

SCHEDULE

Seminar	Duration	Time Slot (excludes breaks)	Lead
Welcome	50	8:00 – 9:00	Curt
DCPs	1:15	9:00-10:15	Ned (Curt sets-up #18-19)
Support Programs	50	10:30 – 11:30	Curt
Lunch	90		
Supporting Squadrons	50	1:00 – 2:00	Ned. (Curt set-up #43)
Special Topics	50	2:00 – 3:00	Curt & Ned
Activities III - Part A	50	3:00 – 4:00	Ned
Activities III – Part B	45	4:00 – 4:45	Curt
Wrap-Up & Conclude	15	4:45 – 5:00	Curt



CIVIL AIR PATROL

Welcome Brief

TRAINING LEADERS *of* CADETS **ADVANCED COURSE**

PRESENTERS



Curt LaFond

Director of Cadet Programs
Maxwell AFB, Ala.



Col. Ned Lee, CAP

National Cadet Programs Manager
San Jose, Calif.

GOALS

Cadet Programs Officers prepared to administer a wing-level Cadet Program

Promote greater collegiality among DCPs and the National Cadet Team

OBJECTIVES

By participating in the course's briefings and discussions, each participant will:

1. Demonstrate a comprehensive awareness of the DCP's responsibilities
2. Identify what resources NHQ makes available to wings and describe best practices for maximizing them
3. Describe effective ways for training, monitoring, and evaluating, squadron-level people and programs
4. Describe effective ways to implement wing-level cadet activities, consistent with CAP standards

PRIORITY AUDIENCES

1. Newly-appointed wing DCPs
2. Experienced wing & region DCPs
3. Graduates of TLC Intermediate (space available)

CLASS SIZE Minimum: 8 Maximum: 15

GRADUATION REQUIREMENT Active participation in 5 of 6 sessions

BENEFITS TO INDIVIDUAL PARTICIPANTS

Professional development & increased effectiveness in serving cadets

Networking and opportunity to “steal” colleagues’ good ideas

Opportunity to contribute to discussions that could influence future cadet program projects; opportunity to share expertise and be heard

COURSE OUTLINE

0. Welcome Brief

1. The Director of Cadet Programs

What are the habits of successful DCPs?

2. NHQ Support Programs

What resources does NHQ make available, and how do you obtain and maximize them?

3. Supporting the Squadrons

How do effective DCPs serve the squadrons?

4. Special Topics

What challenges have you faced that your colleagues could learn from?

5. Cadet Activities III * two sessions

What activities are implemented at the wing level?

What are the recommended best practices for execution?

Seminars
45 min each*

*Staff stays extra
10 min. if needed*


COURSE FORMAT & DISCUSSION RULES

Informational briefing

50%

Discussion of best practices
& common challenges

50%



*Our goal for the
look & feel of
our time together*

Generally hold questions until the end of the slide

Pause for discussion and questions

Use the “raise hand” feature

Use the text feature to add a side comment

Privilege of non-attribution is in effect

INTRODUCTIONS

Who are you?

What do you do in CAP?

What do you do outside CAP?

Why do you serve cadets?



CIVIL AIR PATROL

SEMINAR

1

The Director of Cadet Programs

TRAINING LEADERS *of* CADETS ADVANCED COURSE

KEY QUESTION:

What are the habits of successful DCPs?

SEMINAR OUTLINE

1. Leadership Traits
2. Suggest Organizational Structure
3. Supporting the Commander
4. Subject Matter Expertise
5. Cadet Protection
6. Safety & Risk Management
7. Financial Management
8. Parents & Discipline
9. Missing Habits

