



**NATIONAL HEADQUARTERS  
CIVIL AIR PATROL  
UNITED STATES AIR FORCE AUXILIARY**  
105 S. Hansell St  
Maxwell AFB AL 36112-6332

26 October 2021

MEMORANDUM FOR ALL UNIT COMMANDERS

FROM: CP

SUBJECT: COVID-related waiver updates for the Cadet Program

1. SITUATION. As we all know, COVID has spiked, retreated, and returned. We assume that COVID will continue to crest and wane, forcing all of us to adjust our daily life through vaccinations, masking, social distancing, and other precautions. America is used to COVID now, so our waivers can evolve accordingly.

a. Updated Guidance. This memo supersedes all earlier waiver memos to the 60-series cadet regulations, the most recent being dated 1 February 2021.

b. Summary of Changes. This memo extends some waivers affecting cadet activities and cadet promotions, while allowing other waivers to expire (e.g., milestone exam testing, catch-up promotions for cadets lacking web access, Spaatz age 21 waivers, and specialty track progression for adults).

2. CADET ACTIVITIES DURING THE COVID ERA

a. Rules on In-Person Activities. The biggest factor affecting CAP activities is local COVID conditions. CAP maintains a [waiver memo that grants in-person and overnight activity privileges](#) depending on the COVID situation in each location.


b. Activity Participation Requirements. Commanders should, to the best of their ability, continue delivering cadet activities in-person and/or virtually. However, as a compliance matter, the requirement of conducting weekly squadron meetings and special weekend activities (all of CAPR 60-1, §4.3) remains waived until further notice.

3. CADET PROMOTIONS. Table 1, below, identifies the waivers to cadet promotion requirements.

4. ADMINISTRATIVE PROCESSES – ENCAMPMENT & RCLS WAIVERS. Encampment and RCLS waivers shall be granted upon request when the cadet otherwise qualifies for the Mitchell or Earhart Award (in the case of encampments) or the Eaker Award (in the case of RCLS). Unit commanders will please email [Registrars@capnhq.gov](mailto:Registrars@capnhq.gov), with a courtesy copy to the Wing/CP. Include the cadet's name and CAPID. As an eServices work-around, the Registrar administratively awards encampment or RCLS credit for the same date as the milestone award. In lieu of a real location, "COVID-19" is recorded.

TABLE 1. CADET PROMOTION WAIVERS Changes since the previous waiver (1 Feb 2021) are shown in red

No.	Standard Cadet Promotion Requirement	Reasonable Accommodation	Reference
1	Basic promotion requirements: current member, active participation, positive attitude, proper uniform, oath, etc.	Returned to ops normal	CAPR 60-1, §5.2.3
2	Open-book leadership achievement test	Ops normal or Cadet Interactive (NEW)	CAPR 60-1, §5.4
3	Open-book aerospace achievement test	Ops normal or Cadet Interactive (NEW)	CAPR 60-1, §5.4
4	Drill & ceremonies performance tests	Ops normal or virtual	CAPR 60-1, §5.4.2
5	Essay (Ach. 8 & Eaker Award)	Ops normal	CAPR 60-1, §5.4.3
6	Speech (Ach. 8 & Eaker Award)	Ops normal or virtual	CAPR 60-1, §5.4.3
7	Staff Duty Analysis – Technical Writing	Ops normal	CAPR 60-1, §5.4.4.2
8	Staff Duty Analysis – Oral Presentation	Ops normal or virtual	CAPR 60-1, §5.4.4.3
9	Staff Duty Analysis – Feedback	Ops normal or virtual	CAPR 60-1, §5.4.4.4
10	Cadet Physical Fitness Activity	Honor system	CAPR 60-1, §5.4.5
11	Cadet Physical Fitness Test	Returned to ops normal	CAPR 60-1, §5.4.5.3
12	Character Development Forum	Ops normal or virtual	CAPR 60-1, §5.4.6
13	Encampment	Waiver allowing cadets to earn the Mitchell and Earhart Awards without an encampment continues until 31 May 2022. See §4 above for details.	CAPR 60-1, §5.5
14	Leadership Academy (COS / RCLS)	Waiver allowing cadets to earn the Eaker Award via a “substitute RCLS” continues through 31 May 2022. See §4 above for details.	CAPR 60-1, §5.5
15	Leadership Feedback Meeting	Ops normal or virtual	CAPR 60-1, §5.7.1
16	Closed-book Wright Brothers, Mitchell, and Earhart Award exams	Returned to ops normal	CAPR 60-1, §5.4.1.3
17	Spaatz Award exam	Returns to ops normal on 1 Nov 2021	CAPR 60-1, §5.8
<b>Virtual:</b> Any convenient technology such as Zoom, Skype, FaceTime, Teams, Hangouts, teleconference, etc.			

  
 CURT LAFOND  
 Director of Cadet Programs

Copy: Region & Wing CPs

Attachment: Substitute Assignment for RCLS Credit

**ATTACHMENT 1**  
**SUBSTITUTE ASSIGNMENT FOR RCLS CREDIT**

**A. Instructions for Cadets**

Develop a personal leadership statement, expressed via an 800-1200 word personal essay. This essay should explain how your experiences have shaped how you approach the challenge of leadership. You should incorporate personal experience and the essay must also cite at least two concepts from *Learn to Lead*, volume 2, 3, or 4, or other articles about leadership. Then, use the essay as the basis for an extemporaneous talk of 4 to 7 minutes' duration.

The extemporaneous talk may be presented on Skype, Zoom, Teams, or any similar platform, as desired. The audience should be 3 or more individuals, with at least 1 being the senior member evaluator.

**Helpful Tips**

- Summarize the leadership concepts in your own words
- Explain how you've seen leadership attempted in practice, in CAP or in some other setting
- Describe what leadership effect should have resulted, in ideal circumstances. What effect actually resulted? Why?
- How did that inform your personal leadership style?
- Summarize any lessons learned from the experience
- Audio-visual aids are optional for the extemporaneous talk
- Invite audience feedback to your extemporaneous talk via a brief Q&A period

**B. Instructions for Squadron Leadership Officers**

This assignment is graded Pass / Fail. Provide constructive feedback upon completion. Cadets may fix any significant errors and reattempt all or a portion of the assignment, if necessary.

**Essay Grading Criteria**

- Accurately summarizes two selected leadership topics
- Includes discussion of the ideal results and the actual results observed via a personal experience
- Includes an assessment of how the cadet used their experiences to grow as a leader
- Correct grammar and spelling
- Proper use of topic sentences and paragraphs
- Format: Typed, double-spaced, 1" margins
- Length: 800 to 1200 words (about 4 or 5 pages)

**Extemporaneous Talk Grading Criteria**

- Majority of talk's content is reflected in the essay's content
- Clearly and accurately summarizes each of two leadership topics
- Well-prepared extemporaneous presentation; not read from manuscript
- Duration: 4 to 7 minutes
- Responds directly to audience during a brief Q&A period



# CAP REGULATION 60-1

26 October 2021

Cadet Programs

## CADET PROGRAM MANAGEMENT

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

**SUMMARY OF CHANGES.** This document replaces CAPR 60-1, November 2019. Sections that have been changed are highlighted in gray. For a summary of changes, see Attachment 5, page 52.

