activities. Course materials are found in CAPP 60-72, *Required Staff Training*.

## **2.5. Policy on Drugs & Supplements.**

2.5.1. Prescription & Over-the-Counter Medication. The administration of both legal prescription and legal non-prescription medication(s) is the responsibility of the CAP member, not the CAP Corporation. The authority for members who have reached the age of majority (18 in most locations) to bring legal medications to CAP activities rests with that member. The responsibility for members who have not reached the age of majority to bring legal medications to CAP activities rests with that member's parent or legal guardian. See CAPR 160-1, *Operation of the CAP Health Service Program*, for further guidance on medications and medical care.

2.5.2. Energy Drinks. Energy drinks are dietary supplements containing high doses of caffeine and/or other stimulants. Because the American Academy of Pediatrics warns that energy drinks are hazardous to teens, cadets are prohibited from consuming them at CAP activities.

2.5.3. Alcohol & Recreational Drugs. Cadets will not possess or consume alcohol nor use drugs prohibited under federal law, even if local law permits their use. Further, tobacco products and e-cigarettes (vaping) are prohibited for cadets at CAP activities. Seniors will not consume alcohol at activities conducted primarily for cadets if they can reasonably expect to encounter cadets later that day. Seniors will not use tobacco products or e-cigarettes in the presence of cadets.

## **2.6. Cadet Activities in Hot and Cold Weather.**

2.6.1. Hot Weather. CAP guards against heat-related emergencies by following the protective strategies developed by the Occupational Safety and Health Administration (OSHA).

2.6.1.1. Monitoring the Heat Index. When cadet activities take place outside a military installation and temperatures are forecast to be greater than 80° F, commanders and activity directors will monitor the heat index at least every 3 hours. See [capmembers.com/cadetweather](http://capmembers.com/cadetweather) for links to smart phone applications and quick briefings on prevention.

2.6.1.2. Protective Measures. Commanders and activity directors will ensure all members abide by the protective measures for the respective heat index. See Table 2.1.

2.6.1.3. Military Installations. For cadet activities located on military installations, commanders and activity directors will monitor heat flag conditions at least every 3 hours, and abide by the respective protective measures. See the installation’s medical or safety office for details about DoD heat flag protocols.

<b>Hot Weather Training Precautions</b>				
<b>Heat Index<sup>1</sup></b>	<b>85° – 91° F Low</b>	<b>91° – 103° F Moderate</b>	<b>103° – 115° F High</b>	<b>&gt; 115° F Extreme</b>
<b>Mandatory Preventive Measures</b>	Provide fresh water; use wingmen to monitor intake at 1 cup every 20 minutes; prohibit soda.	In addition to the steps prescribed for “Low”:  Reschedule activities for cooler weather, if able	In addition to the steps prescribed for “Moderate”:  Alert everyone to presence of high risk conditions	In addition to the steps prescribed for “High”:  Prohibit medium intensity activities
	Know location of local hospital / urgent care facility, have vehicle and driver designated, & have means of contacting 911	Use wingmen to monitor water intake at 1 cup every 15 minutes	Prohibit high intensity activities, including fitness testing	Minimize outdoor activities; train indoors with fans or air-conditioning
	Encourage cadets to wear sunscreen	At start of day or as conditions change, brief cadets how to recognize heat-related illness, how to prevent it, and what to do if someone gets sick	Adjust training activities (e.g., reschedule, lower the pace / rotate jobs)	Conduct travel greater than 200 yards via air-conditioned vehicle, not marching
	Closely monitor people who don’t live in the area and therefore are not used to hot weather at this time of year	Locate cadet activities in shady areas, if possible	Use cooling techniques: have cadets take breaks indoors with fans or air-conditioning, and/or provide cold, damp towels	Conduct only mission-critical activities outdoors, and ensure cadets rest (train/rest in minutes): - Low Intensity: 20/40
	Ensure cadets rest <sup>2</sup> (train/rest in minutes): - Low Intensity: 50/10 - Medium Intensity: 50/10 - High Intensity: 30/30	Mandate use of sunscreen, reapplying every 4 hours	Have adults exercise closer, line-of-sight supervision; increase number of adult supervisors	
	Be prepared to implement the protective measures for higher risk levels, shown below	Allow cadets to remove BDU/ABU blouses	Watch/communicate with cadets at all times	
		Ensure cadets rest (train/rest in minutes): - Low Intensity: 50/10 - Medium Intensity: 50/10 - High Intensity: 30/30	Ensure cadets rest (train/rest in minutes): - Low Intensity: 30/30 - Medium Intensity: 20/40	

**Notes.**

- Heat index temperatures assume that persons have access to shade. If training activities occur in direct sunlight with little to no shade, or if persons will be wearing heavy clothing or protective gear, risks are greater. In those situations, local leaders should consider taking the steps at the next highest risk level.
- For rests, allow participants downtime in the shade or move indoors to continue training.

**Table 2.1**

2.6.2. Cold Weather. CAP guards against cold- and wind-related injuries by abiding OSHA's protective strategies.

2.6.2.1. Monitoring Weather Conditions. When cadet activities take place outside a military installation and temperatures are forecast to be below 45°F, commanders and activity directors will monitor the wind chill temperature at least every 3 hours. See [capmembers.com/cadetweather](http://capmembers.com/cadetweather) for links to smart phone applications and briefings on injury prevention.

2.6.2.2. Protective Measures. Commanders and activity directors will ensure all members abide by the respective protective measures for the respective wind chill. See Table 2.2.

2.6.2.3. Military Installations. Most military installations use a flag system to communicate wind chill conditions and their respective protective measures. For cadet activities located on a military installation, commanders and activity directors will monitor the flag conditions at least every 3 hours, and abide by the respective protective measures.

2.6.2.4. Winter Camping. Camping in conditions where the temperature may fall below 30°F may be conducted only as a high adventure activity (HAA, see 2.9 below) and in accordance with Table 2.3. The HAA proposal must describe plans for warming cadets, dealing with wet conditions, and evacuation to indoor facilities.

2.6.2.5. Uniforms. In cold weather, commanders and activity directors will prioritize protection from the elements over adherence to CAP uniform standards.

<b>Cold Weather Training Precautions</b>				
<b>Wind Chill</b>	<b>40° - 20°F Low</b>	<b>20° - 0°F Medium</b>	<b>(-1°) - (-20°F) High</b>	<b>&lt; (-21°F) Extreme</b>
<b>Mandatory Preventive Measures</b>	Cadets must wear a jacket, hat, and gloves or be able to keep hands in pockets  Training must be conducted in mostly dry conditions  A 20-minute warming break is required every 50 minutes	Cadets must wear a warm base layer, jacket, winter hat with ear protection, and gloves  Training must be conducted in dry conditions  A 20-minute warming break is required every 50 minutes	Cadets must wear a warm base layer, jacket, winter hat with ear protection, and gloves  Training must be conducted in dry conditions  A 20-minute warming break is required every 30 minutes	No outdoor cadet activities are authorized

**Table 2.2**

2.6.3. Training Intensity. Protective measures for hot weather and cold weather training, which are described in Tables 2.1 and 2.2, respectively, make reference to training intensity levels. Examples of low, medium, and high intensity training are listed in Table 2.3.

<b>Training Intensity Examples</b>		
<b>Low Intensity Training</b>	<b>Medium Intensity Training</b>	<b>High Intensity Training</b>
Drill and ceremonies Rocketry Marksmanship training Making camp Glider ground crews Flight line activities Similar activities involving little exertion	Hiking with 20 lbs. of gear or less Fitness training and sports Rappelling Leadership Reaction Courses Water survival training Similar activities that involve moderate exertion and where the tempo can easily be reduced	Fitness testing & exercise at fast pace Obstacle courses Hiking with 20 or more lbs. of gear Similar activities that involve a high degree of exertion and where the tempo cannot easily be reduced

**Table 2.3**

**2.7. Operational Missions.** Cadets may participate in emergency services training and missions, provided that they meet the criteria outlined in CAPR 60-3, *CAP Emergency Services Training and Operational Missions*.

## **2.8. Aviation & Aero-Sports Safety.**

2.8.1. Flight Safety Training. For cadet activities that involve formal flight instruction, operational flying or intensive flight line work (but not CAP or military orientation flights), special safety requirements may apply. See CAPR 70-1, *CAP Flight Operations*, and CAPR 62-1 for details.

2.8.2. Parachuting and Ultralight Vehicles. Cadets will not fly experimental, primary category and home-built aircraft, light sport aircraft, ultralights, aerolights, motor glider, hang glider, parasail or similar aircraft. Parachuting is also prohibited as a cadet activity, but indoor skydiving (i.e.: using a vertical wind tunnel) is permitted.

**2.9. High Adventure Activities.** With “challenge” being one of the key traits of cadet life (see 1.6.4.), commanders are encouraged to offer cadets youth-scaled, high adventure activities (HAA). HAAs include, but are not limited to, firearms training, paintball, rappelling, obstacle courses, low-ropes courses, water survival courses, winter camping, and similar endeavors. Short day hikes, compass courses and bivouacs are routine aspects of cadet life and therefore are not considered HAAs.

2.9.1. Prior Authorization. HAAs will be conducted only with the wing commander’s prior approval using CAPF 60-82, *CAP High Adventure Activity Authorization*. Cadets must obtain written permission from their parent or legal guardian via a completed CAPF 60-81, *Application for CAP Encampment or Special Activity*, to participate in HAAs.

2.9.2. Safety Precautions. Activity directors must implement the safety precautions and risk management principles shown below when conducting HAAs to keep risk as low as possible.

2.9.2.1. Safety Training. Staff may be required to complete safety training in advance. See CAPR 62-1, *CAP Safety Responsibilities & Procedures*, for details.

2.9.2.2. Emergency Plan. The activity director (or designee) will develop a plan for responding to medical emergencies on the course. The plan must include the ability to communicate quickly with 911 or emergency responders.

2.9.2.3. Staff Walk-Through. Before cadets participate in HAAs, an adult leader and a representative from the organization that manages the facility or program must walk-through the course together and discuss the challenges and safety issues presented by each obstacle or activity. They will decide together which obstacles or activities are appropriate for cadets, which should be modified (if feasible), and which will be considered off-limits.

2.9.2.4. Cadets’ Walk-Through. An instructor must walk-through the course or activity with the cadets, explaining the proper methods for completing the various challenges presented. (For leadership reaction courses, instructors provide a general safety but do not reveal the puzzle’s solution.)

2.9.2.5. Spotters. Spotters or safety monitors will be stationed at each obstacle identified by the host installation, to assist cadets as needed.

2.9.2.6. Safety and Accommodations. Activity directors will make reasonable accommodations so that cadets who have special needs or physical limitations can safely participate in HAAs (e.g.: provide a

spotter, provide a boost over obstacles, etc.). However, if the nature of the HAA makes the activity inappropriate for a cadet's abilities, the activity director may limit that cadet's participation.

2.9.3. Rappelling. Rappel training is an HAA encouraged as a confidence-building event. Cadets will rappel during CAP activities only under the following conditions:

2.9.3.1. Personnel. Cadets will rappel only under the supervision of DoD, National Guard, or fire department personnel possessing a current certification recognized by the host organization.

2.9.3.2. Safety Equipment. While rappelling, cadets must wear helmets, gloves, and harnesses. Cadets will use equipment only if it has been properly inspected and approved for use by the supervising rappel-masters.

2.9.3.3. Rock Climbing. Only indoor rock climbing using artificial rock walls is permitted as a cadet activity, and is not an HAA. Outdoor rock climbing (i.e., free, sport, trad, etc.) is prohibited.

**2.10. Weapons.** There will be no firearms, air guns, paint guns or any devices that could be used as weapons at cadet activities. The only exceptions to this policy are:

2.10.1. Deactivated Firearms. Cadets may use facsimile or deactivated firearms only as part of an honor guard or color guard. A deactivated firearm is one that will prevent the insertion of ammunition or the firing of a weapon. A facsimile is a copy that is not capable of firing ammunition or blanks.

2.10.2. Cadets may participate in firearm training if the wing commander approves the training facility and sponsoring personnel or agency in advance and in writing, per the HAA guidelines of 2.9. Training must be sponsored and supervised by instructors holding current credentials as military range safety officers, law enforcement firearms instructors, or National Rifle Association, National Skeet Shooting Association or Amateur Trap Shooting Association firearms instructors.

2.10.3. Paint Ball and Simunitions. Cadets may participate in paint ball or simunition-type (force-on-force marking cartridge) training activities only under the supervision of a law enforcement agency or military unit and the HAA guidelines of 2.9. During these activities, cadets must wear protective equipment to include, at a minimum, head and face protection, plus any additional gear required by the host agency.