**Read
pp. 46-48**

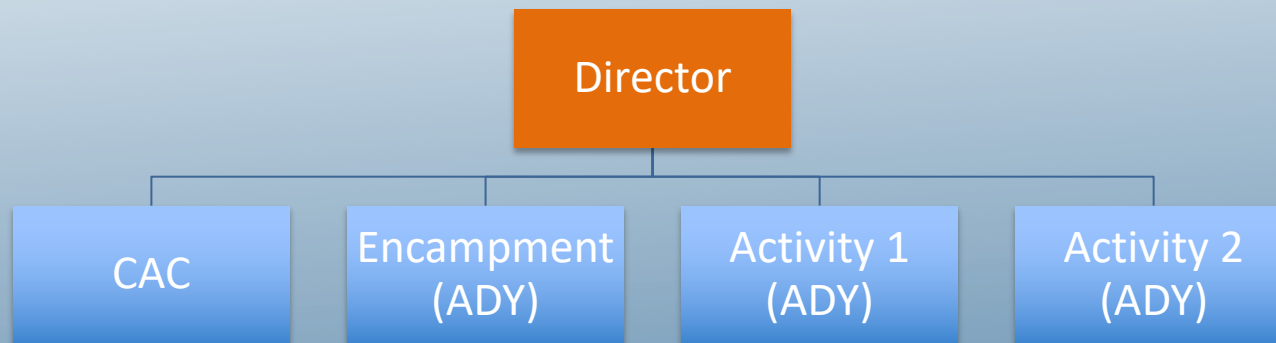
CAPP 60-11

Leadership Traits

1. Big picture perspective
not just “working with cadets”
program manager vs. project officer
what is the SECAF looking for?
2. Maturity
ability to develop peer relationships with fellow SMs, parents
ability to lead when issues get contentious
strategies for twentysomethings
3. Subject matter expertise
or ability to learn quickly



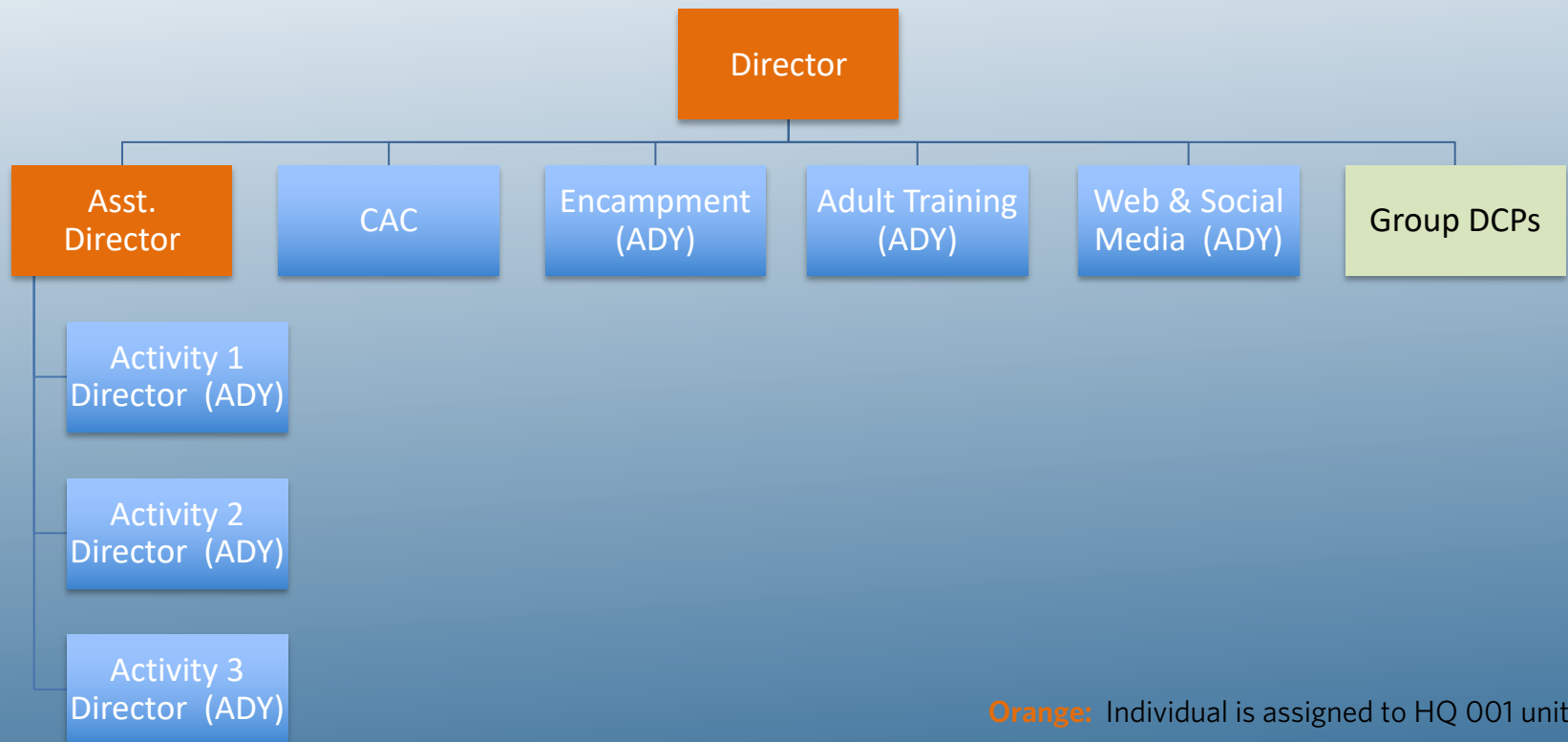
SUGGESTED STRUCTURE: Region or a Small Wing



Orange: Individual is assigned to HQ 001 unit

Q: Is it feasible for one person to be DCP and be supported by a couple ADY volunteers?