<b>TABLE OF CONTENTS</b>	<b>Page</b>
<b>CHAPTER 1. INTRODUCTION TO THE CAP CADET PROGRAM</b>	<b>4</b>
1.1. Overview	4
1.2. Roles & Responsibilities	4
1.3. Waivers	5
1.4. Supplements & Operating Instructions	5
1.5. Mission	5
1.6. Key Traits of Cadet Life	5
1.7. Cadet Conduct	6
1.8. Program Settings	6
1.9. Program Elements	7
1.10. Program Phases	8
<b>CHAPTER 2. ADULT LEADERSHIP &amp; THE SAFETY CULTURE</b>	<b>10</b>
2.1. Cadet Protection Policy	10
2.2. Adult Supervision	10
2.3. Adult Professional Development	10
<b>CHAPTER 3. ORIENTATION, ADMINISTRATION, &amp; DISCIPLINARY ACTION</b>	<b>12</b>
3.1. Initiation Into the Cadet Program	12
3.2. Physical Fitness Categories	13
3.3. Managing Cadet Records	14
3.4. Attendance & Retention	14
3.5. Progressive Discipline	15
3.6. Demotions & Terminations	16

<b>CHAPTER 4. CADET OPERATIONS</b>	<b>18</b>
4.1. Cadet Organization & Staff	18
4.2. Unit Goals	18
4.3. Cadet Activity Plans	19
<b>CHAPTER 5. CADET ADVANCEMENT</b>	<b>21</b>
5.1. Program Structure	21
5.2. Cadet Promotion System	21
5.3. Textbooks	21
5.4. Assessment Methods	22
5.5. Special Participation Requirements	26
5.6. Sequence & Duration	26
5.7. Leadership Development & Promotions	27
5.8. Gen. Carl A. Spaatz Award Exams	28
<b>CHAPTER 6. CADET PROGRAM AWARDS</b>	<b>30</b>
6.1. Award Presentations	30
6.2. Cadet of the Month (or Quarter) Award	30
6.3. Other Cadet-Related Awards	30
6.4. John V. "Jack" Sorenson Cadet Programs Officer of the Year Award	30
6.5. Cadet Programs Mission Award	31
6.6. Awards to Outstanding Cadet & Composite Squadrons	31
<b>CHAPTER 7. CADET ADVISORY COUNCILS</b>	<b>32</b>
7.1. Purpose	32
7.2. Constitution	32
7.3. Duties	33
7.4. Adult Leader Advisors	33
7.5. Minutes & Agendas	33
7.6. Reimbursement	34
7.7. Awards	34
<b>CHAPTER 8. CADET ACTIVITIES &amp; SPECIAL OPPORTUNITIES</b>	<b>35</b>
8.1. Key Principles in Managing Cadet Activities	35
8.2. Cadet Invest: Financial Assistance Opportunities	35
8.3. Orientation Flight Programs	36
8.4. Cadet Activities Below National Level	37
8.5. National Cadet Special Activities & Accredited Cadet Special Activities	38
<b>CHAPTER 9. CADET ENCAMPMENTS</b>	<b>41</b>

<a href="#">9.1. Purposes of the Encampment Program</a>	<a href="#">41</a>
<a href="#">9.2. Program Constitution</a>	<a href="#">41</a>
<a href="#">9.3. Operating Standards</a>	<a href="#">42</a>
<a href="#">9.4. Coordination with Host Agency Authorities</a>	<a href="#">43</a>
<a href="#">9.5. Encampment Visitor Program</a>	<a href="#">44</a>
<a href="#">9.6. Reporting Requirements</a>	<a href="#">44</a>
<a href="#">9.7. Equivalent Programs</a>	<a href="#">45</a>
<b><a href="#">Attachment 1 - COMPLIANCE ELEMENTS</a></b>	<b><a href="#">46</a></b>
<b><a href="#">Attachment 2 - REPORTING &amp; DUE DATES PRESCRIBED IN THIS REGULATION</a></b>	<b><a href="#">49</a></b>
<b><a href="#">Attachment 3 - GLOSSARY OF REFERENCES &amp; SUPPORTING INFORMATION</a></b>	<b><a href="#">50</a></b>
<b><a href="#">Attachment 4 - SUMMARY OF CHANGES</a></b>	<b><a href="#">51</a></b>

## 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. As a regulation, this document focuses on policies, standards, and procedures. For a practical, "how-to" introduction to the Cadet Program, see CAPP 60-11, *Cadet Program Officers' Handbook & Specialty Track Guide*.

### 1.2. ROLES & RESPONSIBILITIES

This section summarizes key responsibilities only and is intended to help readers understand how leaders at various 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 youth development 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 5.8.10 For all other matters pertaining to this regulation, submit waiver requests to CAP/CP through region headquarters.

### **1.4. SUPPLEMENTS & OPERATING INSTRUCTIONS**

Local commanders will not add to nor subtract from the various standards articulated in this regulation, unless the affected wing and region commanders endorse the proposed supplement or waiver and CAP/CP approves it. To maintain a single CAP-wide standard as much as possible, requests for supplements and waivers will not ordinarily be approved unless the local environment is substantially unusual. 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.

### **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 underscores 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.





# CAP REGULATION 60-1

26 October 2021

Cadet Programs

## CADET PROGRAM MANAGEMENT

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

**SUMMARY OF CHANGES.** This document replaces CAPR 60-1, November 2019. Sections that have been changed are highlighted in gray. For a summary of changes, see Attachment 5, page 52.