**2.11. Physical Fitness Categories.** Cadets are apt to have individual differences and special needs regarding their ability to participate in fitness training and testing. Through the fitness category system CAP makes reasonable accommodations to maximize each cadet's opportunity to participate in the fitness program.

2.11.1. Fitness Category Administration.

2.11.1.1. Initial Assignment. The squadron commander assigns each cadet to a physical fitness category when the cadet joins CAP, based on the information the cadet includes on his or her CAPF 15, *Application for Cadet Membership*.

2.11.1.2. Subsequent Assignments. If the cadet's medical condition changes, the unit commander assigns the cadet to a new category based on written guidance from the cadet's physician. For temporary assignments into and out from Category II (e.g., common cold), a physician's note is not required. See CAPP 60-50 for a suggested fitness category assignment questionnaire.

2.11.1.3. Spaatz Award Exam. Cadets claiming a Category III or IV assignment must provide documentation supporting their restricted status, endorsed by their physician and unit commander, before attempting the Spaatz Award exam. CAP/CP may consult with the cadet's physician to verify if the assignment to Category III or IV is warranted.

#### 2.11.2. Fitness Category Criteria.

2.11.2.1. Category I - Unrestricted. A cadet in this category is determined to be in good health and may participate in the physical fitness program without restriction.

2.11.2.2. Category II - Temporarily Restricted. A cadet in this category is determined by the squadron commander to be temporarily restricted from all or part of the fitness program activities, including the CPFT, due to a condition or injury of a temporary nature. Temporary conditions may include broken bones, post-injury recovery, and illness. Obesity and poor physical conditioning are not eligible for Category II status, as cadets use their time in Phase I to reach the Healthy Fitness Zone (HFZ). Cadets will not exceed six months in this category without reevaluation. Cadets temporarily restricted from a portion of the fitness program are still required to participate in the events from which they are not restricted.

2.11.2.3. Category III - Partially Restricted. A cadet in this category is determined by the squadron commander to be indefinitely or permanently restricted from a portion of the physical fitness program activities, including the CPFT, due to a medical condition or injury of permanent or indefinite duration (i.e.: prognosis for full recovery exceeds 6 months), as certified by a physician. Cadets are still required to participate in events they are not restricted from.

2.11.2.4. Category IV – Indefinitely Restricted. A cadet in Category IV is determined by the squadron commander to be indefinitely or permanently restricted from participation in the entire physical fitness program due to a medical condition or injury of a permanent nature, as certified by a physician. Cadets in this category are exempt from all physical fitness activity requirements indefinitely, but should participate in modified activities to the extent able, and pursue personal performance goals.

2.11.2.5. Note: For information on the cadet physical fitness test, see 5.4.5.

## CHAPTER 3. ORIENTATION, ADMINISTRATION, & DISCIPLINARY ACTION

### 3.1. Initiation Into the Cadet Program.

3.1.1. Cadet Recruitment. All cadet and composite squadrons must strive for positive growth, as measured from year to year. All cadet units must conduct at least one recruiting campaign or open house each year. Units that conduct an open house similar to what is suggested in CAPP 60-21, *Cadet Great Start*, satisfy this requirement. The group or wing must provide mentoring to leaders whose units are not showing positive annual growth.

3.1.2. Cadet and Parent Orientation. Units will provide prospective cadets with a detailed, systematic orientation that transforms those young people into cadet airmen within 60 days. A parents' orientation is also required. Units using CAPP 60-21 satisfy these requirements.

3.1.3. Participation by Prospective Cadets. CAPR 39-2 explains what prospective cadets may do and are prohibited from doing at CAP activities, prior to their membership taking effect.

3.1.4. Mentors for New Cadets. Units should match each newcomer with a mentor, preferably a cadet, who accompanies them during meetings, introduces them to the squadron, assists in their orientation, and generally makes them feel welcome.

3.1.5. Membership. Prospective cadets apply to join CAP according to the procedures found in CAPR 39-2. Upon joining, cadets receive the "New Cadet Packet," which includes cadet texts and other resources. Prospective cadets officially become members of CAP when their name appears on the unit roster in eServices. See [capmembers.com/newcadet](http://capmembers.com/newcadet) for details about the "New Cadet Packet."

3.1.6. Cadet Uniforms. Wear of the uniform is an integral part of cadet life (see 1.6.1). Proper wear of the uniform is a pre-requisite for cadet promotion (see 5.2.3).

3.1.6.1. Local Resources. Squadrons may be able to assist cadets in obtaining uniform items through local supply sources. Nevertheless, families could incur out-of-pocket expenses when outfitting cadets.

3.1.6.2. Curry Blues Voucher. Cadets may be eligible to receive items for the "blues" uniform through a voucher program upon their completing Achievement 1, if federal funding is available. For details, see [capmembers.com/CurryBlues](http://capmembers.com/CurryBlues).

3.1.6.3. Recommended Strategy. It is recommended that the unit and family, working together, attempt to outfit the cadet with a utility uniform (BDUs or ABUs) as soon as possible, and then to use the Curry Blues Voucher to assist in obtaining the "blues" uniform.

### 3.2. Managing Cadet Records.

3.2.1. Master Record. The eServices system creates a master record of the cadet's major accomplishments. Units maintain hard copy files for administrative items not currently tracked in eServices.

3.2.2. Cadet Progression Records. Units use the Cadet Promotions Application in eServices to track cadets' progression through the Cadet Program and approve promotions (or sustain cadets in grade). This system is connected with the online achievement test system, so cadets' test scores automatically flow

into their individual records, and eServices alerts units through its approvals and validations feature when a cadet becomes eligible for promotion.

3.2.3. Inspecting & Transmitting Cadet Records. Cadets and their parents may inspect their personnel files. Personnel files will be given only to the gaining unit if the cadet transfers units.

3.2.4. Problem Records. Occasionally, cadet records are found to be incomplete, especially if a cadet transfers units or new leaders take charge of a squadron. In such instances, the new commander should contact the cadet's previous leaders to obtain help in clarifying the record. If that option is not available, the new commander may exercise discretion in reconstructing the cadet's record as best as possible, recording approximate dates for completing tests, achievements and the like. Cadets shall not be penalized for poor recordkeeping, but commanders must take reasonable steps to uphold the integrity of cadet awards. In no circumstance may a unit commander backdate a Mitchell, Earhart, Eaker, or Spaatz Award.

### **3.3. Attendance and Retention.**

3.3.1. Expectations of Cadets. Cadets participate in CAP to the extent that they are interested and able, but active participation is a prerequisite for promotion.

3.3.1.1. Attendance & Promotion Eligibility. Active participation is a promotion requirement because direct, in-person involvement in the Cadet Program is the most effective way for cadets to demonstrate their learning. "Active participation" is not precisely defined because the reason for, frequency of, and duration of absences varies greatly. It is suggested that commanders consider cadets "active" if they participated in 4 meetings or activities during the previous 8 weeks.

3.3.1.2. Attendance & Leadership Opportunities. A cadet's ability (or inability) to attend meetings on a regular basis may affect his or her opportunity to serve in a leadership position. Members of the cadet staff need to be dependable, regular participants. Unit commanders exercise their judgment on these matters on a case-by-case basis.

3.3.1.3. Occasional Absences. If a cadet knows he or she will be absent, the cadet is expected to notify local leaders through the chain of command.

3.3.1.4. Extended Absences. If the cadet will be absent for multiple weeks, the cadet is expected to file a leave of absence with the unit commander, in writing, indicating the expected date of return. During a leave of absence, participation in special activities beyond the weekly meeting is at the discretion of the unit commander.

3.3.1.5. College Students. Cadets who are college students living away from their home unit may, with permission of the unit commander, assist their squadron or another CAP unit with special projects via online activity. Cadets who make such contributions, even without attending weekly meetings during the academic year, satisfy the active participation promotion requirement.

3.3.2. Tracking Participation & Contacting Absent Cadets. All cadet and composite squadrons will maintain participation rosters and monitor their cadet retention rate. When cadets do not attend any activities within the previous 30 days, the unit commander will ensure that the cadet is contacted. For cadets who have been chronically absent, it is sufficient to contact them only twice (i.e.: at 30 days and then at 60 days). An optional Participation Tracker is available in eServices.

**3.4. Progressive Discipline.** Commanders will respond to cadet misconduct through a system of progressive discipline that is positive, incremental, and seeks both accountability and behavioral change

from the cadet. To discipline is to teach self-control and that actions have consequences. CAP prohibits corporal punishment, including the use of exercise as punishment. Suspension and revocation of flying privileges is implemented separately from progressive cadet discipline, per CAPR 70-1.

3.4.1. Soft, Private Interventions are appropriate responses to low-level misconduct, which does not harm others and exemplifies the acting-out, noncooperation, or disobedience sometimes exhibited by adolescents. Interventions of this type create little to no embarrassing outward effects visible to the cadet's peers. Appropriate responses include:

Verbal reminders, informal mentoring, closer supervision, praise for changed behavior, written reprimands, and similar interventions implemented discreetly to respect the cadet's privacy and protect him or her from embarrassment.

3.4.2. Moderate, Semi-Public Interventions are in response to mid-level misconduct that does not harm others, or when lesser interventions have failed. Although implemented discreetly and respectfully, these interventions' outcomes are unavoidably public. Appropriate responses include:

Delayed promotions, exclusions from activities, and temporary suspension from a cadet staff position and the privileges associated with that position.

3.4.3. Heavy, Public Interventions are in response to egregious acts, sustained mid-level misconduct, or when lesser interventions have failed. Although implemented discreetly and respectfully, the outcomes are unavoidably public. With one exception, early dismissal from an activity, these heavy interventions require written notification to the cadet's parent or guardian that the cadet's misbehavior requires their attention and that continued misconduct could result in membership termination. (Early dismissal from an activity requires a telephone call, not a written notice.) Commanders will record heavy interventions via a memo to the cadet and parents, with a copy placed in the cadet's personnel file. Appropriate responses include:

Removal from a cadet staff position, early dismissal from an activity, demotion in cadet grade, and membership suspension.

3.4.4. Membership Termination. CAP terminates cadet membership in response to violent behavior, criminal activity, an egregious incident of misconduct, or as a last resort following multiple lesser but substantial misbehaviors. For details, see CAPR 35-3, *Membership Termination*.

**3.5. Demotions and Terminations.** Demotions are a special type of a heavy, public intervention appropriate for the rare instance when a cadet's misconduct has been egregious. As stated in 3.4, the goal is to achieve accountability and behavioral change from the cadet. To discipline is to teach self-control and that actions have consequences.

3.5.1. Scope of Demotion. The unit commander may temporarily demote a cadet a maximum of two steps in the Cadet Program. For example, a C/TSgt who completed Achievement 4 may be demoted to C/SrA, which constitutes two steps: (1) Achievement 4 to Wright Brothers Award, and (2) Wright Brothers Award to Achievement 3, which corresponds to C/SrA.

3.5.2. Mentoring & Response. Before temporarily demoting the cadet, the unit commander must first meet with the cadet to discuss the alleged misconduct and give the cadet an opportunity to respond to the allegations.

3.5.3. Notification. The unit commander notifies the cadet of the temporary demotion in writing, with a copy to the cadet's parents or guardian and the commander at the next echelon. This notice indicates

the temporary demotion's effective date, scope (i.e.: what grade insignia the cadet is to wear during the demotion period), behavioral requirements necessary for returning to the original grade, and a copy of this section of the regulation (3.5).

3.5.4. Right of Appeal. The cadet may appeal the temporary demotion to the commander of the next echelon, whose decision is final. Cadets should state their case in a simple memo addressed to the commander of that next echelon, with a copy to their unit commander. Appeals will be responded to within 10 days. While the appeal is pending, the cadet retains the original grade.

3.5.5. Re-Earning Grade. The cadet will need to re-earn the temporarily demoted steps through satisfactory performance, as evaluated by the unit commander. (For example, a cadet who had been grossly insubordinate would need to show a willingness to follow directions and CAP rules).

3.5.5.1. Tests. The cadet is not required to re-take and pass any tests to regain the grade.

3.5.5.2. Continued Mentoring. During the demotion period, the senior staff will continue to mentor the cadet. Within 45 days from the temporary demotion's effective date, the commander will provide leadership feedback to the cadet, in person, using the CAPF 60-90 series forms, if the cadet had not already re-earned the lost grade.

3.5.5.3. Termination. If the cadet's performance does not warrant a full restoration by the end of 90 days, the unit commander may initiate termination (see CAPR 35-3).