SUGGESTED STRUCTURE: Large Wing



Q: How should the Wing DCP and Group DCPs work together?

Supporting the Commander

1. Eyes and ears, showing the flag
 1. Squadron visits (more later)
 2. Presence at major cadet events
 3. Status of boss's right arm garners power, ability to influence
2. Policy & product review (NHQ down)
 1. Agenda items for national meetings
 2. Field testing, feedback on drafts
3. Approval review (Units upward)
 1. HAAs, Spaatz requests, COY nominations, SOM/SOD
4. Mediating parent / unit issues
 1. Authority on national-level standards
 2. Service recovery and mediation
5. Cadet discipline
 1. Keep cadet discipline out of IG channels when appropriate
 2. "Principal's office"
6. Running the CP shop
 1. Recommending personnel for wing staff, project officers
 2. Managing CP budgets

Q: What are the challenges to watch for in each category? What are the best practices?

Subject Matter Expertise

1. Authority on all cadet-related regulations, standards
2. Authority on suggested best practices
3. Skill in interpreting questions of policy and practice
... Answering the real question, not the asked question
4. Knowledge of other members having special expertise;
having a beefy Rolodex



How can you be sure that your subject matter expertise is current?

Cadet Protection

1. Monitor CPP standards at all cadet activities
2. Review CPP plans / chaperone plans for all wing activities
3. Intervene on boundary concerns; back-brief commander
4. Identifying significant problems warranting a leadership response (remedial training, closer supervision) and making that happen
5. The expert on “how to” fulfill CPP standards
6. Expert on norms of training intensity, actively monitoring and adjusting



How much impact can a DCP have on a wing's Cadet Protection Program?

Safety & Risk Management

1. Identifying hazards on cadet activities during planning cycle:
What could go wrong?
2. Ensuring local leaders are implementing safety controls at cadet activities (clothing, equipment, pre-training, reporting, etc.)
3. Re-evaluating success or shortcomings of safety controls
4. Participating in review of all mishaps / injuries; going beyond the superficial, asking "Why? . . . Why?"
5. Teaching cadets how to use the RM cycle so they develop that skill and habit, and involving them in RM process



SPECIAL DISCUSSION

Ratios

Cadet Officer School serves 120 cadets. By regulation, 2 seniors are needed, and no more. The American Camp Association requires a 10:1 ratio, as do the Young Marines.

Q: Do we need to adopt a ratio policy?

SPECIAL DISCUSSION

Repeat offenders

Boundary concerns are handled informally. A member could rack-up multiple boundary concerns.

CDC POLICY GUIDE: Act on infractions of your organization's CPP. If an adult has breached a policy, such as having contact with youth outside of your organization, your organization must take action, even when abuse is not suspected. The consequences of violating policies should be explicit and violations should be addressed immediately.

Q: How many near-misses are acceptable? Do we need a more formal system of tracking boundary concerns?

Financial Management

1. Developing / monitoring budget for cadet activities
2. Orientation flight budgets (more details later)
3. CEAP execution (more details later)
4. Fundraising / in-kind support for cadet activities
5. Coordinating with FM for bookkeeping support



What best practices do you suggest regarding finances?

Parents & Discipline

1. Speaking authoritatively about CAP policies and standards
2. Responding to parents' concerns about local leaders
3. Redirecting questions to local leaders, when appropriate
4. Mediating dust-ups between parents and local leaders
5. "Service recovery" when parents / families have a bad experience
6. Being attentive to units / individuals causing problems frequently
7. Resource for administering progressive discipline on significant incidents

Q: Who has a lesson learned to share about mediating a dust-up or doing "service recovery?"

Missing Habits

What other habits of successful DCPs can you envision?

What did we leave out?



CIVIL AIR PATROL

SEMINAR

2

NHQ Support Programs

TRAINING LEADERS *of* CADETS ADVANCED COURSE

KEY QUESTION:

What resources does NHQ make available, and how can you obtain and maximize them?