<b>TABLE OF CONTENTS</b>	<b>Page</b>
<b>CHAPTER 1. INTRODUCTION TO THE CAP CADET PROGRAM</b>	<b>4</b>
1.1. Overview	4
1.2. Roles & Responsibilities	4
1.3. Waivers	5
1.4. Supplements & Operating Instructions	5
1.5. Mission	5
1.6. Key Traits of Cadet Life	5
1.7. Cadet Conduct	6
1.8. Program Settings	6
1.9. Program Elements	7
1.10. Program Phases	8
<b>CHAPTER 2. ADULT LEADERSHIP &amp; THE SAFETY CULTURE</b>	<b>10</b>
2.1. Cadet Protection Policy	10
2.2. Adult Supervision	10
2.3. Adult Professional Development	10
<b>CHAPTER 3. ORIENTATION, ADMINISTRATION, &amp; DISCIPLINARY ACTION</b>	<b>12</b>
3.1. Initiation Into the Cadet Program	12
3.2. Physical Fitness Categories	13
3.3. Managing Cadet Records	14
3.4. Attendance & Retention	14
3.5. Progressive Discipline	15
3.6. Demotions & Terminations	16

<b>CHAPTER 4. CADET OPERATIONS</b>	<b>18</b>
4.1. Cadet Organization & Staff	18
4.2. Unit Goals	18
4.3. Cadet Activity Plans	19
<b>CHAPTER 5. CADET ADVANCEMENT</b>	<b>21</b>
5.1. Program Structure	21
5.2. Cadet Promotion System	21
5.3. Textbooks	21
5.4. Assessment Methods	22
5.5. Special Participation Requirements	26
5.6. Sequence & Duration	26
5.7. Leadership Development & Promotions	27
5.8. Gen. Carl A. Spaatz Award Exams	28
<b>CHAPTER 6. CADET PROGRAM AWARDS</b>	<b>30</b>
6.1. Award Presentations	30
6.2. Cadet of the Month (or Quarter) Award	30
6.3. Other Cadet-Related Awards	30
6.4. John V. "Jack" Sorenson Cadet Programs Officer of the Year Award	30
6.5. Cadet Programs Mission Award	31
6.6. Awards to Outstanding Cadet & Composite Squadrons	31
<b>CHAPTER 7. CADET ADVISORY COUNCILS</b>	<b>32</b>
7.1. Purpose	32
7.2. Constitution	32
7.3. Duties	33
7.4. Adult Leader Advisors	33
7.5. Minutes & Agendas	33
7.6. Reimbursement	34
7.7. Awards	34
<b>CHAPTER 8. CADET ACTIVITIES &amp; SPECIAL OPPORTUNITIES</b>	<b>35</b>
8.1. Key Principles in Managing Cadet Activities	35
8.2. Cadet Invest: Financial Assistance Opportunities	35
8.3. Orientation Flight Programs	36
8.4. Cadet Activities Below National Level	37
8.5. National Cadet Special Activities & Accredited Cadet Special Activities	38
<b>CHAPTER 9. CADET ENCAMPMENTS</b>	<b>41</b>

9.1. Purposes of the Encampment Program	41
9.2. Program Constitution	41
9.3. Operating Standards	42
9.4. Coordination with Host Agency Authorities	43
9.5. Encampment Visitor Program	44
9.6 Reporting Requirements	44
9.7. Equivalent Programs	45
<b>Attachment 1 - COMPLIANCE ELEMENTS</b>	<b>46</b>
<b>Attachment 2 - REPORTING &amp; DUE DATES PRESCRIBED IN THIS REGULATION</b>	<b>49</b>
<b>Attachment 3 - GLOSSARY OF REFERENCES &amp; SUPPORTING INFORMATION</b>	<b>50</b>
<b>Attachment 4 - SUMMARY OF CHANGES</b>	<b>51</b>

## 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. As a regulation, this document focuses on policies, standards, and procedures. For a practical, "how-to" introduction to the Cadet Program, see CAPP 60-11, *Cadet Program Officers' Handbook & Specialty Track Guide*.

### 1.2. ROLES & RESPONSIBILITIES

This section summarizes key responsibilities only and is intended to help readers understand how leaders at various 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 youth development 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 5.8.10 For all other matters pertaining to this regulation, submit waiver requests to CAP/CP through region headquarters.

### **1.4. SUPPLEMENTS & OPERATING INSTRUCTIONS**

Local commanders will not add to nor subtract from the various standards articulated in this regulation, unless the affected wing and region commanders endorse the proposed supplement or waiver and CAP/CP approves it. To maintain a single CAP-wide standard as much as possible, requests for supplements and waivers will not ordinarily be approved unless the local environment is substantially unusual. 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.

### **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 underscores 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 CONDUCT

**1.7.1. 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.”*

**1.7.2. Standards of Behavior.** CAP expects every cadet to behave as a responsible young adult, treating everyone 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 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 prohibited.

## 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 CAPR 60-3, *Cadets at School Program* and 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 [GoCivilAirPatrol.com/Independent](https://www.goCivilAirPatrol.com/Independent).

## 1.9. PROGRAM ELEMENTS

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 [GoCivilAirPatrol.com/Library](https://www.goCivilAirPatrol.com/Library).

1.9.1.4. *Assessments.* Cadets participate in web-based modules that contain built-in assessments (quizzes, matching, sequencing, etc.) to complete most achievements. Alternatively, learning may be assessed via multiple-choice tests, depending on the cadet's preference. Additional multiple-choice tests assess learning at the Wright Brothers, Mitchell, Earhart, and Spaatz Awards. Some assessments evaluate performance in drill and ceremonies, public speaking, or writing. Cadet officers demonstrate their understanding of organizational leadership through 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 "aerospace" 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 [GoCivilAirPatrol.com/Library](https://www.goCivilAirPatrol.com/Library).

1.9.2.4. *Assessments.* Cadets participate in web-based modules that contain built-in assessments (quizzes, matching, sequencing, etc.) to complete most achievements. Alternatively, learning may be assessed via multiple-choice tests, depending on the cadet's preference. Additional multiple-choice tests assess learning for the Mitchell and Spaatz 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 punishment or to teach discipline.

1.9.3.3. *Resources.* The primary resource is CAPP 60-50, *Active Cadet Fitness Guide*. Additional resources are available at [GoCivilAirPatrol.com/Library](https://www.go-civilairpatrol.com/library).

1.9.3.4. *Assessments.* As new cadets join CAP, commanders assign them to the appropriate physical fitness category, as explained in 3.2. CAP expects cadets 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 cadets’ moral reasoning skills and habits that demonstrate their commitment to CAP’s Core Values.

1.9.4.2. *Methods.* CAP develops cadets’ character through academics, service learning, and mentoring. In making decisions, CAP encourages cadets to consider their Core Values, probable outcomes, and the persons they would like to become.

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 [GoCivilAirPatrol.com/Library](https://www.go-civilairpatrol.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 [GoCivilAirPatrol.com/Library](https://www.go-civilairpatrol.com/library).

1.9.4.5. *Assessments.* Cadet participation in character forums is monitored informally by the senior facilitator. Moral reasoning skills are evaluated through speech and essay assignments for Achievement 8 and the Eaker and Spaatz Awards. 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 learning goals and content areas by phase.



SUMMARY OF LEARNING GOALS & CONTENT AREAS IN THE CADET PROGRAM'S FOUR PHASES				
	Phase I The Learning Phase	Phase II The Leadership Phase	Phase III The Command Phase	Phase IV The Executive Phase
<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 multifaceted moral problems	Principles of moral reasoning & how Core Values impact multifaceted moral problems
<b>Milestone Award</b>	Wright Brothers Award	Mitchell Award	Earhart Award	Eaker Award  Spatz 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

### 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.

### 2.2. 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.

**2.2.1. 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.

**2.2.2. 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 160-1, *CAP Safety Program*, and [GoCivilAirPatrol.com/safety](https://www.go-civilairpatrol.com/safety) for guidance.