3.5.6. Effect on Ribbons and Awards. The demotion affects only the cadet's grade. All ribbons previously earned may continue to be worn. Demoted cadets retain their milestone awards.

3.5.7. Administrative Tracking. Demotion actions are tracked locally via hard copy documents placed in the cadet's personnel file, not via eServices, which continues to display the cadet's original grade. Commanders will provide a copy of the demotion memo to CAP/DP.

## CHAPTER 4. CADET OPERATIONS

**4.1. Cadet Organization and Staff.** The unit commander assigns ranking cadets to the unit's cadet staff so that they may put into practice the abstract leadership concepts they study in their textbooks. As discussed in 1.6, the opportunity to lead and challenge are key traits of cadet life. Commanders shall encourage the maximum use of their cadets both in planning and conducting the Cadet Program. See CAPP 60-31, *Cadet Staff Handbook*, for guidance on cadet staff term limits, cadet staff selection procedures, and how the adult leaders' roles change as cadets advance.

4.1.1. Design Considerations. There is no standard organizational structure for a cadet staff. Each unit will design a staff structure that is appropriate for its mix of cadets, consistent with the broad principles set forth in CAPP 60-31. Cadets must meet the grade eligibility requirements shown in Table 4.1 below to serve in cadet staff positions. To afford units flexibility, minimum grades for some positions are set lower than their doctrinally pure levels (e.g., flight commander is an officer position by doctrine, but a C/MSgt may be assigned.)

4.1.2. Advanced Positions. Cadets may not serve in the adult leader staff positions listed in CAPR 20-1, *Organization of Civil Air Patrol*, but may serve as cadet assistants to those officers.

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 4.1.**

**4.2. Unit Goals.** Every unit containing cadets will establish annual goals that describe the activities, projects and new endeavors the unit plans to accomplish in support of its cadets during the coming year.

4.2.1. Goal Areas. For squadron goals, each program element – leadership, aerospace, fitness, and character (see 1.9) – must be represented in the goals document.

4.2.2. Specificity. Goals must be specific and measurable and should reference the previous year's performance metrics. For suggestions on how to create "SMART Goals," see CAPP 60-31.

4.2.3. Goal Monitoring. The unit's leadership team shall revisit their annual goals quarterly, recording that monitoring activity on the goals document.

**4.3. Cadet Activities.** Squadrons should meet weekly for approximately 2 to 2½ hours. Some school-based squadrons meet more frequently and other schedule paradigms are allowed, provided cadets receive

approximately 8 contact hours per month, at a minimum. The cadet staff, with adult leader guidance, plans the program.

#### 4.3.1. Weekly Squadron Meetings.

4.3.1.1. Content Requirements. Commanders will ensure that their unit's weekly meetings fulfill the minimum training content outlined in Table 4.2. The unit may deviate from those guidelines if holidays, inclement weather, special activities or the like interfere with the unit's normal schedule.

4.3.1.2. The Squadron Training Plan. Unit meetings shall be planned well and sequenced such that the activities of one meeting lay a foundation for the activities of succeeding meetings, whenever possible. See the "Squadron Training Plan" at [capmembers.com/library](http://capmembers.com/library) for a suggested plan.

4.3.1.3. Scheduling Requirements. The commander will ensure that a detailed schedule is developed, coordinated among the staff, and published approximately 1 week before each weekly unit meeting. This schedule must identify what the unit aims to accomplish during its next meeting. CAPF 60-83, *Squadron Meeting Planner*, is an optional tool.

Monthly Training Requirements		
Program Element	Sample Activities	Minimum Contact Hours
Leadership	Classroom instruction, drill and ceremonies, team leadership problems, and similar activities	1.5 hours Two 45-min. sessions suggested
Aerospace	Classroom instruction, "AEX" activities, tours, rocketry, cyber defense, and similar activities	1.5 hours Two 45-min. sessions suggested
Fitness	Classroom instruction, fitness games and activities, fitness testing, and similar activities	1 hour
Character	Character activities using approved resources at <a href="http://capmembers.com/character">capmembers.com/character</a> .	1 hour

These guidelines provide a baseline for cadet training, expressing CAP's desire for units to offer activities in each of the four main program elements each month. Units may exceed these guidelines and fill any remaining contact hours with electives (e.g. special projects, emergency services training, community service, etc.). Units may be required to conduct safety training (see CAPR 62-1, *CAP Safety Responsibilities and Procedures*).

**Table 4.2.**

4.3.2. Weekend Events. At least once per month, except for November and December due to major federal holidays, every community-based unit will offer an opportunity to participate in a special event beyond the weekly meeting. Events hosted by a neighboring unit or higher head-quarters satisfy the requirement. See Table 4.3 for a sample plan.

4.3.2.1. Activity Calendars. Units will maintain a web-based calendar listing all cadet events the unit plans to host or participate in during the coming year, updating the calendar throughout the year as necessary. At a minimum, all special events (except events that are small in scope and involve only a small portion of the unit) should be announced at least 2 weeks in advance to allow families time to plan accordingly.

4.3.2.2. Wing and Group Support. Wings (or groups, on the wing's behalf) will host at least one cadet-focused activity per quarter. For orientation flight requirements, see 8.9.

4.3.2.3. Special Activity Schedules. Any time the unit conducts a special event beyond the weekly squadron meeting, the unit commander or activity project officer shall provide a schedule for the event. CAPF 60-80, *CAP Cadet Activity Permission Slip*, includes fields to record basic information about the activity. See chapter 8 for more information about special activities.

Sample Plan for Offering at Least One "Saturday" Activity Per Month		
<p><b>The Goal:</b> To ensure cadets have an opportunity to attend at least one "Saturday" activity per month. This goal can be met without overwhelming local resources if squadrons cooperate with the wing or group and neighboring squadrons. In the example below, the squadron is hosting one event per quarter, and yet their cadets have an opportunity to participate in a special activity every month.</p>		
Month	Sponsored by Our Squadron	Sponsored by Wing, Group, or Another Squadron
Q1 January February March	Field trip to local aviation museum	(Wing) NCO Academy Spring bivouac with XYZ Squadron
Q2 April May June	Memorial Day parade	(Wing) Orientation Flights Model rocketry with XYZ Squadron
Q3 July August September	Red Ribbon Leadership Academy	(Wing) Encampment Ironman fitness activity with XYZ Squadron
Q4 October November December	Veterans' Day parade	(Wing) Orientation Flights

**Table 4.3.**

## CHAPTER 5. CADET ADVANCEMENT

**5.1. Program Structure.** The Cadet Program is a system of sixteen achievements organized in four phases (see 1.10). Milestone awards mark the completion of each phase. The Gen. Carl A. Spaatz Award marks the pinnacle of the Cadet Program. The CAPVA 60-100, *Cadet Super Chart*, illustrates the requirements for each achievement and award, which typically involves successfully completing one task in each program element – leadership, aerospace, fitness, and character – as an assessment of the cadet’s learning.

5.1.1. Core Curriculum. The set of learning activities all cadets participate in along their journey toward the Spaatz Award constitutes the core curriculum and is displayed on CAPVA 60-100.

5.1.2. Electives. Beyond the core curriculum, cadets participate in additional activities, at their option. Examples of electives include ground team training, model rocketry, Cyber Patriot, etc.

### 5.2. Cadet Promotion System.

5.2.1. Promotions Authority. Advancement, and the promotions in grade that accompany it, become official when the squadron commander (or designee) endorses the cadet’s record in the Cadet Promotions Application in eServices. In most instances, cadets receive a promotion in grade when completing a new achievement or award (see CAPVA 60-100).

5.2.2. Cadet Grade. The only grades authorized are those shown in CAPVA 60-100. Temporary promotions or demotions are not authorized, except per the demotion process of 3.5. Cadets will wear their earned grade on their uniform at every CAP activity.

5.2.3. General Advancement Pre-Requisites. In addition to fulfilling leadership, aerospace, fitness, and character requirements, during each achievement or milestone award the cadet must (1) be a current cadet member of CAP, (2) possess a CAP uniform and wear it properly, (3) have recited the Cadet Oath from memory (see 1.7), and (4) participate actively in unit meetings (see 3.3.1).

5.2.4. Milestone Award Certificates. A special award certificate recognizes cadets who earn milestone awards. CAP/DP automatically provides Mitchell, Earhart, Eaker, and Spaatz certificates to the unit. Units print the Wright Brothers certificate on demand via eServices.

### 5.3. Textbooks.

5.3.1. Leadership. For leadership education, cadets study *Learn to Lead*, a 4-volume textbook, working through the chapters sequentially (because the subject matter progresses, building upon earlier learning), and AFMAN 36-2203, *Drill and Ceremonies*. Cadets study and train on selected drill commands that are identified at the end of each chapter in *Learn to Lead*, volumes 1 and 2.

5.3.2. Aerospace. For aerospace education, Phase I and II cadets study *Aerospace Dimensions*, working through the modules in any order desired (because the subject matter is modular). Phase III and IV cadets study *Aerospace: The Journey of Flight*, working through the text three chapters at a time, in any order.

### 5.4. Assessment Methods.

#### 5.4.1. Written Tests & Exams.

5.4.1.1. Achievement Tests. Academic knowledge of leadership and aerospace is assessed through achievement tests of 25-questions each, in multiple-choice format. Achievement tests are 30-

minute timed and open-book, with a passing score of 80%. In the event of a failure, the cadet must wait at least 7-days to re-test, but if necessary, a testing officer may waive the waiting period due to technical difficulty.

5.4.1.1.1. Online Tests. Achievement tests are available in an online environment via the learning management system (LMS) in eServices. Because the tests are open-book, cadets are free to attempt them at home on their own. Software manages the time limit, scores the exam, and records the results.

5.4.1.1.2. Hard Copy Tests. Achievement tests are available to cadets in hard copy format. Testing officers obtain the hard copy by downloading and printing it from the LMS in eServices. When administering the exam, the testing officer manually enforces the time limit, scores the test, and records the results. As with the online environment, hard copy achievement tests remain open-book. If the unit desires to keep hard copy tests in inventory for continued reuse, they will be inventoried and secured in accordance with CAPR 50-4, *Test Administration & Security*.

5.4.1.2. Milestone Award Exams. At the conclusion of Phases I, II, and III, the cadet's cumulative learning is assessed through a closed-book, timed milestone award exam, with a passing score of 80%. In the event of a failure, the cadet must wait at least 7-days to re-test. The testing officer may waive the waiting period if the cadet experiences technical difficulties with the software. Testing officers administer milestone award exams to cadets via an online system or hard copy.

5.4.1.2.1. Online Exams. Milestone award exams are available in an online environment via the LMS in eServices. While software manages the time limit, scores the exam, and records the results, testing officers must nevertheless supervise the cadets to enforce closed-book conditions.

5.4.1.2.2. Hard Copy Exams. Milestone award exams are available to cadets in hard copy format. Testing officers obtain the hard copy by downloading and printing it from the LMS in eServices. Exam software creates a unique exam for each cadet by choosing exam questions at random from a large question bank. When administering the exam, the testing officer enforces a time limit, closed-book conditions, and manually scores the exam. Hard copy exams are to be used only once and then destroyed; they will not be kept in inventory.

5.4.1.3. Cadets Having Special Needs. CAP will make reasonable accommodations for cadets who have special educational needs. Examples of accommodations include testing orally, extending time limits, dividing the test into segments, and reducing the choices on a multiple-choice test. Before authorizing an accommodation, the unit commander will discuss the cadet's needs with the cadet's parents. For further information, see [capmembers.com/testaccommodations](http://capmembers.com/testaccommodations).

5.4.1.3.1. Schoolwork. Most schools use an Individualized Educational Program (IEP) to support special needs students. If a parent chooses to share the IEP information with CAP, the unit commander will adhere to all reasonable accommodations set forth in the IEP and will keep that document confidential.

5.4.1.3.2. Spaatz Accommodations. Only CAP/CC is authorized to grant accommodations for the Spaatz Award exams. See 5.8.9.1.

5.4.1.4. Test Banking. Cadets may not test beyond their next achievement. For example, a C/TSgt may take Achievement 5 tests, but not Achievement 6 tests. The software used for the online achievement tests will automatically prevent test banking, but local leaders need to be mindful of the test banking prohibition if a cadet tests via hard copy.

5.4.1.5. Inventory and Security. Unit testing officers may download hard copy tests and exams for their unit's Cadet Program, via eServices. Hard copy materials must be inventoried and secured, or destroyed (if so required), in accordance with CAPR 50-4.

5.4.2. Drill Tests. Some leadership tests require cadets to perform drill and ceremonies. Cadets may help proctor drill tests under adult leader supervision. Cadets who are unable to drill due to a disability or injury will complete drill tests to the extent possible. The commander may waive all or part of a drill test for Physical Fitness Category II, III or IV cadets (see 2.11).