SEMINAR OUTLINE: NHQ Support Programs

1. CP's Annual Cycle
2. Financial Support for Individual Cadets & Activities
3. Award Programs
4. Communication
5. Taking Stock: Feedback to NHQ

CP's Annual Cycle

How do you maximize NHQ's resources?

Sept #1 month for cadet recruiting
QCUA begins 1 Sept
CAC term ends 30 Sept

Feb Winter NCSAs
Legislative Day
Cadet of the Year, SOM / SOD

Oct CAC term begins 1 Oct
Cyber Patriot registration
JLAB Academic Bowl registration
Winter NCSA applications
RCLS & CHA finance requests

Mar Arnold Air Society &
Silver Wings Conference

Jun High season for
Jul encampments & NCSAs
Aug

Nov Summer NCSAs announced
College & Flight Scholarships announced
"End of Season Memo"
encampment & NCSA lessons learned

Aug National Conference
"News & Innovations"

Dec Summer NCSA applications
Scholarship applications
Wing NCSA selections announced

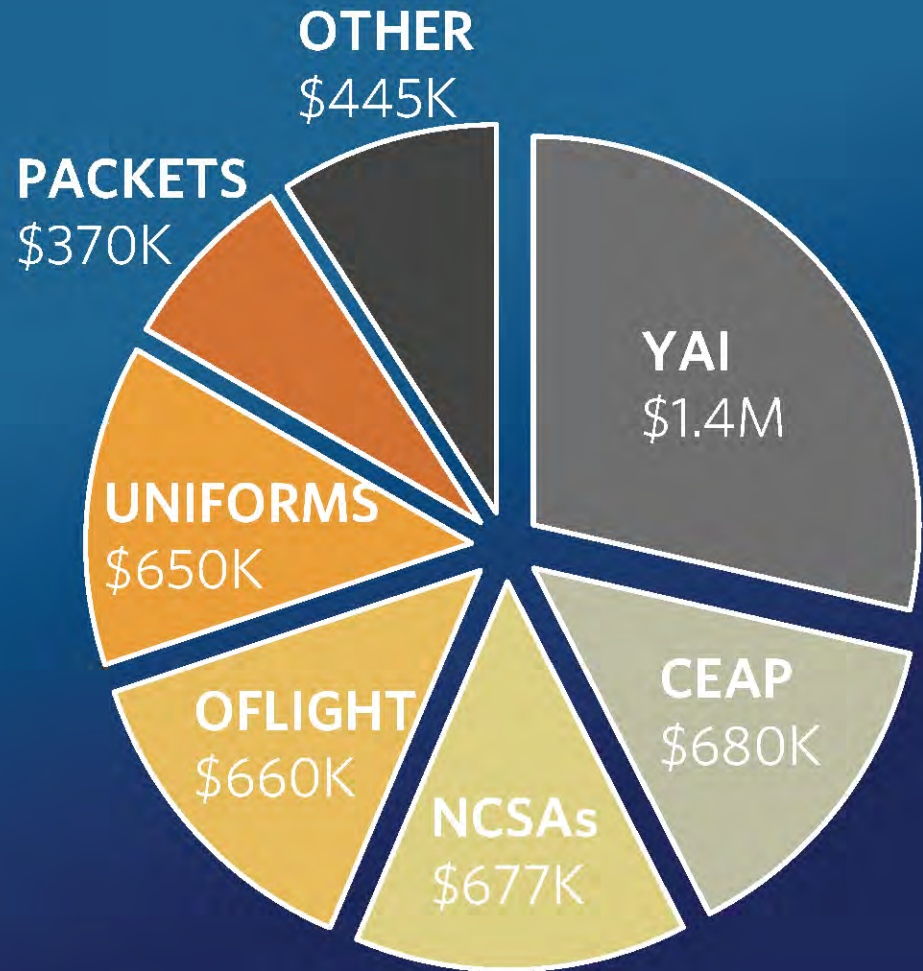
Q:

What does this annual calendar mean to you? What might you do with this?

How do you maximize NHQ's resources?

**EXPENSES –
CADETS / ALL COLOURS**

\$4.9M
Total



Q:

Are we allocating our resources properly? What would “properly” entail?



