Local to the Global: A Broadened View of Civil Air Patrol

Instructor Guide

The E&T program uses the **flipped classroom format** where students read the material before class and come prepared to discuss the topics. The PowerPoint slides are used during onsite, person-to-person, and virtual classes to summarize the material and to facilitate discussions and scenarios. Instructors can modify the slides based on the audience if they support the core material. All students are required to come prepared to participate, which includes completing the reading and all assignments. While assignments may be modified, they should not be waived. For example, an item might be done in groups in class versus as homework.

Lesson Objective: While CAP is most visible at the local level, many do not understand its significant role at the state and national levels. Understanding this significance underscores why CAP members must wear the uniform correctly, observe USAF customs and courtesies, train to meet various requirements, and know the incident command system.

Scheduled Lesson Time for Synchronous Onsite/ViR Classes: 90-105 minutes

Teaching Method: Facilitated discussion and activity

Reading Materials:

- Student Guide
- CAPR 1-1 Ethics Policy
- CAPR 111-2 Memorandum of Understanding (skim)
- CAP's Strategic Plan
- CAP "CAPabilities" Mission Briefing

Teaching Aids/Handouts:

- Slides

Desired Learning Objectives (DLO):

1. Explain the importance of building and maintaining relationships with local, state, and federal entities.
2. Explain the Air Force Total Force concept, how CAP fits within this construct, and the importance of representing CAP as a senior leader.

3. Understand the importance of adhering to training requirements for the Incident Command System (ICS), specialty tracks, operation qualifications, etc.
4. Discuss the importance of participating in region or national activities.
5. Explain the importance of serving on staff at the region or national level for at least a year.

Lesson Strategy: This lesson discusses the importance of CAP at the local, state, and federal levels and the responsibility it upholds to ensure members are properly trained and present themselves professionally as leaders.

Instructor Note: This lesson focuses on the importance of CAP members understanding that CAP is not just a local entity but also a player at the national level and a USAF Total Force partner. This subject is best executed if the instructor can get a good discussion going. Connect the importance of adhering to the core values with professionalism as a Total Force partner. Case studies are encouraged. As a cautionary tale, it might be useful to point out that it's easy to come up with the right answer, the classroom solution in this setting. The challenge comes in the field, when you face real situations with real friends and real pressure to succeed.

Students should have completed the assigned reading in the pre-course before coming to the class. This allows the instructor to spend most of the time on discussion questions and/or case studies. Survey the students to see how well they've absorbed the material and adjust your plan as necessary.

Introduction

CAP is a diversified organization that most people, including many of its members, do not understand. Local communities often associate CAP's cadet program with Junior Reserve Officer Training (JROTC) but may not know about our work with local, state, and federal government counterparts. Too often, members underestimate the importance of presenting membership appropriately, and they downplay training standards, modify them to fit a commander's perspective, or ignore them completely. Seeing what lies beyond the local community helps broaden members' perspective on CAP's capabilities and scope.

CAP fulfills five Congressional purposes as specified in U.S. Code Title 36. These five purposes are:

> (1) To provide an organization to-
>
> (A) encourage and aid citizens of the US in contributing their efforts, service, and resources in developing aviation and in maintaining air supremacy; and

(B) encourage and develop by example the voluntary contributions of private citizens to the public welfare.

(2) To provide aviation education and training, especially to its senior and cadet members.

(3) To encourage and foster civil aviation in local communities.

(4) To provide an organization of private citizens with adequate facilities to assist in meeting local and national emergencies.

(5) To assist the Department of the Air Force in fulfilling its noncombat programs and missions.

Review: Ask students if they have any questions about the reading. If they have questions, answer them. If not, proceed with a short review. Ask the students to share the most important points from the reading. Start by defining CAP's potential roles at the local, state, and federal levels. Follow with how that role could be impacted by how CAP members present themselves. Instructors should ask the student body whether any current or former military members, business owners, financial managers, or others familiar with the concept can share their experience with the other students.

