CIVIL AIR PATROL
U.S. AIR FORCE AUXILIARY

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

Sep 2026

Desired Learning Objectives

- Explain the importance of building and maintaining relationships with local, state, and federal entities.
- Explain the Air Force Total Force concept, how CAP fits within this construct, and the importance of representing CAP as a senior leader.
- Understand the importance of adhering to training requirements for the Incident Command System (ICS), specialty tracks, operation qualifications, etc.
- Discuss the importance of participating in region or national activities.
- Explain the importance of serving on staff at the region or national level for at least a year.

Relationships with Local, State, and Federal Entities

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

Air Force Total Force

- What does it mean to us as CAP members to be included in the USAF Total Force?
- How does member behavior, uniform wear, or presence on social media impact our relationship with the USAF and our image with our external partners?

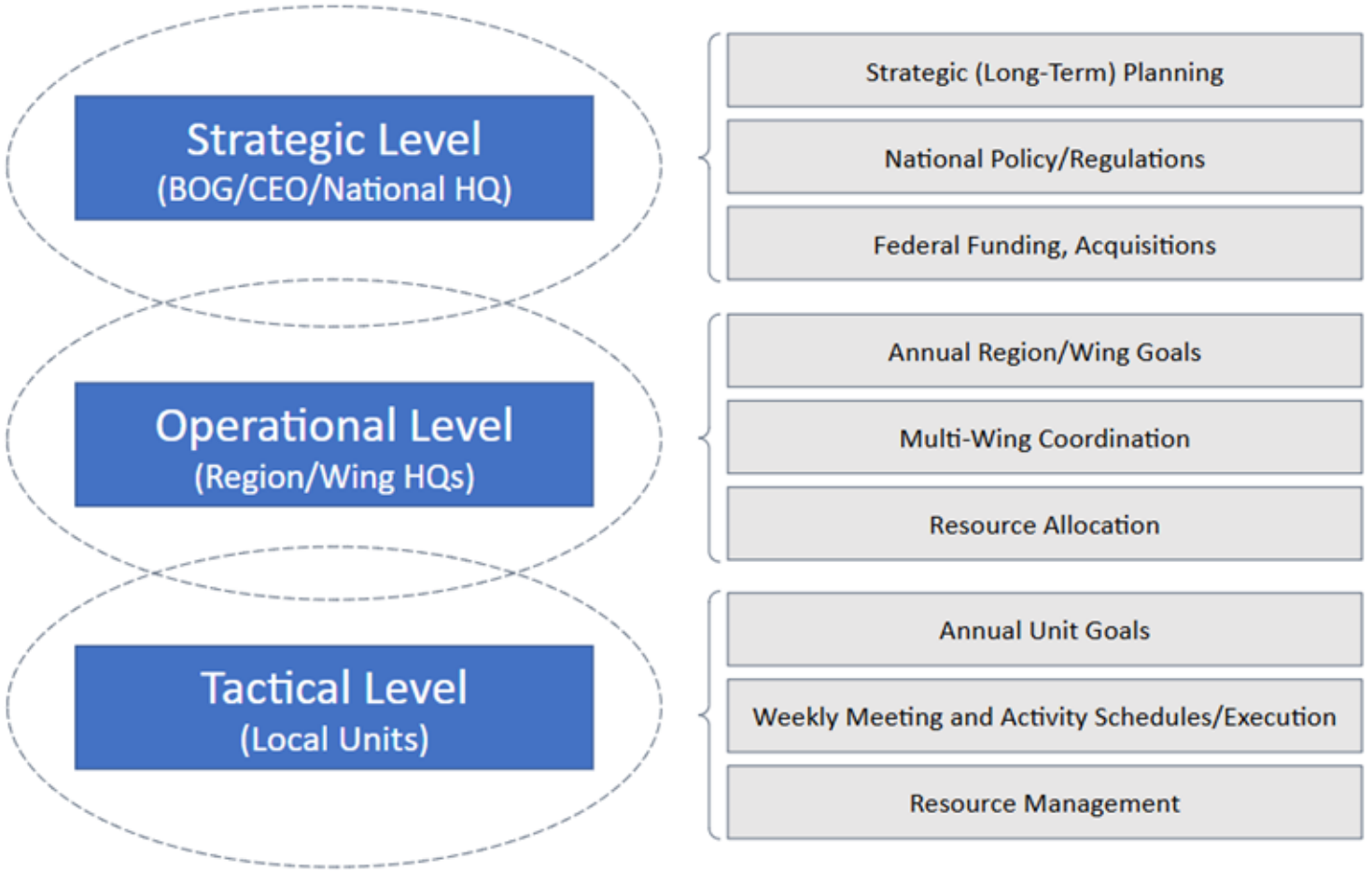
Training Requirements

- 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?

Serving at Higher Levels

- Explain the difference between strategic, operational, and tactical levels. What are some examples at each level in CAP?
- What are some examples where a headquarters operates at a tactical level?
- How does participation in activities and duty positions above the unit level contribute to a member's growth?

Levels of Warfare Applied to the CAP Structure



In-Class Exercise: Instructions

In your breakout groups, discuss your assigned case studies and how you would respond, including answering the specific questions asked. You have 10 minutes total to discuss all assigned case studies.

- Assign a case study to each group member to report your group responses back to the class. Double up if needed so all assigned case studies are briefed. If there are more students than case studies, pair up to present.
- Return to class and present each case study (highlights, not verbatim). Present your response to the case study. Each group has 10 minutes for the assigned case studies.

In-Class Exercise: Case Study 1

The wing emergency services officer is amazing! He puts on 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 if they are important. You continue the discussion and find out that the star emergency services officer not to be using or following CAP SQTRs or the training guidance set forth in the training guides. What do you do?

In-Class Exercise: 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.

In-Class Exercise: 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, in talking with the wing promotion board, you discover 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?

In-Class Exercise: 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 don't believe that cadets should be a 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?

In-Class Exercise: 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?

Lesson Summary and Closure

- It is important 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 standards ensures CAP can integrate with other agencies and keeps the federal funding stream open.
- Using checklists found in specialty track pamphlets make members more valuable in their specialty both to current and future CAP members.
- Serving and participating above the squadron level gives the member an operational and strategic level of understanding on why it is important to pursue excellence in all mission areas.