THE CADET FLIGHT PLAN

THE CADET FLIGHT PLAN

THE CADET FLIGHT PLAN

THE CADET FLIGHT PLAN

the CADET FLIGHT PLAN to AVIATION CAREERS

DETACH A
SUPPORT PROGRAM
TO YOURSELF

ADDITIONAL PROGRAMS

ADDITIONAL PROGRAMS

BASE CADET YEAR

MIDWINTER CADET YEAR

THIRD CADET YEAR

THE CADET FLIGHT PLAN

THE CADET FLIGHT PLAN

THE CADET FLIGHT PLAN

START HERE

THE CADET FLIGHT PLAN

the CADET FLIGHT PLAN

for AVIATION CAREERS



5 Go to encampment and interact with the Air Force; apply for **CEAP** funds to get help with tuition and uniforms, if needed



4 Study and advance through the cadet aerospace texts; try to earn the Wright Brothers Award by the end of your first cadet year



3 Take the controls during your first orientation flight - they're always free to cadets



2 Learn aerospace basics at weekly squadron meetings; ask which STEM kits are available



START
HERE

1 Enter the Cadet Program between ages 12 and 18



Sherron "Lia" Kimbrell
1st Female African-American
Fighter Pilot



Eric Bor
Astronaut



Nicole Malachowski
1st Female Thunderbird Pilot

FIRST CADET YEAR

Join CAP between ages 12 and 18, participate in a weekly squadron meeting (2 1/2 hrs), one "Saturday" activity per month, and a 1-week overnight activity each summer. Out of pocket expenses average \$300 to \$600 annually, but financial assistance is often available.

Read about the fundamentals of aerospace science - aerodynamics, engines, navigation, weather, etc., as you advance through a system of achievements designed to transform you into a "dynamic American and aerospace leader." Learn from a mentor and through hands-on activities. CAP's adult volunteers include many pilots and STEM experts. Make friends with other 20-minded youth who'll provide peer support during your journey.

Take the controls during an orientation flight in a single-engine aircraft or glider. You won't merely fly over your house, you'll progress through a syllabus, where each flight focuses on a different theme that reinforces what you've studied in the textbooks. Cadets sometimes are privileged to receive orientation flights in military aircraft or even balloons.

Attend a week-long, overnight encampment for an immersion into the full challenges and opportunities of cadet life. Interact with Air Force and aviation professionals as you explore a variety of aviation and STEM-related careers through tours and activities in the control tower, at the engine shop, or aboard a flight simulator.* Develop leadership skills to prepare for success in adult life. **CEAP** funds can help get you there.

*Activities vary based on the encampment host facility's resources.

SECOND CADET YEAR

Begin formal flight training in a single-engine or glider aircraft during a week-long flight academy, a cadets-only environment where the instructors are specially prepared to lead young aviators toward their first solo flight. Selection for CAP flight academies is competitive, so you'll need to have been participating in your squadron and ranking up to earn a slot. The **Take-Off Program** can help with your expenses.

Test-fly an aviation, space, or technical career field at a National Cadet Special Activity. While the encampment introduced you to the aerospace field at large, each NSCA concentrates on a single career field. You can explore a career in military aviation, engineering, aircraft manufacturing, space operations, cyber defense and other opportunities. Again, the selection process is competitive, so stay active in your squadron and keep ranking up as a cadet. The **Link Program** can help with your expenses.

THIRD CADET YEAR & BEYOND

Leverage your cadet experience as you enter college or the workforce. CAP offers college scholarships and the **Cadet Wings** program can help with training that leads to a private pilot's license.

If you're considering military service, the service academies and ROTC (especially USAFA and AFROTC) look favorably upon cadets who have worked hard in CAP and earned the Billy Mitchell Award. About 8% of USAF Academy cadets got their start in CAP, and CAP cadets have a special avenue for an USAFA appointment through our USAFA Preparatory School program. Finally, if you enlist in the Air Force and have earned the Mitchell Award as a cadet, you'll be promoted to Airman First Class (E-3) after completing Basic Training.

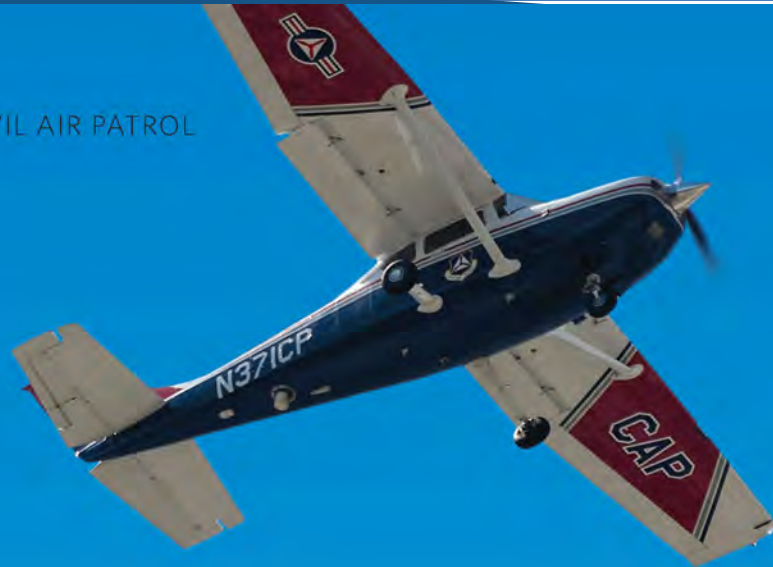
DETAILS @
GoCivilAirPatrol.com
/Scholarships