**2.2.3. 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.

**2.2.4. 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*.

### 2.3. ADULT PROFESSIONAL DEVELOPMENT

**2.3.1. Specialty Track Training.** The principal way for adult leaders to become effective leaders of cadets is via the Cadet Programs Officer specialty track. See CAPP 60-11, *Cadet Programs Officer Handbook & Specialty Track Guide*, and CAPR 40-1, *Senior Member Education and Training Program*, for details.

**2.3.2. Training Leaders of Cadets.** TLC is the centerpiece of the Cadet Programs Officers’ specialty track. It consists of four courses, TLC Basic, TLC Intermediate, TLC Advanced, and TLC Refresher course. TLC courses may be conducted in-person or virtually.

*2.3.2.1. 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 details, see [GoCivilAirPatrol.com/tlc](https://www.go-civilairpatrol.com/tlc).

2.3.2.2. *The TLC Advanced Course* is offered only by CAP/CP to region and wing directors of cadet programs. Completion of the TLC Advanced course is not a requirement in the Cadet Programs Officer specialty track.

2.3.2.3. *The TLC Refresher* is a brief web-based course for graduates who desire to refresh their training and review any enhancements made to the Cadet Program during the previous 4 years.

2.3.2.4. *Standard of Training – Unit Level.* Because the Cadet Program cannot succeed without adult leadership, every cadet unit shall have at least two members who have graduated from a TLC course (any level). 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 non-compliant units.

2.3.2.5. *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.

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

### 3.1. INITIATION INTO THE CADET PROGRAM

**3.1.1. Cadet Recruitment.** 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. Wingmen for New Cadets.** Units should match each newcomer with a wingman, 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 [GoCivilAirPatrol.com/NewCadet](https://www.goCivilAirPatrol.com/NewCadet) for details about the "New Cadet Packet."

#### 3.1.6. Cadet Uniforms.

**3.1.6.1. Uniform Requirement.** Cadets must possess and properly wear the Blues or ABU uniform within 60 days following their completing Achievement 1. For all promotions after Achievement 1, proper wear of the uniform is required. CAPF 60-98, *Cadet Uniform Inspection Scorecard*, is an optional training resource.

**3.1.6.2. New Cadets.** Squadrons are encouraged to restrict new cadets from wearing the ABU and Blues uniform until they complete Achievement 1. Prior to Achievement 1, squadrons could have new cadets wear a squadron tee-shirt or common civilian clothing, such as khaki pants or skirt and a white Oxford shirt. In this way, earning the uniform privilege becomes a motivator, which may lay a foundation for further success. With the promotion ceremony possibly occurring without a uniform, use of the CAPC 28, *Achievement 1 Certificate of Completion*, is encouraged.

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

**3.1.6.4. Curry Blues Voucher.** Cadets may be eligible to receive uniform items through a voucher program upon their completing Achievement 1 if federal funding is available. For details, see [GoCivilAirPatrol.com/CurryBlues](https://www.goCivilAirPatrol.com/CurryBlues).

## **3.2. 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.

### **3.2.1. Fitness Category Administration**

3.2.1.1. *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*.

3.2.1.2. *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.

3.2.1.3. *Spaatz Award Exam.* Cadets claiming a Category III or IV assignment must provide documentation to CAP/CP supporting their restricted status, endorsed by their physician and unit commander, before attempting the Spaatz Award exam. The Cadet Physical Fitness Category Assignment sheet in the CAPP 60-50 is encouraged for documentation. CAP/CP may consult with the cadet's physician to verify if the assignment to Category III or IV is warranted.

### **3.2.2. Fitness Category Criteria**

3.2.2.1. *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.

3.2.2.2. *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 Cadet Physical Fitness Test (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.

3.2.2.3. *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.

3.2.2.4. *Category IV – Indefinitely Restricted.* A cadet in Category IV is determined by the squadron commander to be indefinitely or permanently restricted from 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.

### 3.3. MANAGING CADET RECORDS

**3.3.1. Master Record.** eServices creates a master record of the cadet's major accomplishments. Units maintain hard copy or electronic files for administrative items not currently tracked in eServices.

**3.3.2. Cadet Progression Records.** Units use the Cadet Promotions Application in eServices to track cadets' progression 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 when a cadet becomes eligible for promotion.

**3.3.3. 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.

**3.3.4. 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.

### 3.4. ATTENDANCE & RETENTION

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

*3.4.1.1. 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 learn and grow as leaders. "Active participation" is not precisely defined because the reason for, frequency of, and duration of absences varies greatly. Commanders should consider cadets "active" if they participated in four meetings or activities during the previous eight weeks.

*3.4.1.2. 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.

*3.4.1.3. 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.

*3.4.1.4. 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.

3.4.1.5. *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.

**3.4.2. 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.

### 3.5. 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.

**3.5.1. 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.*

**3.5.2. Moderate, Semi-Public Interventions** are appropriate responses 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. **Commanders will verbally inform parents of moderate disciplinary interventions.** Appropriate responses include:

*Delayed promotions, exclusions from activities, temporary suspension from a cadet staff position and the privileges associated with that position, and a "reset" by mutual agreement using the CAPF 60-97 (described below).*

**3.5.3. Heavy, Public Interventions** are appropriate responses 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 disciplinary 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.*

**3.5.4. Cadet Reset Agreement.** An optional tool available to help repair a cadet's relationship with the unit is CAPR 60-97, *Cadet Reset Agreement*. Cadets, parents, and unit leadership enter the agreement voluntarily. While the agreement triggers a period of voluntary inactivity for the cadet, use of the optional tool is not an adverse membership action. If used, the completed form should be filed in the cadet's personnel record for 1 year and then destroyed.

**3.5.5. 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*.

### 3.6. DEMOTIONS & 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 3.5, the goal is to achieve accountability and behavioral change from the cadet. To discipline is to teach self-control and that actions have consequences.

**3.6.1. 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.

**3.6.2. 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.

**3.6.3. 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 (3.6).

**3.6.4. 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 calendar days. While the appeal is pending, the cadet retains the original grade.

**3.6.5. Re-Earning Grade.** The cadet will need to re-earn the temporarily demoted steps through satisfactory performance, as evaluated by the unit commander.

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

3.6.5.2. *Continued Mentoring.* During the demotion period, the senior staff continues to mentor the cadet. Within 45 days from the temporary demotion's effective date, the commander provides feedback to the cadet using the CAPF 60-90, *Cadet Leadership Feedback* series forms.

3.6.5.3. *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).



**3.6.6. 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.

**3.6.7. Administrative Tracking.** Demotion actions are tracked locally in 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 & 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 experience 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 60-11 for guidance on cadet staff term limits, election 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 60-11. 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 30-1, *Organization of Civil Air Patrol*, but may serve as cadet assistants to those officers.