5.4.3. Essay & Speech Assignments. During Achievement 8 and the Eaker Award, essay and speech assignments are used to assess cadet learning. For further information, including scorecards, see [capmembers.com/ranks](http://capmembers.com/ranks).

5.4.4. Staff Duty Analysis. During Phases III and IV, leadership education expands to include a service learning activity called the staff duty analysis. The SDA includes four components – service, technical writing, oral presentation, and feedback – each to be completed in sequence.

5.4.4.1. Transition. Units may operate according to the “legacy” SDA protocols, described in CAPR 52-14, June 2003 edition, until 1 February 2018, or at their option, units may transition to the “new” SDA protocols described here in 5.4.4 before that date.

5.4.4.2. Service Requirement. During each achievement of Phase III and IV, the cadet serves for at least 8 weeks (56 days) in any staff position available to cadets, as approved by the unit commander. See CAPP 60-31 and CAPR 20-1 for suggestions. Cadets having three or more years' JROTC experience per 5.6.2.3 may serve for just 4 weeks (28 days).

5.4.4.3. Technical Writing Assignment. During each achievement of Phase III and IV, the cadet completes a technical writing assignment to demonstrate competence in communications and critical thinking in a staff environment. Cadets select a document type from a list of options, and sample documents are provided as learning resources. No document type may be repeated. For details, see CAPP 60-32, *Staff Duty Analysis*.

5.4.4.4. Oral Presentation. Cadets convert their service learning experience and technical writing document into a 5- to 10-minute oral presentation, and make themselves available for questions and answers before an audience designated by the leadership officer. For further information, see CAPP 60-32.

5.4.4.5. Evaluation & Feedback. The entire SDA experience is graded comprehensively pass/fail. See CAPP 60-32 for a scorecard. The leadership officer ensures the cadet receives positive, constructive, and specific feedback on their SDA performance. This component may be combined with an end-of-achievement CAPF 60-90 series feedback session.

5.4.5. Cadet Physical Fitness Test (CPFT). The CPFT is based on the Presidential Youth Fitness Program. Test standards are keyed to age and gender. Test events include two cardiovascular or running events (1-mile run and “the pacer”), plus two strength events (push-ups and curl-ups), and a flexibility event (the sit-and-reach). To allow for individual differences, a “run plus 2 of 3 rule” governs, whereby the cadet must meet CPFT standards for either the 1-mile run or pacer, plus the standards for any 2 of the 3 remaining events. Detailed instructions on how to perform each exercise are found in CAPP 60-50.

5.4.5.1. Transition. Units may operate according to the “legacy” CPFT protocols, described in CAPR 52-16, November 2015 edition, until 1 February 2018, or at their option, units may transition to the “new” CPFT protocols described here in 5.4.5 before that date.

5.4.5.2. Test Frequency. Squadrons will provide opportunities for cadets to attempt the CPFT at least quarterly.

5.4.5.3. Phase I Participation. In Phase I, cadets learn of CAP fitness expectations and prepare to attain “Healthy Fitness Zone” (HFZ) status, or if already in the HFZ, to surpass a personal best record. For Achievement 1, the cadet attempts the CPFT to establish a baseline for mentoring purposes only. The cadet reattempts the CPFT within 180 days to remain eligible for promotions in Phase I, and mentoring continues. Additionally, for Achievements 2 and 3, the cadet must participate actively in at least one 45-minute fitness activity per achievement, such as a fitness game, calisthenics, or academic class.

5.4.5.4. Participation at the Wright Brothers Award & Beyond. The cadet’s obligation to participate actively in at least one 45-minute fitness class, test, or activity to become eligible for promotion continues. Further, beginning with the Wright Brothers Award, the cadet becomes accountable for his or her CPFT performance. To fulfill promotion requirements, the cadet must have attained the HFZ in a running event plus two of the three remaining events within the previous 180 days.

5.4.5.5. CPFT Scoring for Medically Restricted Cadets. Cadets whose HFZ credentials expire when they are assigned to Category II and restricted from all CPFT events (i.e.: cadet has the flu) receive a one-time 90-day extension. Cadets assigned to fitness Category II or III and are therefore restricted from a portion of the CPFT receive a “pass” for each restricted event (i.e.: asthmatic cadet receives a “pass” on the run due to restrictions, and so must succeed on 2 of the 3 remaining events). For details on fitness categories, see 2.11.2.

5.4.5.6. Inclement Weather. If inclement weather prevents cadets from attempting the CPFT before their HFZ credentials expire, the unit commander may authorize a 30-day extension.

5.4.6. Participation in Character Activities. Cadets must participate actively in at least one character activity of approximately 50 minutes’ duration, per achievement, using the pre-approved materials at [capmembers.com/character](http://capmembers.com/character). No formal test is required.

5.4.6.1. Program Control. Because character education is a comparatively more sensitive subject than leadership, aerospace, or fitness, CAP controls the curriculum and instructional staff more closely than it does the other program elements. Only the pre-approved materials at [capmembers.com/character](http://capmembers.com/character) may be used, though members may submit materials for consideration (see webpage for details). Further, only a chaplain, character development instructor (CDI), or unit commander will lead a character forum. For squadrons that lack a chaplain or CDI, wing chaplains should attempt to arrange for extra support.

5.4.6.2. Secular Purpose. Character forums explore topics that are relevant to the moral formation of cadet-aged youth. They serve a secular purpose and are not religious meetings. Instructors are prohibited from proselytizing.

**5.5. Special Participation Requirements.** As illustrated on CAPVA 60-100, Achievement 1, the Mitchell Award, and the Eaker Award each include a special participation requirement.

5.5.1. Cadet Wingman Course. For Achievement 1, the cadet must complete the “Cadet Wingman Course” in lieu of a character forum. See [capmembers.com/wingman](http://capmembers.com/wingman) for course materials.

5.5.2. Encampment. To earn the Mitchell Award, the cadet must successfully complete an encampment. For details on the encampment program, see chapter 9.

5.5.3. Leadership Academy. To earn the Eaker Award, the cadet must successfully complete a leadership academy, either Cadet Officer School or Region Cadet Leadership School.

## 5.6. Sequence & Duration

5.6.1. Sequence. Cadets complete achievements and milestone awards sequentially, as illustrated on CAPVA 60-100, *Cadet Super Chart*.

5.6.2. Time in Grade. Cadets advance through the program at their own pace, spending a minimum of 8 weeks (56 days) between each achievement and award. There are three exceptions to this rule.

5.6.2.1. Achievement 1. Cadets may complete Achievement 1 immediately upon their joining CAP.

5.6.2.2. Spaatz Award. Cadets may attempt the Spaatz Award immediately upon earning the Eaker Award. See section 5.8.2 for procedures.

5.6.2.3. Accelerated Promotions. Cadets who have earned JROTC course credit may advance at twice the normal rate, with just 4 weeks (28 days) between achievements and awards. This accelerated rate is available to cadets with 1 year's JROTC credit through Phase I, with 2 years' credit through Phase II, with 3 years' credit through Phase III, and with 4 years' credit through Phase IV. Standard promotion requirements apply; only the rate of advancement is affected.

**5.7. Leadership Development & Promotions.** The "Leadership Expectations" shown in CAPVA 60-100 outlines in broad terms what level of leadership skill the cadet must be demonstrating during each phase of the Cadet Program. Commanders will use those goals as a guideline (not a definitive, absolute list of required skills) when making promotion decisions and mentoring cadets. By approving a promotion, the commander is attesting to the cadet's ability to accept the increased responsibilities that accompany the promotion.

5.7.1. Leadership Feedback. Commanders must ensure each cadet receives constructive feedback using the CAPF 60-90 series, *Cadet Leadership Feedback*, at least once per phase. The CAPF 60-90 series includes four forms – CAPF 60-91, CAPF 60-92, CAPF 60-93 and CAPF 60-94 – one for each phase in the Cadet Program. Two forms – CAPF 60-95 and CAPF 60-96 – are tailored for encampments. Adult leaders and cadet officers may conduct CAPF 60-90 series evaluations (cadet officers may evaluate cadets who are junior to them in grade). Commanders may approve or disapprove the evaluation; ultimately the commander must ensure the cadet's progress is evaluated properly.

5.7.2. Feedback Meetings. At least once per phase, commanders will ensure the cadet participates in a feedback meeting, which is a mentoring opportunity and discussion about the cadet's performance in the Cadet Program. Feedback meetings will operate according to CAPP 60-31, *Cadet Staff Handbook*, 2.7, and must meet the following criteria:

- A completed CAPF 60-90 series form must serve as the basis for discussion.
- Feedback meetings will not re-test cadets on material they already passed through achievement tests.
- Commanders must apply local promotion practices consistently, with all similarly-situated cadets subject to the same process.

5.7.3. Sustaining a Cadet in Grade. Commanders will sustain a promotion-eligible cadet in grade if the cadet's performance or maturity does not demonstrate an ability to accept increased responsibility commensurate with the promotion. Using the appropriate CAPF 60-90 series form, the commander (or

deputy commander) will offer constructive feedback to help the cadet develop his or her leadership skills. The commander must also schedule a follow-up review to be held within 60 days.

**5.8. Gen. Carl A. Spaatz Award Exams.** The Cadet Program's highest honor, the Gen. Carl A. Spaatz Award, honors the first chief of staff of the U.S. Air Force and first chairman of the CAP National Board.

5.8.1. Eligibility. To be eligible to test, the cadet must have earned the Eaker Award, be a current cadet member, and receive approval from their unit and wing commanders.

5.8.2. Requesting the Exams.

5.8.2.1. Action by Cadet. The cadet submits to the wing commander (endorsed by the unit commander and copied to wing/CP) a request to attempt the exam. The email includes the cadet's name and CAPID, and indicates the test attempt (first, second, third), and whether the cadet has served in the active duty military. The cadet also includes some proposed dates and locations for testing, marked by order of preference.

5.8.2.2. Action by Wing. If the wing commander grants approval, the wing/CP connects the cadet with a test administrator. If the wing commander disapproves the cadet's request, then he or she must provide the cadet with a written explanation of the decision within 30 days. Disapproval by wing is subject to appeal (see 5.8.2.3)

5.8.2.3. Appeal & Action by Region. If a wing commander denies a cadet permission to test, the cadet may appeal to the respective region commander. The region commander must uphold or overturn the wing commander's decision in writing within 10 days of receiving the cadet's appeal. The region commander's decision is final.

5.8.3. Test Proctor. The Spaatz exam proctor must be a senior member who is not related to the cadet or assigned to the same squadron. A second senior member will also need to be present during the test period for cadet protection purposes.

5.8.4. Subject Matter. The Spaatz Award exam is a battery of four tests: leadership, aerospace, fitness, and character. A study guide is available at [capmembers.com/spaatz](http://capmembers.com/spaatz).

5.8.4.1. Leadership & Aerospace. The leadership and aerospace tests are closed-book, 60-minute timed, multiple-choice, with a passing score of 80%.

5.8.4.2. Fitness. The fitness test is based on the USAF Academy's candidate fitness assessment (CFA). The cadet must pass the crunch, push-up, and 1-mile run events. The passing score is keyed to the average score attained by academy applicants, regardless of age. Detailed test instructions are found at [capmembers.com/spaatz](http://capmembers.com/spaatz). For information regarding cadets with medical limitations, see 2.11.1.3.

5.8.4.3. Character. Character development is assessed through a 1-hour essay exam graded pass/fail.

5.8.5. Exam Conditions. When attempting the Spaatz exam, the cadet must complete in a single day all tests not yet passed, except the proctor may postpone the fitness test due to inclement weather.

5.8.6. Reporting. Test proctors upload the cadet's essay and enter fitness test results via the Learning Management System in eServices. The test software automatically reports the leadership and aerospace scores.

5.8.7. Award Processing. CAP/DP validates that the cadet has met all award requirements and processes the award. When the Spaatz Award posts to the cadet's record in eServices, the cadet is promoted to cadet colonel. The wing and unit commanders will make arrangements for an appropriate award ceremony.

5.8.8. Failures. In case of failure, eServices notifies the cadet, proctor, and wing. The cadet may reattempt the failed tests no sooner than 7 days after the previous attempt. Only three attempts are authorized. Cadets must follow the procedures outlined in 5.8.2.1 to request permission to retake the exam. Cadets who wish to take issue with their exam experience (i.e.: dispute test questions or report technical problems) must report their concerns to CAP/CP within 48 hours of the test attempt.