ASSISTANCE PROGRAMS

Cadet Encampment Assistance Program	Need-based program helping cadets with tuition and uniform expenses, possibly given to first-year cadets.
Take-Off Program	Mentor-based program supporting cadets at week-long powered and glider flight academies, possibly leading to solo flight.
Link Program	Need-based program supporting cadets at week-long career explorations (NSCA).
Cadet Wings Program	Mentor-based program for cadets pursuing a private pilot certificate; ultra-competitive... the jewel of cadet life.
College Scholarship Program	Mentor-based program supporting cadet education at colleges and career schools.



CIVIL AIR PATROL



THIRD CADET YEAR & BEYOND

SECOND CADET YEAR

SECOND CADET YEAR



6
Attend a cadet flight academy and fly solo; compete for the **Take-Off Program** to get help with expenses



7
Explore an aviation or STEM career at an NCSA; compete for the **Lift Program** to get help with expenses, if needed; try to earn the Mitchell Award by the end of your second cadet year



8
Compete for the elite **Cadet Wings** program, which covers expenses leading to a Private Pilot license; you'll want to have earned your Mitchell Award to be competitive



9
Compete for ROTC and Service Academy appointments; check out the University Aviation Association, uaa.aero; and also apply for the **CAP College Scholarship Program**



10
Enter the aviation profession and give back to the next generation of cadets

SNAPSHOT: CADET WINGS

3 Aug 19

Goal FY19	62
Completed	26
Did not complete	2
Enrolled	29 (57 total)
In-processing	5
Total Cadets	62

DISCUSSIONS

Maj Gen Smith on Aircrew Professionalism

We should be imparting a mindset.
Are we?

Publicity & Recruitment

What can wings do to help publicize
YAI programs?

Financial Support

1. Curry Blues Voucher

- Expires 45 days
- 72% earn Curry, 72% redeem voucher
- Best practice: ABUs at entry, earn the Curry, receive help on blues

2. CEAP

- Financial best practices (letter, 2016)
- Management by encampments

3. O-Flights

- Annual wing plan
- Region & Wing management
- Best practices

Q: What's the role of the DCP for these programs? Specifically, what do you need to do?

CEAP 2020?

Current process is manual

- Two-steps for Mom

- Labor-intensive for changes

Alternative?

- Cadet / Mom register with Encampment online

- Indicate need for CEAP

- On 1 May, encampment submits list to NHQ

- NHQ racks-and-stacks per priorities

- 15 May, all CEAP is announced

Financial Support

4. Cadet Honor Academy (Funding)

- Eligibility
- Process
- Tracking

5. Region Cadet Leadership School (Funding)

- Eligibility
- Process
- Tracking

Q: What's the role of the DCP for these programs? Specifically, what do you need to do?

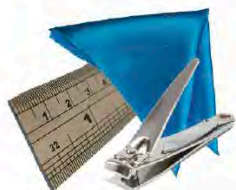
Award Programs: timelines & processes

1. Cadet of the Year
2. AFSA Cadet NCO of the Year
3. Squadron of Merit
4. Squadron of Distinction
5. Quality Cadet Unit Award
6. Sorensen Award



Next slide

Q: What's the role of the DCP for these programs? Specifically, what do you need to do?



TEN TIPS *for* LOOKING SHARP

1. Keep your insignia in a special place at home.
2. Prepare your uniform the night before you wear it.
3. Trim loose strings from buttons, pockets, and belt loops.
4. Use spray starch when ironing.
5. Obtain "enforcers" or put cardboard behind your ribbons.
6. Check your appearance in a full-length mirror.
7. Keep a small cloth with you to dust your shoes and brass.
8. Check your gig-line upon exiting a car or restroom.
9. Avoid leaning against anything while in uniform.
10. Ask your wingman to double-check your uniform, and return the favor.