### 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. For example, squadrons identify goals for the local program and wings identify goals for the wing-level program.

CADET DUTY OPPORTUNITIES BY GRADE				
Cadet Staff Position	Min. Grade	Suggested Min.	Max. Grade	Suggested Max.
Element Leader	C/Amn		C/CMSgt	C/TSgt
Flight Sergeant	C/SSgt		C/CMSgt	C/MSgt
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.**

**4.2.1. 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.

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

### 4.3. CADET ACTIVITY PLANS

**4.3.1. In-Person, Virtual, & Hybrid Settings.** The CAP cadet experience should be social, interactive, adventurous, and hands-on, to name just a few descriptors. Portions of the cadet experience are suitable for virtualization, but fundamentally cadets desire and need access to in-person activities for their motivation and healthy, pro-social development. Accordingly, the CAP Cadet Program operates as in-person activities, virtual activities, and hybrid activities.

#### 4.3.2. Squadron Meetings.

4.3.2.1. *Frequency.* 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.

4.3.2.2. *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.

4.3.2.3. *Squadron Training Plan.* Unit meetings shall be well-planned 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 [GoCivilAirPatrol.com/Library](https://www.go-civilairpatrol.com/library) for a suggested plan.

4.3.2.4. *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.

**4.3.3. Weekend Events.** At least once per month, except for November and December due to major holidays, every community-based unit will offer an opportunity to participate in an in-person special event beyond the weekly meeting. Events hosted by a neighboring unit or higher headquarters satisfy the requirement. Virtual and hybrid events may augment in-person offerings. See Table 4.3 for a sample plan.

4.3.3.1. *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 two weeks in advance to allow families time to plan accordingly.

4.3.3.2. *Wing and Group Support.* Wings (or groups, on the wing's behalf) will host at least one in-person, cadet activity per quarter. Virtual and hybrid events may augment in-person offerings.

4.3.3.3. *Special Activity Schedules.* Any time the unit conducts an in-person 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.

MONTHLY TRAINING REQUIREMENTS		
Topic	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 only	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 160-1, *CAP Safety Program*).

Table 4.2.

SAMPLE PLAN FOR OFFERING AT LEAST ONE WEEKEND ACTIVITY PER MONTH		
<p><b>The Goal:</b> To ensure cadets have an opportunity to attend at least one in-person weekend 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 3.6. 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 (after Achievement 1), (3) have recited the Cadet Oath from memory (see 1.7), and (4) participate actively in unit meetings (see 3.4.1).

**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 four-volume textbook, working through the chapters sequentially (because the subject matter progresses, building upon earlier learning), and AFMAN 36-2203. 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.

5.3.2.1. **Cyber Module.** A seventh module in the *Aerospace Dimensions* series, “Cyber Defense,” is now available. Accordingly, effective 5 October 2021, to fulfill Achievement 8 requirements, cadets must pass an *Aerospace Dimensions* written test or complete the *Cadet Interactive* module. As with other *Aerospace Dimensions* modules, the cyber module may be completed in any order. The cyber module’s content will be included on the Mitchell Award exam effective 1 January 2022, and the Spaatz Award exam effective 1 January 2023, regardless of the cadet having completed the module on the path to the Mitchell Award or not.

## 5.4. ASSESSMENT METHODS

**5.4.1. Academic Learning.** CAP assesses cadets’ academic learning in leadership and aerospace via written tests in multiple-choice format and/or via web-based learning activities in *Cadet Interactive*. Cadets choose a test or *Cadet Interactive* module at their option, and they may mix-and-match written tests and *Cadet Interactive* modules as desired.

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 if the cadet experiences technical difficulties with the software.

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 40-2, *Test Administration & Security*.

5.4.1.2. **Cadet Interactive.** Academic knowledge of leadership and aerospace may be assessed through the *Cadet Interactive* modules in eServices. Each module corresponds to a chapter of *Learn to Lead* (vols. 1-3 only) or *Aerospace Dimensions* module. (*Learn to Lead* vol. 4 and *Aerospace: The Journey of Flight* are not available in *Cadet Interactive*; cadets fulfill those requirements only via written tests.) While *Cadet Interactive* includes assessment activities during the 30-45 minutes needed to complete each module, credit is obtained simply through active participation.

5.4.1.3. *Milestone Award Exams.* At the conclusion of Phases I, II, and III, the cadet’s cumulative learning for that phase’s subject matter is assessed through a closed-book, timed milestone award exam, with a passing score of 80%. See Table 5-1 for details. 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.

5.4.1.3.1. *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.

5.4.1.3.2. *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.

5.4.1.4. *Honor Credit.* To encourage deep engagement with the subject matter, CAP recognizes cadets with honor credit if they complete all written exam(s) and *Cadet Interactive* module(s) for a given achievement. Personnel records in eServices are automatically annotated to indicate honor credit status. Honor credit recipients may wear a silver star on the respective achievement ribbon; see CAPR 39-3, *Award of CAP Medals, Ribbons & Certificates*.

5.4.1.5. *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 [GoCivilAirPatrol.com/TestAccommodations](http://GoCivilAirPatrol.com/TestAccommodations).

5.4.1.5.1. *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.

5.4.1.5.2. *Spatz Accommodations.* Only CAP/CC is authorized to grant accommodations for the Spatz Award exams. See 5.8.10.1.

MILESTONE AWARD EXAM SUBJECT MATTER		
Phase	Leadership	Aerospace
I – Wright Brothers Award	<i>Learn to Lead</i> , vol. 1	No milestone exam required
II – Mitchell Award	<i>Learn to Lead</i> , vol. 2	<i>Aerospace Dimensions</i> , vols. 1-7
III – Earhart Award	<i>Learn to Lead</i> , vol. 3	No milestone exam required
IV – Eaker Award	No milestone exam required	No milestone exam required
Spatz Award	<i>Learn to Lead</i> , vols. 1-4	<i>Aerospace: The Journey of Flight</i>

Table 5.1.

5.4.1.6. **Accomplishing Academic Tasks.** Cadets may complete academic tasks for their next achievement and, if a milestone award does not intervene, the one after that. See Table 5.2 for examples. In eServices, software automatically controls task banking, but if cadets test via hard copy, local leaders need to manually enforce task banking rules.

5.4.1.7. **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 40-2, *Test Administration and Security*.

ACADEMIC TASK BANKING – EXAMPLES		
Sample Cadet & Latest Achievement		Academic Tasks Available Before Next Promotion
C/TSgt Rickenbacker	4	Achievement 5, then once completed may move on to Achievement 6 tasks prior to promotion to C/MSgt
C/CMSgt Goddard	7	Achievement 8; cadet cannot begin Achievement 9 tasks until the Mitchell Award is earned

**Table 5.2**

**5.4.2. Drill Tests.** Some leadership tests require cadets to perform drill and ceremonies. Test materials are located in CAPP 60-34, *Drill and Ceremonies Practical Tests*, a publication that does not require being stored under lock and key. 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 3.2).