Ask the students to name the areas where they have processes for improving CAP's visibility within their jurisdiction. Encourage several students to participate/share. If students ask why some information was repeated from other lessons, state that understanding how CAP is viable at all levels of municipal government is critical to CAP's future.

Bridge: CAP has a lot to offer local, state, and federal entities. As the USAF's best-kept secret, let's explore why building these relationships matters as professional members of the USAF's Total Force, and why we must train like we fight and fight like we train.

Discussion Format: Feel free to add or adjust questions as necessary to meet students' needs and the unique conditions of the member's region or national interests. Most of the class time should be spent on the case studies (below).

Question: Why is it important to build relationships with local, state, and federal entities?

[Possible answers: *Increased visibility in the community, improved opportunities to be called on by the community, build CAP as the premier nationwide partner in emergency services (Strategic Plan reference!), networking for potential resources (e.g., facilities, grants, etc.)]*

Question: Is an MOU a contract? What does it accomplish? Who can sign this? What are some national-level MOUs? Are there any that you weren't aware of previously?

***[Possible answers:** No, it is a cooperative agreement that outlines intentions as opposed to legal obligations. Tends to be less formal than a contract. Only a CAP Corporate Officer (e.g., COO) can sign it. Some MOUs include the American Red Cross, Army Corps of Engineers, Young Eagles… see https://www.gocivilairpatrol.com/members/cap-national-hq/general-counsel/national-mous-1665]*

Question: What does it mean to us as CAP members to be included in the USAF Total Force? How do member behavior, uniform wear, or social media presence affect our relationship with the USAF and how we are perceived by external partners?

***[Possible answers**: USAF recognition of our contributions to their non-combat missions. Does NOT mean CAP members are members of the Armed Services. How members represent CAP by behavior, uniform wear, social media presence, etc., reflects on the USAF and our entire organization. It can present us as professionals or not.]*

Question: Why is it important to "train like you fight and fight like you train" for CAP training? Why is it important to adhere to training requirements for ES and specialty track ratings?

***[Possible answers:** People will behave in operational environments the same way they behave in practice. If they are laid-back or don't follow training standards, they will revert to this behavior under mission stress. Adhering to training requirements ensures CAP can integrate with partners, such as under ICS. It also ensures consistent application of procedures across CAP.]*

Question: Explain the difference between strategic, operational, and tactical levels. What are some examples at each level in CAP?

***[Possible answers:** Strategic = long-term (10-20 years), envisioning future requirements and how to get there. Focus of NHQ. Example: Strategic Plan. Operational = bridge between strategic and tactical (2-10 years). Goals support the CAP Strategic Plan. Example: Resource requirements and allocation. Focus of regions and wings. Tactical = day-to-day operations (1 year or less). Focus of squadrons and chartered flights. Example: weekly meetings, model rocketry, cadet advancement.]*

Question: How does participation in activities and duty positions above the unit level contribute to a member's growth?

***[Possible answers:** gain a better perspective on how and why CAP operates. Work at an operational and strategic level. See the bigger picture.]*

Exercise:

Students will complete case studies and discuss appropriate courses of action. Case studies are provided at the end of this document.

Instructions for Synchronous Onsite/ViR Classes

Instructors may use other similar examples from their own experience, but should ensure all identifiable information is removed.

Have students discuss the case studies and present back to the group how they would respond in the identified role. For a larger class, consider dividing the class into 2-5 groups with each group discussing 1-3 case studies. Groups should select a spokesperson and report their answers back to the class. Allow time for the class to discuss the group's answers and inject their own ideas.

No separate assignment submission is required.

Lesson Summary and Closure

It is important for all members to understand the complexity of CAP and its relationship with different agencies and partners. CAP is not just local units serving their communities. It is also a Congressionally chartered 501(c)(3) non-profit organization and a member of the USAF Total Force. Ensuring members train to SQTR-set standards helps CAP adhere to NIMS standards, integrate with other agencies, and maintain the federal funding stream. Using checklists found in specialty track pamphlets makes members more valuable in their specialty both to current and future CAP members. Serving and participating above the squadron level gives members an operational and strategic understanding of why pursuing excellence in all three of CAP's main missions matters.