CADET RIBBONS & BADGES

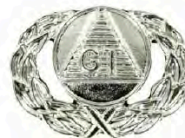
See CAPR 39-3 for information on how to earn these awards. All CAP ribbons are shown. A sampling of badges available to cadets is shown.



Solo Badge



Pre-Solo Badge



Ground Team Badge



Cyber Badge



STEM Badge



Model Rocketry Badge

ANNUAL CADET AWARDS

Listed below are some of the annual awards available to cadets. Award criteria is often flexible; also indicated is each award's suggested niche.

CAP Cadet of the Year

Best cadet overall, total membership duration

Air Force Association Award to Outstanding Cadets

Best first-year cadet

VFW Award to Outstanding Cadet Officers

Cadet officer lauded for leadership performance

VFW Award to Outstanding Cadet NCOs

Excellence from a younger cadet NCO

Air Force Sergeants' Association Award to Outstanding Cadet NCOs

Best overall cadet NCO, total membership duration

CAP Cadet of the Month Award(s)

Outstanding performance by a cadet airman or NCO during the preceding month

Communications

1. Website
2. Cadet Blog
3. Facebook, etc.
4. Proving Grounds
5. Toll-Free Number
6. "News & Innovations"
7. Webinars
8. National, Region, & Wing Conferences
9. CP Officer Welcome Emails
10. Field Services for DCPs **New**

FIELD SERVICES

New orientation program supports DCPs

We're trying to strengthen our relationship with Region and Wing DCPs. Toward that end, as new DCPs are appointed, we send a welcome kit via US Mail and contact them via phone to discuss ways we can work together. A follow-on call occurs 6 months later. This outreach effort is meant to complement the Wings' and Regions' relationships with one another, not replace them.



Col Virginia Nelson
Field Services Coordinator

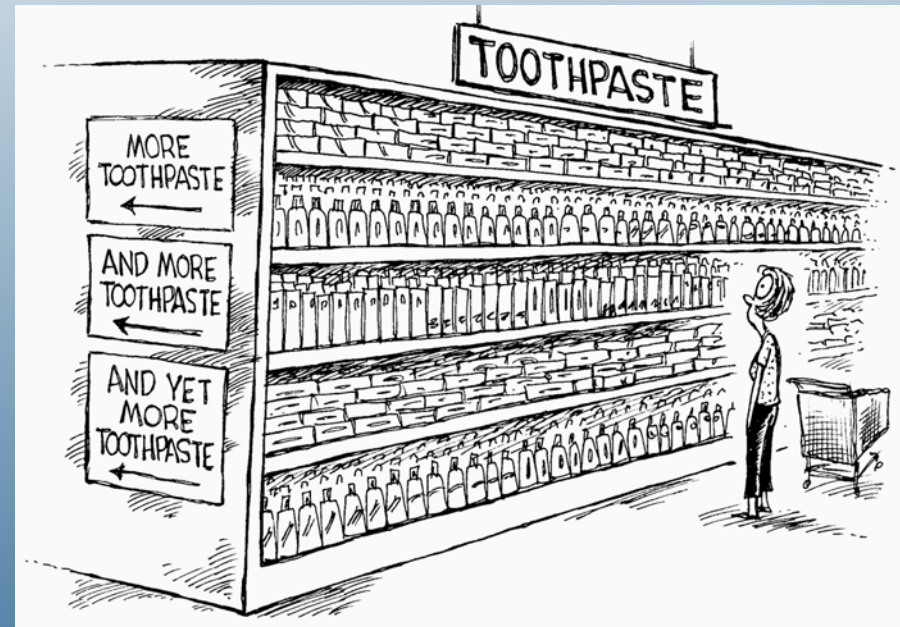


Maj Patricia Overman
Assistant Field Services Coordinator

Q: Feedback to NHQ: Are you receiving the information you need, and are you being heard?

Taking Stock: Feedback to NHQ

1. Are we providing the right support to
 - Individual cadets
 - Squadrons
 - Wings
2. How much “stuff” is too much?
At what point do new resources just add complexity?
3. If new support is needed, where?





CIVIL AIR PATROL

SEMINAR

3

Supporting the Squadrons

TRAINING LEADERS *of* CADETS ADVANCED COURSE

KEY QUESTION: How should DCPs support squadrons?