5.8.9. Special Circumstances & Waivers. CAP's policy is to award the Cadet Program's highest honor to those eligible cadets who can demonstrate excellence by passing all four portions of the Spaatz exam.

5.8.9.1. Accommodations for Special Needs. Cadets may request special educational accommodations (such as those described in 5.4.1.3) by submitting their request to CAP/CP, who evaluates it on a case-by-case basis and makes a recommendation to CAP/CC, who alone has authority to grant or deny the requested accommodations.

5.8.9.2. Waiver Process. Only CAP/CC may grant a waiver or accommodation affecting the Spaatz Award exam. Cadets who believe they face exceptional circumstances warranting relief from the normal testing procedures must submit their waiver request in writing and through channels to CAP/CC (copied to CAP/CP) for approval. Cadets will not attempt the exam until any pending waiver requests are resolved; waivers will not be granted after the fact.

5.8.9.3. Benefit of the Doubt. Commanders will construe reasonable waiver requests favorably. When confronted with ambiguous scenarios, commanders will choose from among the possible interpretations that are prima facie reasonable the one that is most advantageous to the cadet.

5.8.9.4. Age 21 Rule. A cadet will not be permitted to test after reaching age 21 unless the wing commander denied the request to test and that decision was overturned on appeal per 5.8.2.3. In those situations, if the cadet's 21st birthday occurs before the cadet can reasonably schedule the exam, that 21-year-old former cadet may attempt the exam within 30 days of the appeal decision. In such rare instances, only one attempt at the exam will be administered after the cadet's 21st birthday. Before administering an exam to a cadet over age 21, the exam proctor must coordinate with CAP/CP so that the software can be reset.

## CHAPTER 6. CADET PROGRAM AWARDS

**6.1. Award Presentations.** As soon as possible after a cadet earns an award, the unit commander will organize an award ceremony. The ceremony should be meaningful, appropriately honor the award recipient, and account for the recipient's preferences.

6.1.1. Dignitaries Recommended for Cadet Awards. Commanders should consider the following guidelines for including dignitaries in cadet award presentations.

6.1.1.1. Individual Achievements: Cadet commander, unit commander, or deputy

6.1.1.2. Wright Brothers Award: Unit commander or local dignitary

6.1.1.3. Mitchell Award: Group commander, wing official, or local dignitary

6.1.1.4. Earhart Award: Wing commander, elected official, or dignitary of similar stature

6.1.1.5. Eaker Award: Region commander, elected official, or dignitary of similar stature

6.1.1.6. Spaatz Award: National Commander, National Vice Commander, other CAP general officer, military flag officer, governor, member of Congress, or dignitary of similarly high stature

6.1.2. Senior Officials. Commanders will coordinate with CAP/CP, through the chain of command, before inviting a senior military or government official (O-9 or assistant secretary or higher, and officials of national-level organizations) to participate in an award ceremony.

**6.2. Cadet of the Month (or Quarter) Award.** Units are encouraged to use the Cadet of the Month Award (or Cadet of the Quarter Award) to motivate cadets (especially Phase I "in-ranks" cadets) to excel in CAP. This program uses an objective point system to track cadet participation, achievement and CAP service. For detailed guidance, see [capmembers.com/specialcadetawards](http://capmembers.com/specialcadetawards).

**6.3. Other Cadet-Related Awards.** In addition to achievements and milestone awards, cadets may qualify for other honors in CAP. For more information, see CAPR 39-3, Award of CAP Medals, Ribbons, and Certificates, and [capmembers.com/specialcadetawards](http://capmembers.com/specialcadetawards).

**6.4. John V. "Jack" Sorenson Cadet Programs Officer of the Year Award.** This award, named in honor of Jack Sorenson, considered by most to be the architect of the revised cadet program that CAP has enjoyed since 1964, recognizes the cadet programs officer who has contributed most to the CAP cadet program during his or her lifetime. It is presented annually at the wing, region and national levels.

6.4.1. Eligibility. Adult leaders who work directly with cadets at the unit level (Cadet Programs Officers) or serve on the Cadet Programs staff at a higher echelon are eligible for this award.

6.4.2. Nomination Process. Any CAP member may nominate an eligible member for the award. Nominations must describe why the individual is deserving of the award and be submitted in narrative format, per the timeline below:

- By 15 January - Nominations are due at wing headquarters for the wing-level award.
- By 15 February - Wings submit their nomination to the region for the region-level award.
- By 15 March - Regions submit their nomination to CAP/CP for the national-level award.
- By 15 April - National Headquarters coordinates the selection of the national-level award winner with the appropriate individual(s) or committee, as designated by the National Commander. The National Commander is the approving authority for the award.

**6.5. Cadet Programs Mission Award.** This award recognizes the wing with the most outstanding Cadet Program in each region, measured, in part, against five objective criteria: membership growth, retention, flying, encampment attendance, and cadet advancement (promotions). Subjective evaluations may also be considered. It is suggested that the two commanders review the Quality Cadet Unit Award and/or Squadron of Merit reports in eServices to help them select the winning wing.

6.5.1. Selection Process. The region commander and CAP-USAF liaison region commander work together to select the most outstanding Cadet Programs wing in their region. The CAP region commander notifies CAP/CP of the joint selection by 15 March annually.

6.5.2. Award and Recognition. The eight winning wings (one from each region) are recognized at the CAP Annual Conference each summer.

**6.6. Awards to Outstanding Cadet and Composite Squadrons.** Three award programs promote excellence in Cadet Programs by recognizing high-performing cadet and composite squadrons.

6.6.1. Squadron of Merit. The Squadron of Merit (SOM) is selected annually by the wing commander based on the unit's performance during the preceding calendar year. Performance metrics are available in eServices to assist the commander in making the selection, but commanders may consider subjective matters in making their decisions. Wings submit the name of their winning squadron to CAP/CP, with a copy to the Region, by 15 March. For further details, see [capmembers.com/SOMSOD](http://capmembers.com/SOMSOD) and CAPR 39-3.

6.6.2. Squadron of Distinction. The Squadron of Distinction (SOD) is selected annually by the region commander based on the unit's performance during the preceding calendar year. Performance metrics are available in eServices to assist the commander in making the selection, but commanders may consider subjective matters in making their decisions. Regions submit the name of their winning squadron to CAP/CP by 15 March. For further details, see [capmembers.com/SOMSOD](http://capmembers.com/SOMSOD) and CAPR 39-3.

6.6.3. Quality Cadet Unit Award. The QCUA motivates cadet and composite squadrons to pursue objective goals that correlate with a successful squadron-level Cadet Program. QCUA differs from the SOM/SOD program in that an unlimited number of squadrons may win annually. CAP/CP announces objective award criteria annually via [capmembers.com/qcuu](http://capmembers.com/qcuu). The award year runs from 1 September through 31 August. All cadet and composite squadrons are automatically considered for the award. CAP/CP announces winners by 30 September annually.

## CHAPTER 7. CADET ADVISORY COUNCILS

**7.1. Purpose.** Cadet Advisory Councils (CAC) will be established at the national, region and wing levels. Group commanders may establish CACs, with the wing commander's approval. The three purposes of the CAC are to:

- Provide a forum where cadets gain leadership experience at higher organizational levels.
- Aid the commander in monitoring and implementing the Cadet Program.
- Make recommendations to the commander for improving and running the Cadet Program.

For additional guidance on the CAC program, see CAPP 60-34, *Cadet Advisory Council Guide*.

### 7.2. Constitution.

7.2.1. Allotment of Seats. Commanders may appoint one primary representative and one assistant to serve on the CAC at the next higher echelon.

7.2.1.1. Region commanders appoint two Phase IV or Spaatz cadets.

7.2.1.2. Wing commanders appoint two cadet officers.

7.2.1.3. Composite and cadet squadron commanders appoint two cadet NCOs or officers. If the unit does not have qualified cadets available, the position(s) may remain vacant.

7.2.2. Appointment. Commanders appoint their representatives via the cadet duty assignment module in eServices between 1 August and 15 September annually, for the term beginning on 1 October.

7.2.3. Term Limits. Cadets may serve a maximum of 36 months at an echelon. The suggested best practice is for the cadet to serve one year as an assistant representative, one year as a primary representative, and one year as chair or vice chair, if selected for a leadership role.

7.2.4. Program Year. The CAC program year runs concurrent with CAP's fiscal year, 1 October through 30 September. For the sake of continuity, the outgoing cadet chair and vice chair should participate in the incoming council's first meeting.

7.2.5. CAC Officers. The CAC will have a cadet chair and a vice chair and/or recorder. The echelon commander may appoint cadets to these positions or allow the council to fill them through elections.

7.2.5.1. The cadet chair should have served on the CAC during the previous term, for the sake of continuity.

7.2.5.2. For the National CAC (NCAC), Eaker Award recipients who could serve a full term before turning 21 are eligible to apply for the chair and vice chair positions, upon approval of their unit, wing, and region commanders. The chair and vice chair are appointed by CAP/CC.

7.2.6. Double-Service Discouraged. Because the CAC exists to provide cadets with advanced leadership opportunities, the program should operate so as to involve the maximum number of eligible cadets. Therefore, concurrent appointments to multiple CACs is discouraged. (Example: The wing chairperson should not concurrently serve as the wing's representative to the region.)

7.2.7. Frequency of Meetings. Each council shall convene as specified by the respective echelon commander. However, councils will convene at least quarterly. Councils may conduct meetings in-person, telephonically, or through web-based applications.

### 7.3. Duties.

7.3.1. Advisory Nature. The CAC has no authority to establish policy. Councils send their recommendations to the echelon commander, through the director of cadet programs, in the format of staff study reports or position papers. If feasible, the council should personally brief the commander on its recommendations at least once per term.

7.3.2. Service to the Echelon Commander. The echelon commander, or CAC advisor, may direct the CAC to deliberate on a particular Cadet Program issue (not related to an official complaint or the inspection program) and require the CAC to submit their recommendations in writing.

7.3.3. Procedures & Training. Commanders may establish bylaws or operating instructions for their echelon's CAC, without approval from National Headquarters. "Leadership in Committee," available at [capmembers.com/cac](http://capmembers.com/cac), provides an introduction to parliamentary procedure and should be used to train new cadets as they join the council.

7.3.4. Role of Assistant Representatives. Assistant representatives have no vote, unless the primary representative is absent. Assistants should participate in all CAC meetings, if feasible.

7.3.5. Personal Conduct. If any council member's performance or conduct drops below CAP standards, the echelon commander or appointing commander may remove the cadet from the council.

**7.4. Adult Leader Advisors.** The echelon's director of cadet programs, or designee, will supervise the CAC and act as its advisor. The advisor assists the commander by guiding the CAC while allowing it to function as a forum for cadets.

**7.5. Minutes & Agendas.** The chair will forward the CAC meeting agenda to all representatives and advisors at least 10 days prior to the scheduled meeting. The chair will also ensure that minutes of CAC proceedings are forwarded to the CAC members, the echelon commander, and the next echelon's director of cadet programs within 30 days. For help preparing meeting minutes and agendas, see CAPP 60-33.

**7.6. Reimbursement.** Each year, National Headquarters will allot funds to help offset the travel expenses of the NCAC primary representatives and officers.

**7.7. Awards.** During their term of office, primary representatives and CAC officers may wear a shoulder cord (see Table 7.1). Shoulder cords must be of the same style and shade as that stocked for CAP by Vanguard. Upon successful completion of their term of office, primary representatives and CAC officers may wear the CAC ribbon, with the echelon commander's approval.

Awards & Identification for CAC Primary Representatives			
Appointing Authority	CAC Echelon	CAC Ribbon	Shoulder Cord
Regions	National	Ribbon with gold star	Gold
Wings	Region	Ribbon with silver star	Blue
Groups or Squadrons	Wing	Ribbon with bronze star	Red
Squadrons	Group	Basic ribbon only	Green

Table 7.1

## CHAPTER 8. CADET ACTIVITIES & SPECIAL OPPORTUNITIES

**8.1. Support from Military Installations.** Activities that rely upon military installations for support will follow the guidance in 9.4 to ensure support needs are properly coordinated through CAP-USAF.

**8.2. Activity Goals & Evaluation.** Each activity must have an educational or training goal and at least one objective that is specific and measurable. Commanders and/or activity directors should seek feedback from cadets and staff on ways to improve local activities. For major events, activity directors should provide their commander with an "after action report" that discusses the activity's successes and lessons learned, and keep those documents in a continuity file to aid future activities.

**8.3. Cadets in Uniform.** Discipline tends to remain high and horseplay is minimized if cadets remain in uniform during activities.