Resources

- Air Force Doctrine Publication 1 - The Air Force, doctrine.af.mil/Operational-Level-Doctrine/AFDP-1-The-Air-Force/
- CAP Dictionary
- National Incident Management System, Federal Emergency Management Agency (FEMA), fema.gov/emergency-managers/nims, 16 Mar 2026

- The Levels of War as Levels of Analysis, Army University Press, armyupress.army.mil/Journals/Military-Review/English-Edition-Archives/November-December-2021/Harvey-Levels-of-War/, Nov-Dec 2021

Acronyms and Abbreviations Used in this Document or Student Guide

- AFAM: Air Force Assigned Mission
- CAP: Civil Air Patrol
- CAPP: Civil Air Patrol Pamphlet
- CAPR: Civil Air Patrol Regulation
- COO: Chief Operating Officer
- DHS: Department of Homeland Security
- DLO: Desired Learning Objective
- ELT: Emergency Locator Transmitter
- FEMA: Federal Emergency Management Agency
- GC: General Counsel
- ICS: Incident Command System
- JROTC: Junior Reserve Officer Training Course
- MOA: Memorandum of Agreement
- MOU: Memorandum of Understanding
- NESA: National Emergency Services Academy
- NHQ: National Headquarters
- NIMS: National Incident Management System
- SAR/DR: Search and Rescue/Disaster Relief
- SG: Student Guide
- SOFA: Status of Forces Agreement
- SQTR: Specialty Qualification Training Record
- ViR: Virtual In-Residence

Case Studies begin on the next page.

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Student Guide

CASE STUDIES

Case Study 1:

The wing emergency services officer is amazing! He runs wing exercises with amazing realism, featuring real-world scenarios. He's so successful that the region emergency services officer has added him as an assistant in charge of region-level training exercises. At a wing conference you are visiting, you have a brief encounter with one of his trainees. The trainee asks about your view on SQTRs and whether they are important. You continue the discussion and find that the star emergency services officer appears not to be using or following CAP SQTRs or the training guidance set forth in the training guides. What do you do?

Case Study 2:

You have just been installed as the new region commander! Congratulations! You and your newly appointed deputy commander have been invited to attend the dining out for a state Air National Guard unit, and you both accept. You decide to meet at his house and ride together to the event. You assume that your deputy commander, who is not within the height and weight standards to wear the USAF-style uniform, will come appropriately dressed. You knock on the door, and your deputy commander opens it wearing his new service coat and tie. He smiles and says, "Now I can wear these as the deputy commander, finally!" What do you do? The dining out starts in 30 minutes.

Case Study 3:

You are a member of the region promotion board. This week, a member has finally met all the minimum requirements of lieutenant colonel and is excited to be promoted. You review her record and find that while the member has met the minimum requirements to be promoted, her duty assignment at wing level was in name only, with no notable involvement. Also, after talking with the wing promotion board, you learn that this member recently reengaged in CAP after a 5-year hiatus. The candidate has not been active and is just a member of a local squadron that isn't really that active. What do you do? Can you promote this member? Should you promote this member?

Case Study 4:

You finally made it to the National Emergency Services Academy (NESA) and are attending the sUAS basic course this week with the advanced course next week. As the new region director of emergency services, you want to get your region spun up and headed in the right direction. You note that only a couple of cadets are in the class of 20 members. As the class progresses, several things become apparent. First, the instructor is not a fan of the new SQTRs and disagrees with how the program was established. Second, the instructor, along with several other "older" senior members, doesn't believe cadets should be part of this program, even though regulations allow it. The cadets are starting to feel alienated, and no one seems to care about the deteriorating condition in the class but you. What do you do?

Case Study 5:

As the region commander, you charged your wing commanders with improving relationships with all levels of state government. The idea is to show these entities our CAPabilities and our willingness to partner with them for future exercises or disaster relief efforts. All wings had resounding success, but one wing agreed to and signed an MOU without running it past NHQ. What do you do?