

Cadet Staff Duty Analysis Program

Sample Background Papers

All major (high-level) facets are mentioned in the paper, but itty-bitty details are not mentioned (e.g., cadets received email confirmations upon registering; funds were transferred to the wings in lump sums). What counts as "high level" and what's "itty-bitty?" Know your audience and provide the level of detail they need.

Subject matter is explained accurately. Here, detailed data on financials and the number of cadets participating reassures the reader that the author is being factual.

Paper is organized logically. Here, a chronological pattern is used: Background - Process - Impact, & Next Steps

Paragraphs begin with topic sentences; sometimes the paragraph contains a single sentence which reads like a topic sentence, conveying a single, succinct, clear idea.

Author's name and contact information is included. A cadet might use a slightly different format:

Name / Cadet Grade / Unit / Office Symbol / Email / Date

Title tells readers what the paper's subject is

INFORMATION PAPER ON

CADET ENCAMPMENT ASSISTANCE PROGRAM

The Cadet Encampment Assistance Program (CEAP, pronounced "seep") supported Air Force diversity goals by making encampments available to economically disadvantaged cadets.

1. Background

CEAP grew out of discussions at Corona '14 and the Chief's desire to do something meaningful in support of cadets.

AF/CVA and SAF/MR obtained \$490K in special funding to support CEAP during the 2015 summer season. To extend CEAP's reach, CAP augmented the \$490K of special funding with \$120K in regular O&M funds.

CEAP assistance covered encampment tuition (based on a federal per diem and actual lodging), transportation, and cadet uniform purchases managed via a voucher program.

Further, SAF/MR made Rand Corporation researchers available to assist CAP in measuring the effectiveness of the overall encampment program.

2. Process

Families self-identified their need for CEAP, and commanders validated requests via a confidential process.

Families who self-identified as recipients of federal assistance programs like Snap, WIC, Title I schools, etc., were classified as Priority 1 for assistance.

Families who self-identified as having two or more children enrolled in CAP, were unemployed during the previous year, or experienced other financial hardships were classified as Priority 2 for assistance.

3. Impact

Through CEAP, approximately 1,400 economically disadvantaged cadets from across the nation were able to participate in a week-long encampment where they developed leadership skills, explored STEM and military careers, learned about physical fitness, and recommitted themselves to the Core Values.

Approximately \$480K supported encampment tuition for 1350 cadets. Approximately \$83K supported uniform purchases for 800 cadets. Approximately \$37K supported transportation, safety and curriculum costs, for a total expenditure of \$610K.

One mom's testimonial: "Thank you for financially assisting our son to participate in encampment this year. I have been unemployed since June 2014. I am currently in the eighth of a twelve step hiring process with Homeland Security as a Transportation Security Officer. I would be honored to serve our county and to give back to so many who have helped our family, especially [our cadet]. Encampment will enrich his life!"

4. Next Steps

Staff is coordinating a follow-up meeting with AF/CVA and/or SAF/MR to thank them for their support, tell the story of how the funding made a difference, and inquire about funding for future years. Further, staff is continuing to work with the Rand Corporation to measure the encampment program's effectiveness.

Curt LaFond / CAP / CP / clafond@capnhq.gov / 29 July 15

The background explains that the USAF Chief of Staff got the program started by asking, "What can I do for cadets?" That contextual information helps readers understand why the program came to be.

Avoid acronyms and jargon, unless you're certain the reader(s) will be familiar with them. This paper was written for senior Air Force leaders.

A testimonial helps readers understand the human side of the program.

The paper is grammatically correct and free of spelling errors, thanks to careful proofreading and help from peer reviewers.

Finally, the hardest part: editing for brevity. A background paper needs to include all important information, but nothing more. If used as a "read-ahead" before an in-person oral briefing, the presenter can elaborate to meet the audience's needs and interests.

Cadet Staff Duty Analysis Program

Sample Background Papers

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Subject matter is explained accurately. Here, a reference to a booklet produced by a respected federal agency reassures readers that the program is built upon a solid foundation.

Paper is organized logically. Here, a thematic pattern is used: Goal - Benchmark - Strategy - Homepage - Conclusion

Title tells readers what the paper's subject is

Begin with the end in mind. The document starts off by stating the program's goal.

CIVIL AIR PATROL CADET PROTECTION PROGRAM

EXECUTIVE SUMMARY

Goal	To protect CAP members, especially cadets, from the potential for sexual abuse, hazing, and other forms of harm
Benchmark	CAP's program was revised in 2014 using <i>Preventing Child Sexual Abuse Within Youth-Serving Organizations</i> , published by the Centers for Disease Control and Prevention.
Strategy	To fulfill its goal, CAP pursues a 5-part strategy: <ol style="list-style-type: none">1. Screening. CAP requires all adults to submit fingerprints for an FBI criminal background check and to undergo a personal interview with the unit membership board before being accepted as members.2. Standards of Practice. CAP has established clear rules governing adult / cadet interactions, the keystone of which is "two-deep leadership," which limits a would-be abuser's ability to isolate and groom a potential victim for later abuse.3. Monitoring. Commanders monitor compliance with the standards of practice, try to "catch people doing things right," and when necessary, counsel members for "boundary concerns" when they deviate from the standards. Further, cadets serve as wingmen who speak up if their peer behaves unusually.4. Training. All CAP seniors complete Cadet Protection Training. Commanders complete an advanced course as well. Adults refresh their training every 48 months. Cadets participate in age-appropriate wingman training. Parents receive an in-person CAP orientation and are sent a <i>Parents' Guide</i>.5. Reporting. CAP has clear rules governing when members must report suspicious behavior to national headquarters, and CAP's policy is to cooperate fully with any law enforcement investigation.
Homepage	capmembers.com/cadetprotection
Conclusion	CAP's multi-faceted strategy is built upon the latest evidence-based practices and is as robust and effective as any youth protection program in the US.

Avoid acronyms and jargon. Here, unusual terms are placed in quotes ("two-deep leadership") and it is hoped that readers can decipher their essence in context.

Documents are digital, so why not include a hyperlink?

Curt LaFond / CAP / CP / 877-227-9142 x401 / clafond@capnhq.gov / 27 March 2017

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