8.3.1. Off-Duty Attire. When BDUs, ABUs, or blues are not appropriate, such as during fitness activities, laundry time, downtime, etc., unit commanders and activity directors may designate a standardized casual "uniform," such as khakis and a special tee shirt, versus non-standardized civilian attire of the cadets' choosing.

8.3.2. Gender-Based Directives. Under no circumstances will an activity's attire rules differ by gender. (e.g., "Semi-Formal Dress Uniform for males, gowns for females" is impermissible, but "Semi-Formal Dress Uniform or 'black tie' civilian attire" for all cadets is permissible because both genders are given the same options.)

**8.4. Cadet Participation at Other CAP Units' Activities.** Units sometimes open their activities to cadets from outside units. To participate at an activity hosted by a CAP unit other than their own, cadets must obtain permission from their parent, home unit commander, and be accepted by the hosting unit. Commanders will ordinarily approve cadets' requests to attend these activities, denying requests only for good cause. If approving a cadet to attend an activity hosted by another wing, the unit commander will inform the wing DCP.

**8.5. Medical Review at Check-In.** Because the time between a cadet applying for an activity and when the activity begins may be several weeks, directors of overnight activities will ensure that upon arrival cadets are asked if their medical conditions have changed due to recent injuries or illnesses.

**8.6. Career Familiarization Opportunities.** Commanders are encouraged to provide cadets with opportunities to explore careers in aerospace, the military, and public service in general. Examples of career familiarization opportunities include job shadowing, ride-alongs, behind-the-scenes tours, role-playing, guest speakers and similar activities. For guidance on high adventure activities, see 2.9.

**8.7. Special Activities.** To support the long-term development of cadets and ensure a rich and dynamic program, CAP offers a variety of special activities for cadets.

8.7.1. Application Procedures. National Headquarters announces special activities and their prerequisites and application procedures at [ncsas.com](http://ncsas.com). Participants must receive the endorsement of their wing commander before being accepted to any special activities.

8.7.2. Wing Approval & Selection Boards. Wings are responsible for screening special activity applicants and approving only those members who have demonstrated the maturity and ability to succeed at their requested activity(s). Wings may hold a selection board to allow their commander to gain a better understanding of the cadets who are applying for cadet activities.

8.7.3. Graduation and Awards. Cadets must successfully complete 80% of the course requirements, actively participate in at least 80% of the contact hours, and the activity director must determine they have satisfactorily met the course objectives to be eligible to graduate. Staff are eligible for attendance credit upon serving for 80% of the activity's duration. Members who successfully complete an activity during a year it had been approved as an NCSA receive credit for the activity in eServices and become eligible for the Cadet Special Activities ribbon (see CAPR 39-3).

8.7.4. Early Dismissal. Activity directors may expel cadets from activities, sending them home early due to misconduct. See 3.4.3.

8.7.5. National Cadet Special Activities. National Cadet Special Activities (NCSAs) are special programs hosted by National Headquarters that enable cadets to explore civilian and military aerospace careers, develop leadership skills, or enhance their emergency services skills.

8.7.5.1. Criteria. NCSAs are approved by CAP/CC and defined by the following characteristics:

- Designed for cadets in their second cadet year (or beyond) who have completed encampment at the time of their application, meet the activity's minimum age requirement, and will not reach age 21 until after the termination of the activity;
- Developed with defined learning objectives and include at least 40 hours of curriculum/training;
- Reliant upon outside agencies for considerable portions of course content, format, guidelines and/or instructors;
- Available to cadets from any location without regional preferences;
- Difficult or ineffective to replicate at the regional or local level; and
- Managed by CAP/CP.

8.7.5.2. Activity Directors. NCSA directors are appointed by CAP/CC and supervised by CAP/CP. Activity directors must comply with the guidelines set forth in CAPP 60-74, *NCSA Director Guide*.

8.7.6. Accredited Programs. National Headquarters accredits two types of locally-operated special activities, Cadet Special Activities (CSAs) and National Flight Academies (NFAs). Some of the benefits activities enjoy through accreditation include national-level publicity and recognition through the CSA ribbon.

8.7.6.1. Cadet Special Activities. CSAs are outstanding cadet activities hosted by wings or regions that enable cadets to explore aerospace careers, develop leadership skills, or enhance their emergency services skills. Accreditation is granted one year at a time. To qualify as a CSA, the activity must:

- Be endorsed by the host region commander;
- Operate according to a defined curriculum that specifies its learning objectives;
- Include at least 25 hours of curriculum/training;
- Accept cadets from across the nation;
- Have demonstrated at least 2 years' successful operation before accreditation; and
- Receive the endorsement of an accreditation panel selected by CAP/CP, upon a review of the activity's curriculum and program materials.

8.7.6.2. National Flight Academies. NFAs are glider and/or powered flight programs that provide primary flight instruction. These programs are conducted at the wing and region level. Accreditation is granted one year at a time. To qualify as a NFA, the activity must:

- Be endorsed by the host region commander;
- Conform to the national powered or glider curriculum;
- Accept cadets from throughout the nation; and
- Receive the endorsement of an accreditation panel selected by CAP/CP, upon a review of the activity's operating plan.

#### 8.7.7. Management of Accredited Programs

8.7.7.1. Process. National Headquarters accepts accreditation requests through 30 September for the subsequent summer season. For application details and additional program guidance, see [capmembers.com/nationalaccreditation](http://capmembers.com/nationalaccreditation). Activities must be approved each year. A list of accredited CSAs and NFAs is published at [ncsas.com](http://ncsas.com).

8.7.7.2. Activity Directors. CSA and NFA activity directors are appointed by the host region commander.

8.7.7.3. Supervision. The sponsoring wing or region is responsible for maintaining the curriculum of CSAs and overseeing the budget and financial expenditures of their CSAs and NFAs.

8.7.7.4. Recognition. CSA and NFA graduates and staff are eligible to wear the Cadet Special Activities Ribbon per CAPR 39-3 and 8.7.3 above.

#### 8.7.8. International Exchanges.

8.7.8.1. The International Air Cadet Exchange. The IACE fosters international understanding, goodwill and friendship among young people who have a common interest in aviation. CAP represents the United States in the International Air Cadet Exchange Association. Program and eligibility details are found at [capmembers.com/iace](http://capmembers.com/iace).

8.7.8.2. Other International Exchanges. Units may conduct exchange programs with international cadet organizations, under the guidelines specified below. These guidelines apply to exchanges where CAP cadets travel abroad, and where CAP receives international guests in the US.

8.7.8.2.1. Proposal. The commander of the CAP sponsoring unit must submit a proposal detailing (a) the name of the partner organization, (b) lodging, meal, and transportation arrangements, (c) activities planned, and (d) adult supervision plans.

8.7.8.2.2. Approval. The project officer forwards the exchange proposal, including unit, wing and region commander endorsements, to CAP/CP, who will ensure it does not adversely impact the IACE program. CAP/CP coordinates with CAP/DP and CAP-USAF, as needed. Final authority to approve or disapprove an exchange proposal rests with CAP/CC. Project officers should allow 30 days for national-level coordination.

8.7.8.2.3. Canada & United Kingdom. Exchanges with Canada and the United Kingdom (with whom CAP has excellent, longstanding relationships) may proceed after obtaining only the wing commander's approval.

8.7.8.2.4. Related Policies. Project officers are reminded that CAP aircraft cannot leave the United States without CAP/CC approval. The wearing of Air Force-style uniforms overseas requires CAP/DP coordination. Cadet Protection Policy standards apply (see CAPR 60-2) during the exchange. Flying for international guests is not authorized outside of IACE without CAP/DO coordination.

**8.8. National Cadet Competition.** At the National Cadet Competition (NCC) cadets display their commitment to the Core Values through academics, drill, fitness and other events. Program details are found at [capmembers.com/ncc](http://capmembers.com/ncc).

**8.9. Orientation Flight Programs.** Cadets have opportunities for flying through two orientation flight programs: CAP and military.

8.9.1. CAP Orientation Flights. The CAP cadet orientation flight program's primary goal is to introduce youth to general aviation through hands-on orientation flights.

8.9.1.1. Eligibility. Cadets may fly as much as possible, but only flights conducted in accordance with CAPP 60-40, *Cadet Orientation Flight Syllabus*, will be reimbursed. More than one cadet may fly per sortie, depending upon the aircraft's capability. Cadets are authorized an unlimited number of backseat flights; they do not lose any of their syllabus flights by observing another cadet's flight from the backseat. The program is limited to current CAP cadets under 18 years of age. For cadets age 18 and older, the only orientation flights authorized are military orientation flights.

8.9.1.2. Program Coordination. Each wing will develop an annual, written plan to maximize flying opportunities for cadets in every unit within the wing. The plan will adhere to a "push" model, whereby the wing takes the initiative to program flying opportunities for each squadron, versus a "pull" model where squadrons attempt to obtain aircraft and pilots on their own. Wings may assign this responsibility to either their CP or DO section.

8.9.1.3. Use of Syllabus. A successful orientation flight will fulfill at least 80% of the objectives found in CAPP 60-40, *Cadet Orientation Flight Syllabus*. Pilots must adhere to the syllabus and meet the safety guidelines and other requirements found in CAPR 70-1, *CAP Flight Management*. Orientation flights will not be credited toward any pilot ratings (solo, private pilot, etc.).

8.9.1.4. Reporting Process. The pilot or person designated by the wing commander must record the flight in eServices within 10 days of the flight date. Wings have 30 days to validate the data. See CAPP 60-40 or [capmembers.com/cadetflying](http://capmembers.com/cadetflying) for more details.

8.9.1.5. Reimbursement. Orientation flights are reimbursed per CAPR 173-3, *Payment for Civil Air Patrol Support*. Cadets are never charged a fee to fly in the CAP orientation flight program.

8.9.2. Orientation Flights in Military Aircraft. CAP's military orientation flight program furthers cadets' understanding of aviation and airpower through flights in military aircraft, when DoD resources are available. While flights are educational, CAP does not provide a syllabus, and the learning objectives are at the discretion of the military unit. The military unit bears all flying costs and CAP does not reimburse any expenses. For policy guidance on military flights, see CAPR 76-1, *CAP Member Movement via Military Aircraft*.

**8.10. Academic and Flight Scholarships.** Academic and flight scholarships are available to CAP members on a competitive basis. Scholarships are announced each fall online. The number of scholarships and their value is based on the total amount of scholarship funds available each year. See [capmembers.com/scholarships](http://capmembers.com/scholarships) for information about eligibility requirements and application procedures.

**8.11. Region Cadet Leadership School.** 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.

8.11.1. Curriculum. Through 31 August 2018, RLCS must provide at least 24 hours of instruction. Effective 1 September 2018, the minimum contact hour requirement increases to 40 hours. Suggested lesson plans, readings, and other resources are found at [capmembers.com/rcls](http://capmembers.com/rcls).

8.11.2. Eligibility. To participate, cadets must have completed an encampment and hold the grade of C/MSgt or above.

8.11.3. Course Frequency. Each region must offer at least one RCLS per year or conduct a school in cooperation with a neighboring region. Wings may host RCLS, with approval from region headquarters.

8.11.4. Graduation Credit. To receive graduation credit, cadets must participate actively in 80% of the school, in the judgment of the activity director. Within 10 days of the school's conclusion, the activity director will submit a roster of graduates to CAP/DP.

**8.12. Honor Guards & Cadet Honor Academies.** Unit honor guards are opportunities for cadets to serve their communities and promote a drug-free ethic through excellence in drill and ceremonies. The "Cadet Honor Academy" publication provides a curriculum for region and wing-level schools. See [capmembers.com/honor](http://capmembers.com/honor) for details.

8.12.1. Program Leadership. Commanders may assign the cadet leadership officer the responsibility of selecting and training the guard. Units may train in one or more elements of an honor guard. For guidance, see CAPP 60-62, *Civil Air Patrol Unit Honor Guard Program*.

8.12.2. Awards. Cadet members of honor guards are authorized to wear a silver shoulder cord. The cord must be of the same style and shade as the silver cord stocked for CAP by Vanguard Industries ([vanguardmil.com](http://vanguardmil.com)). Adult leaders will not wear honor guard shoulder cords.

## CHAPTER 9. CADET ENCAMPMENTS

### 9.1. Purposes of the Encampment Program.

9.1.1. Mission. The purpose of the cadet encampment is for cadets to develop leadership skills, investigate the aerospace sciences and related careers, commit to a habit of regular exercise, and reinforce their moral character.

9.1.2. Vision. The vision for the cadet encampment is “an immersion into the full challenges and opportunities of cadet life.”

### 9.2. Program Constitution.

9.2.1. Authorization. Only National Headquarters, regions, wings, and overseas squadrons may authorize an encampment. The Director of Cadet Programs (or equivalent) is the functional supervisor of the encampment program.