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

**5.4.4. Staff Duty Analysis (SDA).** 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. **Service Requirement.** During each achievement of Phase III and IV, the cadet serves for at least eight weeks (56 days) in any staff position available to cadets, as approved by the unit commander. Cadets having three or more years' JROTC experience or one semester of college ROTC experience per 5.6.2.3 may serve just four weeks (28 days).

5.4.4.2. **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 credit. For details, see CAPP 60-32, *Staff Duty Analysis*.

5.4.4.3. **Oral Presentation.** Cadets convert their service-learning experience and technical writing document into a five- to ten-minute oral presentation and respond to questions and answers from an audience designated by the leadership officer. For further information, see CAPP 60-32.



5.4.4.4. *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 two of the three remaining events. Detailed instructions on how to perform each exercise are found in CAPP 60-50.

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

5.4.5.2. *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. 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.

5.4.5.3. *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.

5.4.5.4. *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 two of the three remaining events). For details on fitness categories, see 3.2.

5.4.5.5. *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 45 minutes’ duration, per achievement. No formal test is required.

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

5.4.6.2. *Program Control.* Because character education may engage with sensitive topics, CAP controls the curriculum and instructional staff more closely than it does the other program elements. Only the pre-approved materials at [GoCivilAirPatrol.com/character](https://www.goCivilAirPatrol.com/character) may be used, though members may submit materials for consideration (see webpage for details). Further, only a chaplain, character development instructor, or unit commander will lead a character forum.

5.4.6.3. *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 Welcome Course.** For Achievement 1, the cadet must complete the “Cadet Welcome Course” in *Cadet Interactive* or as a classroom-based lesson. See [GoCivilAirPatrol.com/curry](https://www.goCivilAirPatrol.com/curry).

**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 in one of the formats identified below.

5.5.3.1. *CAP Programs.* Cadet Officer School (COS) or Region Cadet Leadership School (RCLS)

5.5.3.2. *College Programs.* One semester of college ROTC, a service academy, or a military junior college (any branch). To obtain credit, the cadet forwards to CAP/CP (through the unit commander) a transcript or letter from the institution indicating that they have completed one semester’s studies.

5.5.3.3. *Other Programs.* Cadets may request CAP/CP consider a leadership program not listed above for potential credit. CAP/CP awards credit only if the program (a) includes academic content on leadership and officership; (b) is delivered in both an academic and practical setting; (c) includes at least 32 contact hours, with 16 of those hours in-residence, and (d) has not already been used to fulfill the encampment requirement (see 9.7). To obtain credit, the cadet forwards to CAP/CP (through the unit commander) a graduation certificate and synopsis of the curriculum.

5.5.3.4. *Overseas Squadrons.* Cadets assigned to Overseas Squadrons will receive special consideration when applying for COS/RCLS financial assistance through the Cadet Lift program. Normal prerequisites and application procedures apply.

## 5.6. SEQUENCE & DURATION

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

**5.6.2. Time in Grade.** Cadets advance through the program at their own pace, spending a minimum of eight 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. *Spatz Award.* Cadets may attempt the Spatz Award immediately upon earning the Eaker Award. See section 5.8.2 for procedures.

5.6.2.3. *Accelerated Promotions.* Cadets who have earned Service Academy, ROTC or Junior ROTC course credit may advance at twice the normal rate, with just four weeks (28 days) between achievements and awards. Standard promotion requirements apply.

5.6.2.3.1. *JROTC Cadets.* The accelerated rate is available after one year's JROTC credit through Phase I, with two years' credit through Phase II, with three years' credit through Phase III, and with four years' credit through Phase IV.

5.6.2.3.2. *Service Academy & ROTC Cadets.* The accelerated rate is available to Mitchell Award recipients after their completing one semester and remains in effect indefinitely, until the cadet withdraws from the service academy or ROTC.

## **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 six forms: one for each phase in the Cadet Program, plus two forms 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*, paragraph 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 written 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.** The cadet requests the exam using CAPF 60-87, *Request for Spaatz Exam*. 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 5.8.3).

**5.8.3. 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 ten calendar days of receiving the cadet's appeal. The region commander's decision is final.

**5.8.4. 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.

**5.8.5. Subject Matter.** The Spaatz Award exam is a battery of four tests: leadership, aerospace, fitness, and character. A study guide is available at [GoCivilAirPatrol.com/spaatz](https://www.goCivilAirPatrol.com/spaatz).

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

5.8.5.2. *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 [GoCivilAirPatrol.com/spaatz](https://www.goCivilAirPatrol.com/spaatz). For information regarding cadets with medical limitations, see 3.2.1.3.

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

**5.8.6. 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.

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

**5.8.8. 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.

**5.8.9. Failures.** In case of failure, eServices notifies the cadet, proctor, and wing. The cadet may re-attempt 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. 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.

**5.8.10. 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.

5.8.10.1. *Accommodations for Special Needs.* Cadets may request special educational accommodations (such as those described in 5.4.1.3) by submitting their request through the waiver process described below in 5.8.10.2.

5.8.10.2. *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.

5.8.10.3. *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.

5.8.10.4. *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. 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 take into account 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. *Spatz 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. Pre-Clearing Participation by a Senior Official.** 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 [GoCivilAirPatrol.com/SpecialCadetAwards](https://www.GoCivilAirPatrol.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 [GoCivilAirPatrol.com/SpecialCadetAwards](https://www.GoCivilAirPatrol.com/SpecialCadetAwards).

### 6.4. JOHN V. "JACK" SORENSON CADET PROGRAMS OFFICER OF THE YEAR AWARD

This award, named in honor of Jack Sorenson, celebrated as the architect of the revised cadet program that CAP has enjoyed since 1964, recognizes the cadet programs officer who has contributed the most to cadet 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, selected jointly by the CAP and CAP-USAF Region Commanders, recognizes the wing with the most outstanding Cadet Program. Membership growth, retention, flying, encampment attendance, and cadet advancement (promotions) will be considered. Subjective factors may also be considered. The Quality Cadet Unit Award report in eServices may be used to assist in the selection process. The CAP region commander notifies CAP/CP of the joint selection by 15 March annually. The eight winning wings (one from each region) are recognized at the CAP Annual Conference.

## **6.6. AWARDS TO OUTSTANDING CADET & COMPOSITE SQUADRONS**

Three awards promote excellence 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 Overseas Squadrons, CAP/XO selects the SOM recipient. For further details, see [GoCivilAirPatrol.com/SomSod](https://www.goCivilAirPatrol.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 [GoCivilAirPatrol.com/SomSod](https://www.goCivilAirPatrol.com/SomSod) and CAPR 39-3.

**6.6.3. Quality Cadet Unit Award (QCUA).** 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 [GoCivilAirPatrol.com/qcua](https://www.goCivilAirPatrol.com/qcua). The award year runs from 31 August to the next 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'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 cadets possessing a broad knowledgeable of cadet life. If the unit does not have qualified cadets available, the position(s) may remain vacant.

7.2.1.4. Overseas squadron commanders appoint two cadet NCOs or officers to the Overseas CAC. The Overseas CAC convenes as if it were a wing CAC and reports to CAP/XO or designee.

**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. For overseas squadrons, the CAP/XO or designee serves as the echelon commander.

**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 [GoCivilAirPatrol.com/cac](http://GoCivilAirPatrol.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 60-34.

## 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, all CAC cadets may wear the CAC ribbon, with the echelon commander's approval.

<b>AWARDS &amp; IDENTIFICATION FOR CAC CADETS</b>			
<b>Appointing Authority</b>	<b>CAC Echelon</b>	<b>CAC Ribbon (All CAC Cadets)</b>	<b>Shoulder Cord (Primary Reps Only)</b>
Regions	National	Ribbon with gold star	Gold
Wings	Region	Ribbon with silver star	Blue
Groups or Squadrons	Wing	Ribbon with bronze star	Red
Overseas Squadrons	Overseas (equivalent to Wing CAC)	Ribbon with bronze star	Red
Squadrons	Group	Basic ribbon only	Green

**Table 7.1**

## CHAPTER 8. CADET ACTIVITIES & SPECIAL OPPORTUNITIES

### 8.1. KEY PRINCIPLES IN MANAGING CADET ACTIVITIES

**8.1.1. Activity Goals & Evaluations.** 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. They should keep those documents in a continuity file to aid future activities.

**8.1.2. 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.

**8.1.3. Cadet Participation at Other 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.

#### 8.1.4. Medical Review Upon 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.

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

8.1.5.1. *Off-Duty Attire.* When 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.

8.1.5.2. *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.)

**8.1.6. 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*. Training may be conducted virtually.

### 8.2. CADET INVEST: FINANCIAL ASSISTANCE OPPORTUNITIES

Cadet Invest is a family of cadet financial assistance programs. Some programs are intended for economically disadvantaged cadets, others are available by merit. Program details are available at [GoCivilAirPatrol.com/CadetInvest](http://GoCivilAirPatrol.com/CadetInvest). Offerings may vary due to funding availability but typically include:

- *Curry Blues Voucher*. Assists cadets in obtaining a uniform. See 3.1.6.
- *Cadet Encampment Assistance Program (CEAP, say “seep”)*. Provides tuition and/or uniform assistance to cadets attending an encampment.
- *Cadet Lift*. Provides tuition and/or travel assistance to cadets attending NCSAs.
- *Take-Off Program*. Provides tuition and/or travel assistance to cadets attending a National Flight Academy. Recipients are known as TOP cadets.
- *Cadet Wings*. Fully supports cadet flight training leading to a private pilot license.
- *College Scholarships*. Provides cash awards to students attending a post-secondary school.
- *Endowed Flight Scholarships*. Supports flight training, per donor instructions.

### 8.3. ORIENTATION FLIGHT PROGRAMS

Cadets have opportunities for flying through two orientation flight programs: CAP and military.

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

8.3.1.1. *Eligibility*. Cadets may fly as much as possible, but only flights conducted in accordance with CAPP 60-40, *Cadet Orientation Flight Program Guide*, 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. The program is limited to CAP cadets under 18 years of age. For cadets age 18 and older, the only orientation flights authorized are military orientation flights.

8.3.1.2. *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 operations (DO) section.

8.3.1.3. *Use of Syllabus*. A successful orientation flight will fulfill at least 80% of the objectives found in CAPP 60-40. 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.).

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

8.3.1.5. *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.

**8.3.2. Orientation Flights in Military Aircraft.** CAP’s military orientation flight program furthers cadets’ understanding of 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 expenses. For policy guidance on military flights, see CAPR 76-1, *CAP Member Movement via Military Aircraft*.

## **8.4. CADET ACTIVITIES – BELOW NATIONAL LEVEL**

**8.4.1. 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 CAPR 60-2.

**8.4.2. Operational Missions.** Cadets may participate in emergency services training and missions. See CAPR 60-3, *CAP Emergency Services Training and Operational Missions*, for details.

**8.4.3. High Adventure.** CAP encourages cadets to participate in challenging, physically intensive opportunities known as High Adventure Activities (HAAs). See CAPR 60-2 for details.

**8.4.4. Encampment.** See chapter 9 for encampment program details.

**8.4.5. Region Cadet Leadership School.** A region cadet leadership school (RCLS) is a course in officership, indirect leadership, and other themes relating to Phase III’s leadership expectations.

8.4.5.1. *Curriculum.* The minimum contact hour requirement is 40 hours. Suggested lesson plans, readings, and other resources are found at [GoCivilAirPatrol.com/RCLS](https://www.goCivilAirPatrol.com/RCLS)

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

8.4.5.3. *Course Frequency.* Each region must offer at least one RCLS per year or conduct a school in cooperation with another region. Wings may host RCLS, with approval from the region.

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

**8.4.6. 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 [GoCivilAirPatrol.com/honor](https://www.goCivilAirPatrol.com/honor) for details.

8.4.6.1. *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*.

8.4.6.2. *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.

## **8.5. NATIONAL CADET SPECIAL ACTIVITIES & ACCREDITED CSAs**

**8.5.1. Types of National-Level Cadet Activities.** CAP offers a variety of special activities for cadets, including National Cadet Special Activities (NCSAs), Accredited Cadet Special Activities (CSAs), and National Flight Academies (NFAs).

8.5.1.1. *Application Procedures.* CAP/CP announces special activities, eligibility criteria, and application procedures at [GoCivilAirPatrol.com/ncsa](http://GoCivilAirPatrol.com/ncsa). Cadet participants and adult staff must receive the endorsement of their wing commander before being accepted to NCSAs, CSAs, or NFAs.

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

8.5.1.3. *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).

8.5.1.4. *Early Dismissal.* Activity directors may expel cadets from activities, sending them home early due to misconduct. See 3.5.3.

**8.5.2. 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.

8.5.2.1. *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.
- Include learning objectives for at least 40 contact hours of instruction.
- Rely upon outside agencies for a significant amount of content or instructors.
- Available to cadets from any location, without regional preferences.
- Difficult or ineffective to replicate at the regional or local level.
- Managed by CAP/CP.

8.5.2.2. *Activity Directors.* CAP/CP nominates senior members to serve as activity directors for NCSAs, subject to CAP/CC approval. Activity directors serve under the day-to-day supervision of CAP/CP. Activity directors must comply with the guidelines set forth in CAPP 60-74, *NCSA and CSA Director Guide*. Activity directors nominate adult leaders to serve as escorts or staff officers. These adults follow the normal application process (8.7.1) and are subject to CAP/CP approval.