9.2.2. Program Guidance. CAP encampments will be conducted in accordance with CAPP 60-70, *Cadet Encampment Guide*. Encampments may issue operating plans, handbooks, training materials, etc., that amplify, but do not contradict or lessen, that document’s guidance.

9.2.3. Scheduling. Encampment commanders will provide CAP/CP with basic information about their encampment in advance (dates, location, fees, website, etc.), for inclusion on the national encampment calendar and to aid in program management. Encampment commanders will enter this information via an online form at [capmembers.com/encampmentschedule](http://capmembers.com/encampmentschedule). Incomplete information is acceptable, with updated information added when it becomes available.

9.2.3.1. Summer Cycle. Commanders of “summer” encampments scheduled for June, July, or August, will provide their information by 1 February.

9.2.3.2. Winter Vacation. Commanders of “winter vacation” encampments scheduled for December or January will provide their information by 1 October.

9.2.3.3. Off-Season. Commanders of “off-season” encampments will provide their information at least 90 days in advance.

9.2.4. Duration. Encampments must offer at least 42 contact hours and should be conducted over a 6- or 7-day period.

9.2.4.1. Type A Encampments. Programs that operate over a single session (i.e.: a “week-long” encampment) are called Type A encampments. The Type A is the preferred format for encampment and should be offered annually if sufficient resources are available.

9.2.4.2. Type B Encampments. Alternatively, if the resources are not available to conduct a Type A encampment, the encampment may operate over multiple sessions within a 60-day period (i.e.: encampment over multiple weekends). These are known as Type B encampments.

9.2.5. Eligibility. To participate, cadets must have completed Achievement 1, and receive per-mission from their parent or guardian and unit commander via a CAPF 60-81. For Type A encampments, cadets must be at least 12 years old by the start of the activity. Unit commanders shall discuss the encampment environment with parents of their cadets, especially parents of cadets under age 14. It is conceivable that

some of the youngest cadets will be best served if they attend encampment during their second cycle of eligibility.

9.2.6. Equal Access. CAP maintains a nondiscrimination policy (CAPR 36-1, CAP Nondiscrimination Policy) to promote equal access to cadet activities, among other reasons. Encampment commanders will make reasonable accommodations to cadets who possess physical, mental, or learning disabilities so that those cadets may participate in encampment to the greatest extent possible. The physical facilities at some locations might not be handicap accessible. Encampment commanders will also make reasonable accommodations for cadets to attend religious services, including permitting cadets to arrive late to and depart early from the encampment, due to their religious obligations. Cadets and their parents are responsible for coordinating their special needs with the staff as far in advance as possible.

9.2.7. Cadet Encampment Assistance Program. Special funding may be available to assist disadvantaged cadets with tuition and uniforms. If an encampment accepts CEAP funds, all surplus encampment money remaining at the conclusion of the encampment shall remain under wing control and designated for cadet programs. See [capmembers.com/ceap](http://capmembers.com/ceap) for program details.

### **9.3. Operating Standards.**

9.3.1. Curriculum Requirements. CAPP 60-70, *Cadet Encampment Guide*, outlines the encampment's curricular requirements. To become eligible for graduation credit, cadets must actively participate in at least 34 contact hours (amounting to approximately 80% of the course), adhere to the Core Values, and complete all academic assignments to the satisfaction of the encampment staff. The adult staff and cadet cadre become eligible for attendance credit upon completing 34 hours of on-site service. The encampment commander is the final authority in determining which participants earn graduation or attendance credit.

9.3.2. Curriculum Implementation. Encampments will implement the curriculum identified in CAPP 60-70. Encampments may modify the standardized lesson plans found at [capmembers.com/encampment](http://capmembers.com/encampment), but the revised content must nevertheless fulfill the original learning objectives.

9.3.3. Staff Organization. Encampments will organize the adult staff and cadet cadre following the Air Force-style training structure identified in CAPP 60-70.

9.3.4. Required Staff Training. Adult staff and cadet cadre must complete RST. See 2.4.2.

9.3.5. Personal Needs. Encampments will provide every participant with three full, balanced meals daily. Students will be afforded the opportunity for 8.5 hours of uninterrupted sleep nightly, and the 30 minutes preceding lights out will be reserved for personal time. Cadet cadre will have an opportunity for 8.0 hours of uninterrupted sleep.

9.3.6. Cadet Charge of Quarters or Fire Watch. Cadet CQ programs are prohibited. Cadets will not serve as sentries or safety monitors during the overnight hours.

9.3.7. Merit / Demerit System. Encampments develop leadership skills and character in cadets through positive methods. Consequently, merit / demerit systems are prohibited because they function primarily through negative reinforcement.

### **9.4. Coordination with Host Agency Authorities.**

9.4.1. CAP-USAF Liaison Region Support. Before initiating contact with a military unit from which CAP desires support, the encampment commander will contact the CAP-USAF liaison region. This requirement

is in place because liaison regions may be able to make entrée with the DoD officials on CAP's behalf to facilitate the needed support, and/or assign a CAP-USAF member to assist CAP in its encampment program. If the liaison region is unable to actively contribute to the coordination efforts or assign a CAP-USAF member to the encampment, the CAP encampment commander is authorized to coordinate directly with the military unit, following the principles of section 9.4.2.

#### 9.4.2. General Principles for Partnering with Host Agencies.

9.4.2.1. Executive-Level Coordination. The coordination process with a potential host agency begins with the encampment commander and/or CAP-USAF member meeting with a representative of the host agency's executive office (i.e.: base commander or college president) for strategic-level discussions. This senior leader should be requested to appoint a host agency project officer who will serve as CAP's chief liaison.

9.4.2.2. Host Agency Project Officer. The agency project officer would connect CAP with the various units on the installation to facilitate detailed coordination for tours, training, support, etc. The encampment commander will keep the agency project officer abreast of all CAP interactions around the base or campus.

9.4.2.3. CAP Project File. The encampment commander will provide to the host agency project officer the encampment's key documents such as schedules, contact information, rosters, support checklists, and the like in a collection called the "CAP Project File."

9.4.2.4. Host Agency Policies. The encampment commander will coordinate with the host agency project officer to learn of local policies relating to safety, finance and billing, driving motor vehicles, dining facility rules, lodging rules, off-limits areas, BX access, parental access, etc., and ensure that all CAP personnel adhere to those local directives.

### 9.5. Reporting Requirements.

9.5.1. Course Critiques. Shortly before the encampment concludes, the encampment commander will solicit feedback from all participants using a course critique (see CAPP 60-70) and retain those critiques in a continuity file for 1 year for the benefit of the next encampment staff.

9.5.2. Finance Report. Encampment commanders must submit all surplus funds, receipts, and supporting financial documents to the wing or region headquarters (as appropriate) within 30 days of encampment graduation.

9.5.3. Encampment Operations Report. Within 21 days of the encampment's conclusion, the encampment commander must submit a completed Encampment Operations Report via eServices and notify the liaison region that the report is available for their review.

9.5.3.1. Continuity. Encampment commanders will provide documents supporting the report to the Director of Cadet Programs (i.e. schedules, training plans, participant rosters, etc., as specified by the report's on-screen instructions in eServices), who maintains them on file for 3 years. These documents provide continuity for future encampments.

9.5.3.2. Audit. CAP-USAF may audit encampment reports and the supporting documentation during compliance inspections and as liaison region commanders deem necessary.

**9.6. Equivalent Programs.** CAP grants encampment credit to cadets who complete equivalent activities hosted by other cadet organizations. AFJROTC summer leadership schools (local nomenclature varies) are

an equivalent program. CAP/CP evaluates other possible equivalents on a case-by-case basis. To qualify as an equivalent program, the activity must be:

- sponsored by a cadet organization,
- conducted according to a military-style training model,
- conducted in-residence, with overnight experience, and
- designed to fulfill 80% of the CAP encampment program's learning goals.

Cadets request credit for their potentially equivalent program through their unit commander to CAP/CP. Cadets are requested to include links to program descriptions, curriculum outlines, schedules, etc.

MARK SMITH  
Major General, CAP  
Commander

### Attachment 1 - COMPLIANCE ELEMENTS

Checklist & Tab	#	Compliance Question	How to Verify Compliance	Discrepancy Write-up	How to Clear Discrepancy
SUI Tab B-1	1	Does the unit have at least two graduates of the Training Leaders of Cadets program assigned?	eServices > Member Reports > TLC Progression	(Discrepancy): [xx] (B1 Question 1) The unit failed to provide its Cadet Program with at least two graduates of the Training Leaders of Cadets program IAW CAPR 60-1, 2.4.1.4.	Identify the next opportunity to participate in TLC and identify two seniors who plan to attend
SUI Tab B-1	2	Has the unit adopted a set of annual goals?	Squadron uploads unit's goals document to eServices	(Discrepancy): [xx] (B1 Question 2) The unit has not adopted a set of annual goals IAW CAPR 60-1, 4.2.1	Submit a set of specific and measurable goals to guide the unit through the next 6 months, at least
		Is each program element (leadership, aerospace, fitness, and character) represented?	Review goals document	(Discrepancy): [xx] (B1 Question 2) The unit's goals do not address all four elements of the Cadet Program IAW CAPR 60-1, 4.2.1	
		Are the goals specific and measurable?	Review goals document	(Discrepancy): [xx] (B1 Question 2) Unit goals are not specific and measurable IAW CAPR 60-1, 4.2.2	
		Does the document indicate that goals are being reviewed quarterly?	Review goals document	(Discrepancy): [xx] (B1 Question 2) Unit goals are not being reviewed quarterly IAW CAPR 60-1, 4.2.3	
SUI Tab B-1	3	Are squadron meetings guided by a written schedule, and do squadron meetings fulfill the minimum monthly content requirements?	Provide the SUI team with schedules for the previous three months of weekly meetings.	(Discrepancy): [xx] (B1 Question 3) Squadron meetings do not fulfill the minimum monthly content requirements IAW CAPR 60-1, 4.3.1.1.  (Discrepancy): [xx] (B1 Question 3) Squadron meetings have not been guided by a written schedule IAW CAPR 60-1, 4.3.1.3.	Following SUI, submit at least one month's worth of written meeting schedules
SUI Tab B-1	4	Does the unit offer at least one "Saturday" activity per month, on its own or in cooperation with another unit?	Visit unit website and review web calendar	(Discrepancy): [xx] (B1 Question 4) The squadron is not offering enough cadet activities IAW CAPR 60-1, 4.3.2.	Show activity plan for coming quarter

Checklist & Tab	#	Compliance Question	How to Verify Compliance	Discrepancy Write-up	How to Clear Discrepancy
CI Tab B-1	1	Do each of the wing's cadet and composite squadrons have 2 or more graduates of the Training Leaders of Cadets course assigned?	eServices > Member Reports > TLC Progression	(Discrepancy): [xx] (B1 Question 1) Units in the wing do not have at least 2 graduates of the Training Leaders of Cadets program IAW CAPR 60-1, 2.4.1.4.	Show plan to offer TLC course(s) within 6 months and/or show plan to support under-staffed units with extra mentoring
CI Tab B-1	2	Is the director of cadet programs master-rated in the specialty track?	eServices > Member Reports > Specialty Track Report	(Discrepancy): [xx] (B1 Question 2) The DCP is not master-rated in the specialty track IAW CAPR 60-1, 2.4.1.5.	Show plan to obtain the master rating.
CI Tab B-1	3	Has the unit adopted a set of annual goals?  Are the goals specific and measurable?  Does the document indicate that goals are being reviewed quarterly?	Wing uploads unit's goals document to eServices  Review goals document  Review goals document	(Discrepancy): [xx] (B1 Question 3) The wing has not adopted a set of annual goals IAW CAPR 60-1, 4.2.1  (Discrepancy): [xx] (B1 Question 3) Wing goals are not specific and measurable IAW CAPR 60-1, 4.2.2  (Discrepancy): [xx] (B1 Question 3) Wing goals are not being reviewed quarterly IAW CAPR 60-1, 4.2.3	Submit a set of specific and measurable goals to guide the wing through the next 6 months, at least
CI Tab B-1	4	Does the wing offer at least one cadet-focused "Saturday" activity per quarter?	Visit wing website and review web calendar	(Discrepancy): [xx] (B1 Question 4) The wing is not offering enough cadet activities IAW CAPR 60-1, 4.3.2.2.	Show activity plan for coming quarter
CI Tab B-1	5	Has the wing established a Cadet Advisory Council?	eServices > Personnel > Duty Assignment > Reports	(Discrepancy): [xx] (B1 Question 5) The wing is not operating a Cadet Advisory Council IAW CAPR 60-1, 7.1.	Show plan for establishing a CAC program (i.e.: meeting schedules and at least one assignment)
CI Tab B-1	6	Does the wing have a written plan for providing orientation flights to all cadet units?	Obtain copy of plan or calendar from director of cadet programs, director of operations, or commander	(Discrepancy): [xx] (B1 Question 6) The wing does not have a written plan for providing flights to cadets in every unit IAW CAPR 60-1, 8.9.1.2.	Show plan

Checklist & Tab	#	Compliance Question	How to Verify Compliance	Discrepancy Write-up	How to Clear Discrepancy
CI Tab B-1	7	If the wing conducted an encampment, did it file an Encampment Operations Report?	eServices > Cadet Programs > Event Administration > Encampment Reports	(Discrepancy): [xx] (B1 Question 7) The wing did not file an Encampment Operations Report IAW CAPR 60-1, 9.5.3.	File report in eServices
		Does the report indicate that the wing fulfilled the minimum content requirements?	eServices > Cadet Programs > Event Administration > Encampment Reports	(Discrepancy): [xx] (B1 Question 7) The wing did not meet encampment content requirements IAW CAPR 60-1, 9.3.1. or 9.3.4.	Provide memo indicating the DCP has been briefed on the requirement.
		Does the wing keep an encampment continuity file?	Obtain and review continuity files	(Discrepancy): [xx] (B1 Question 7) The wing is not maintaining an encampment continuity file IAW CAPR 60-1, 9.5.3.1.	Provide memo indicating the DCP has been briefed on the requirement.