**8.5.3. 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.

8.5.3.1. *Cadet Special Activities.* CSAs are outstanding cadet activities hosted by wings or regions to 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 two years' successful operation before accreditation.
- Receive the endorsement of an accreditation panel selected by CAP/CP, upon a review of the activity's curriculum and program materials.

8.5.3.2. *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.
- Receive the endorsement of an accreditation panel selected by CAP/CP, upon a review of the activity's operating plan.

#### **8.5.4. Management of Accredited Programs**

8.5.4.1. *Process.* National Headquarters accepts accreditation requests through 30 September for the subsequent summer season. For application details and additional program guidance, see [GoCivilAirPatrol.com/NationalAccreditation](https://www.goCivilAirPatrol.com/NationalAccreditation). Activities must be approved each year. A list of accredited CSAs and NFAs is published at [GoCivilAirPatrol.com/nca](https://www.goCivilAirPatrol.com/nca).

8.5.4.2. *Supervision.* The host region commander appoints their CSA and NFA directors. Typically, the Region/CP provides day-to-day supervision of the activity director. The sponsoring wing or region maintains the curriculum of CSAs and oversees the budget and financial expenditures of their CSAs and NFAs.

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

### 8.5.5. International Exchanges

8.5.5.1. *The International Air Cadet Exchange.* A component of the NCSA program, 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 [GoCivilAirPatrol.com/IACE](http://GoCivilAirPatrol.com/IACE).

8.5.5.2. *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.

8.5.5.2.1. *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.

8.5.5.2.2. *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.

8.5.5.2.3. *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.

8.5.5.2.4. *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.

**8.5.6. National Cadet Competition.** At the National Cadet Competition (NCC), a component of the NCSA program, cadets display their commitment to the Core Values through academics, drill, fitness and other events. Program details are found at [GoCivilAirPatrol.com/NCC](http://GoCivilAirPatrol.com/NCC). Apart from NCC, squadrons are encouraged to challenge nearby units to drill competitions, fitness competitions, quiz bowls, etc.



## 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 [GoCivilAirPatrol.com/EncampmentSchedule](https://GoCivilAirPatrol.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. Intended as immersive experiences, encampments require overnight stays.

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 permission 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 [GoCivilAirPatrol.com/CEAP](http://GoCivilAirPatrol.com/CEAP) for program details.

### **9.3. OPERATING STANDARDS**

**9.3.1. Curriculum Requirements.** CAPP 60-70 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 [GoCivilAirPatrol.com/Encampment](http://GoCivilAirPatrol.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. Region Review of Training Plans.** At least 30-days prior to the students' arrival, encampments will provide the encampment training schedule and organizational chart to their Region/CP for review. The schedule will include sufficient detail to demonstrate that all content from CAPP 60-70's master list of required lessons and activities will be met. Regions quality-check the schedule and provide constructive feedback to the encampment staff, as necessary. After submitting their documents to the Region, the encampment retains authority to adjust schedules and plans if needed. For overseas encampments, CAP/CP conducts the review.

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

**9.3.6. 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.

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

**9.3.8. 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 (LR). This requirement is in place because LRs 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 LR 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 (e.g., base commander, college president, etc.) 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 the host agency with a "CAP Project File." The file will contain the encampment's key documents such as schedules, contact information, rosters, support checklists, and other documents relative to the encampment.

*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. ENCAMPMENT VISITOR PROGRAM (EVP)

The encampment visitor program (EVP) promotes programmatic excellence, collegial cross-talk on best practices, and standardization, especially regarding training intensity.

**9.5.1. Participation.** Annually, each CONUS wing that hosts its own encampment will either host visitors at its encampment or send visitors to another wing's encampment. Wings that host visits by Region/CP staff or CAP/CP staff also receive EVP participation credit. Region encampments, joint-wing encampments, and non-CONUS encampments are not required to participate in the EVP. Regions may waive EVP requirements if local circumstances make a wing's participation impractical.

**9.5.2. Visiting Party.** When wings visit a neighbor's encampment, the visiting wing will include in its party at least one member of its encampment senior staff or Wing/CP staff. The visiting wing may add up to three additional personnel, including cadet cadre, to their party. Visits are recorded on the encampment operations report in eServices (see 9.6.3).

**9.5.3. Financial Support.** EVP costs are the responsibility of the wing sending visitors to the neighbor wing. The receiving wing may charge reasonable fees to cover lodging and meal expenses. The suggested best practice is for outbound wings to include EVP costs in their overall encampment budget; therefore, tuition and other encampment revenues fund EVP expenses.

**9.5.4. Guidance for Visitors.** Visitors use the program materials found at [GoCivilAirPatrol.com/EncampmentVisitor](https://www.go-civilairpatrol.com/encampmentvisitor) to observe the host encampment's operations.

**9.5.5. Timing & Duration.** A successful visit includes at least four contact hours on a day when students are training. Visits should coincide with student arrival day. The recommended best practice is for the visitors to arrive one day prior to students during cadre training day (if conducted), stay the night, and depart for home toward the end of students' first day. Other scheduling paradigms are allowed.

**9.5.6. Coordination.** Regions will assist in facilitating the exchanges. Some suggested best practices include: (1) the Region/CP hosting a teleconference each spring, prior to the summer high season, for the Wing/CPs to coordinate their visiting or hosting duties; and (2) for each wing to alternate hosting and visiting duties annually with a neighbor wing.

## 9.6. REPORTING REQUIREMENTS

**9.6.1. 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.

**9.6.2. 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.

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

9.6.3.1. *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 three years. These documents provide continuity for future encampments.

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

## 9.7. 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.



EDWARD PHELKA  
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, 2.3.2.4.	Via the Discrepancy Tracking System (DTS), upload a document identifying the next opportunity to participate in TLC and identify two seniors who plan to attend
SUI Tab B-1	2	Has the unit adopted 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.	Submit through the DTS specific and measurable goals to guide the unit through the next 6 months, at least
		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, 4.2.1.	
		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, 4.2.2.	
SUI Tab B-1	3	Are squadron meetings guided by a written schedule?	Provide the SUI team with schedules for the previous three months of weekly meetings	(Discrepancy): [xx] (B1 Question 3) Squadron meetings have not been guided by a written schedule IAW CAPR 60-1, 4.3.2.4.	Submit through the DTS at least one month's worth of written meeting schedules
		Do squadron meetings fulfill the minimum monthly content requirements?	Examine the schedules provided by the unit	(Discrepancy): [xx] (B1 Question 3) Squadron meetings do not fulfill the minimum monthly content requirements IAW CAPR 60-1, 4.3.2.2.	Submit through the DTS at least one month's worth of written meeting schedules
SUI Tab B-1	4	Does the unit offer at least one weekend 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 at least one weekend cadet activity per month, on its own or in cooperation with another unit IAW CAPR 60-1, 4.3.3.	Submit through the DTS an activity plan for the upcoming quarter