**Attachment 2 - REPORTING AND DUE DATES PRESCRIBED IN THIS REGULATION**

<b>Requirement</b>	<b>Due Date</b>	<b>Responsible Office</b>	<b>Reference</b>
Sorensen Award Nomination	15 January 15 February 15 March	Unit CC to Wing Wing CC to Region Region CC to NHQ	6.4
Cadet Programs Mission Award Selection	15 March	CAP Region & Liaison Region CCs	6.5
Squadron of Merit Award Selection	15 March	Wing CC	6.6.1
Squadron of Distinction Award Selection	15 March	Region CC	6.6.2
Appoint Cadet Advisory Council Representatives	15 September	Unit CC Group/Wing/Region/CP	7.2.2
Encampment Schedule	1 February 1 October 90-days prior	"Summer" encampments "Winter vacation" encampments "Off season" encampments	9.2.3
Encampment Operations Report	21 days after encampment	Wing/CP	9.5.3.

### Attachment 3 - GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

#### References

Title 36, U.S. Code, 40302, Patriotic and National Organizations

#### Forms Prescribed

CAPF 15, *Application for Cadet Membership*

CAPF 60-80, *Cadet Activity Permission Slip*

CAPF 60-81, *Application for Cadet Encampment or Special Activity*

CAPF 60-82, *CAP High Adventure Activity Authorization*

CAPF 60-90 series, *Cadet Leadership Feedback*

60-91, Phase I

60-92, Phase II

60-93, Phase III

60-94, Phase IV

60-95, Encampment Students

60-96, Encampment Cadet Cadre

#### Acronyms

BX	Base Exchange (where military clothing is sold at retail)
CAC	Cadet Advisory Council
COS	Cadet Officer School
CPP	Cadet Protection Policy
CSA	Cadet Special Activity
DCP	Director of Cadet Programs (or equivalent title for groups and regions)
HAA	High Adventure Activity
IEP	Individual Education Plan
JROTC	Junior Reserve Officer Training Corps
NCSA	National Cadet Special Activity
NFA	National Flight Academy
RCLS	Region Cadet Leadership School
RST	Required Staff Training
SDA	Staff Duty Analysis
TLC	Training Leaders of Cadets

### Attachment 4 - CADET PUBLICATIONS BY OLD AND NEW NUMERICAL REFERENCES

The Cadet Programs family of publications is transitioning its numerical designation from the 52 series to the 60 series, as part of the CAP-wide publication reengineering project. To aid the community in that transition, what follows is a side-by-side comparison of the “old” and “new” numerical systems. The transition is expected to be completed in 2018. Until then, members could see both the “old” and “new” numerical system in use.

Old Numerical Reference System	New Numerical Reference System	
<b>REGULATIONS</b>	<b>REGULATIONS</b>	<b>FORMS</b>
52-10 Cadet Protection Policy	60-1 Cadet Program Management	<i>Activity Forms</i>
52-16 Cadet Program Management	60-2 Cadet Protection Policy	60-80 Cadet Permission Slip
<del>52-22 Drug Demand Reduction</del> OBSOLETE		60-81 Application for Encampment
		60-82 High Adventure Activity Auth.
		60-83 Squadron Meeting Planner
<b>PAMPHLETS</b>	<b>PAMPHLETS</b>	<i>Leadership Feedback Forms</i>
52 Today's Cadets	<i>Parents &amp; Adult Leaders</i>	60-90 Not Used
52-5 The Congressional Award	60-10 Today's Cadets	60-91 Cadet Lead. Feedback – I
52-6 Cadet Programs Mentoring	60-11 CP Officers' Handbook	60-92 Cadet Lead. Feedback – II
52-7 Orientation Flight Syllabus	60-12 Parents' Guide	60-93 Cadet Lead. Feedback – III
52-8 Unit Honor Guard Program	60-13 Cadets at School	60-94 Cadet Lead. Feedback – IV
52-9 Cadet Great Start	60-14 First Talk Guide	60-95 C/ Feedback – Enc. Student
52-12 Required Staff Training	60-15 CPP Implementation Guide	60-96 C/ Feedback – Enc. Cadre
52-14 Staff Duty Analysis	60-16 Prog. Discipline FORTHCOMING	
52-15 Cadet Staff Handbook	<i>Cadet Orientation</i>	<b>VISUAL AIDS</b>
52-18 Cadet Physical Fitness Program	60-20 New Cadet Guide	60-100 Cadet Super Chart
52-19 Cadet Advisory Council Guide	60-21 Cadet Great Start	2'x3' or self-print on two letter-size sheets
52-21 Cadets at School	<i>Leadership Curriculum</i>	60-101 Personal Cadet Tracer
52-23 CPP Implementation Guide	60-30 Learn to Lead Curr. Guide	60-102 Cadet Programs Fact Sheet
52-24 Cadet Encampment Guide	60-31 Cadet Staff Handbook	60-103 CP Briefing Poster
52-25 Cadet Encampment Handbook	60-32 Staff Duty Analysis	60-104 Cadet Protection Poster
52-26 First Talk Guide	60-33 Drill & Ceremonies	60-105 Cadet Wingman Poster
151 Respect on Display	60-34 Cadet Advisory Council Guide	Series of 4
216 CP Officer Specialty Track	<i>Aerospace Curriculum (OPR: CP)</i>	60-106 Cadet Flight Plan Poster
<b>FORMS</b>	60-40 Orientation Flight Syllabus	
31 Application for Encampment	<i>Fitness Curriculum</i>	
32 Cadet Permission Slip	60-50 Active Cadet Fitness Guide	
50-1 Cadet Lead. Feedback – Phase I	<i>Character Curriculum</i>	
50-2 Cadet Lead. Feedback – Phase II	60-60 Character Curr. FORTHCOMING	
50-3 Cadet Lead. Feedback – Phase III	60-61 Red Ribbon Lead. Academy	
50-4 Cadet Lead. Feedback – Phase IV	60-62 Unit Honor Guard Program	
50-5 Cadet Lead. Feedback – Enc. Student	60-63 The Congressional Award	
50-6 Cadet Lead. Feedback – Enc. Cadre	<i>Activities</i>	
<del>52-1 Phase I Certification</del> OBSOLETE	60-70 Cadet Encampment Guide	
<del>52-2 Phase II Certification</del> OBSOLETE	60-71 Cadet Encampment Hbk.	
<del>52-3 Phase III Certification</del> OBSOLETE	60-72 Required Staff Training	
<del>52-4 Phase IV Certification</del> OBSOLETE	60-73 RCLS Director Guide	
54 High Adventure Activity Request	60-74 NCSA Director Guide	
<del>56 DDR Request</del> OBSOLETE	60-75 National Cadet Competition	
58 Nomination for Cadet of the Year		
<del>66 Cadet Master Record</del> OBSOLETE		

## Attachment 5 - SUMMARY OF CHANGES

### CHAPTER 1 – Introduction to the CAP Cadet Program

1.9.2.1 Recognizes cyberspace as a thematic area in the cadet aerospace program

### CHAPTER 2 – Adult Leadership & The Safety Culture

2.4.1 The Training Leaders of Cadets program has been redesigned into a 3-part series

2.4.1.4 Places a 48-month renewal requirement on TLC graduate credentials

2.4.1.5 Introduces a requirement for Region and Wing Directors of Cadet Programs to hold master ratings in Cadet Programs, or have a plan for attaining that rating

2.4.2 Loosens criteria where activity staff are mandated to complete the Required Staff Training

2.6 Adds guidance on preventing hot and cold weather injuries

2.9.3.1 Requires rappelling instructors to hold credentials that are current

2.10.2 Requires firearms instructors to hold credentials that are current

2.11.2.2 Removes obesity as a condition eligible for Fitness Category II assignment

### CHAPTER 3 – Orientation, Administration, & Disciplinary Action

3.2 Removes reference to the now obsolete CAPF 52, *Phase Certification* forms and the hardcopy CAPF 66, *Cadet Master Record*

3.3 Introduces expectations about cadet attendance and retention management

3.4 Introduces a system of progressive discipline

3.5 Revises the procedures for cadet demotions and limits the demotion to a two-step reduction that is re-earned within 60 days

### CHAPTER 4 – Cadet Operations

4.1.1 Mandates that squadrons design their cadet staff according to certain principles, and establishes minimum and maximum grades for each position

### CHAPTER 5 – Cadet Advancement

5.4.4 Revises the Staff Duty Analysis program to include a service learning activity, technical writing assignment, oral presentation, and feedback phase

5.4.5 Revises the Cadet Physical Fitness Test, aligning it with the Presidential Youth Fitness program; replaces the requirement for Phase I cadets to pass the CPFT with a participation requirement

5.5.3 Eliminates the Cadet Officer School Distance Learning program

5.8.4.2 Aligns the Spaatz Award CPFT with portions of the USAF Academy's Candidate Fitness Assessment.

5.8.5 Clarifies that when attempting the Spaatz Award exam, the cadet must complete all required elements within a single day

5.8.8 Reduces the time between an exam attempt and a re-attempt to 7 days, aligning thereby aligning the Spaatz with all other tests and exams

## CHAPTER 6 – Cadet Awards

6.1.2 Requires commanders to coordinate with CAP/CP before inviting a senior military or government official (O-9 or assistant secretary or higher) to participate in a cadet award ceremony

6.4 Bases the Sorensen Award criteria upon lifetime service

## CHAPTER 7 – Cadet Advisory Councils

7.2.3 Adjusts the maximum participation limits for individual cadets and recommends a best practice for managing cadet assignments in the CAC program

7.2.4 Aligns the CAC term of office with the fiscal year, and adjusts the deadlines for appointing cadets accordingly

7.2.6 Maximizes the reach of the CAC program by discouraging commanders from appointing cadets to multiple CACs simultaneously

## CHAPTER 8 – Cadet Activities

8.3.2 Clarifies that if an activity permits cadets certain privileges regarding the type of uniform to be worn, that same privilege must extend to both genders

8.4 Reduces the number of approvals required when cadets attend activities in another wing

8.5 Adds a requirement for activity directors to ask cadets if their medical conditions have changed due to recent injury or illness

8.13.3 Updates information about the Region Cadet Leadership School curriculum and introduces a requirement for regions to host one annually

## CHAPTER 9 – Cadet Encampments

9.2.3 Requires encampment commanders to provide their date, location, and other key information to CAP/CP by 1 February (summer encampments), 1 October (winter encampments), or at least 90 days in advance (off season encampments)

9.2.5 Sets the minimum age for encampment at 12 for Type A encampments

9.2.7 Introduces a section discussing the Cadet Encampment Assistance Program

9.3 Incorporates operating standards previously located in CAPP 60-70, *Cadet Encampment Guide*

## OTHER

na Eliminates mention of Drug Demand Reduction as a stand-alone program with its own reporting requirements, although a drug-free message remains a key aspect of cadet character development (1.9.4.3)

na Eliminates a procedure for revoking milestone awards

na Eliminates mention of squadrons having a dual-charter opportunity with the Boy Scouts of America; individuals may join other organizations, so the section was unnecessary and created confusion