SEMINAR OUTLINE

1. Training
2. Evaluation: Squadron Visits
3. Management Tools

Training

1. Begins with training because 90% of the cadet program's success stands upon the cadets having well-trained adult leaders
 1. Youth Development Professional
 2. Knowledge of and fidelity to CAP program standards
 3. Knowledge of and fidelity to good pedagogy (need both)
2. Outreach to new CCs, DCCs
 1. Understand the job?
 2. What challenges are you facing?
 3. Point toward self-help solutions; increase awareness of resources
 4. Available on-call
3. TLC Basic & Intermediate
 1. Frequency
 2. Instructor quality
 3. Attracting all of the right students
 4. No shortcuts (single squadron, telephone based, tiny group, short schedule)
4. Awareness of who is in the specialty track, who the Masters are
 1. "Community of practice"

Evaluation: Squadron Visits

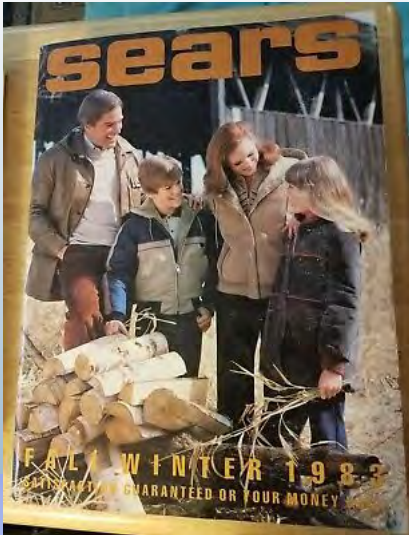
1. Site visit
2. Representing the wing commander
3. Collegial by self, staff, or trusted experts
4. Have a checklist
 1. Look-and-feel
 2. Quality of meeting's activities, hands-on
 3. Senior / cadet relations
 4. Availability for technical questions, mentoring with senior staff
 5. Share news of upcoming activities, Q&A with cadets
 6. Overall morale, attendance, awareness of top challenges
 7. Awareness of resources; working smart and doing things the easy way
5. Paper tiger: checking the reality of cadet life in a unit
6. Two-way communication

Management Tools

1. QCUA
2. Commander's Dashboard
3. eServices Reports

eServices show & tell

SPECIAL DISCUSSION



OUR MODEL SINCE 1964

Weekly attendance

Self-study of aerospace, leadership texts

Ranking-up

Summer programs reserved for active cadets

Should that be our model in 2025?



Homework

1. Think about a particular situation you encountered that challenged you as a Cadet Programs Officer.
2. Summarize the facts of the case in 150 words or less.
3. Identify 1 to 3 lessons learned.
4. NHQ provides examples
5. Email your cases to _____ by _____.



CIVIL AIR PATROL

SEMINAR

4

Special Topics for Our Community of Practice

TRAINING LEADERS *of* CADETS ADVANCED COURSE

KEY QUESTION: What have you learned from your experience?

SEMINAR OUTLINE

1. Each student summarizes a situation
2. What was the lesson learned?
3. NHQ case studies
4. Student case studies
5. "Community of practice"

The Late Arrival

A cadet's religious practices prohibit him from doing CAP training on Saturday, the day encampment begins. The cadet is able to arrive for encampment at dusk, 7pm. Local leaders rebuffed the family's request for an accommodation on the grounds that (1) the cadet would miss critical moments of encampment, and (2) the staff would face an undue burden for having to check-in a cadet separately.

Lessons Learned:

1. Unfair, per our nondiscrimination policy. Religious worship is a protected activity, so CAP must make "reasonable accommodations" for the family. Showing up a few hours late to a week-long program is reasonable. Having bed linens and some paperwork set aside for the late check-in is not an undue burden.
2. Missed Opportunity. We're trying to develop teamwork and leadership skills. The delayed arrival is actually a learning opportunity for flight staff and members. How will they fully welcome and integrate a member who is arriving after the flight has started to gel?
3. The DCP's role was to help the encampment staff understand #s 1 and 2.

Q: What if a ballgame would delay the cadet, not a religious obligation? Any difference?

The Silent Treatment

A cadet was succeeding in CAP and the mom had a great relationship with the local leaders. The family relocated and the cadet transferred squadrons. The mom felt she was under-informed about events at the new squadron and approached the senior staff for help. "In my old squadron, we were told what was going on, the parents had access to information. After all, mom is driving, so mom has a need to know. I'd like a stronger relationship with the adult staff." A young member of the senior staff responded, "We hold cadets to a higher standard. They are informed about events through their chain of command and are held accountable. It's for cadets to sign up, to pack the required gear, to take responsibility for their own participation as cadets. We do not talk to parents."

Lessons Learned:

1. False dilemma. We can allow the cadet chain of command to work, hold cadets accountable, and concurrently keep parents well informed and foster a positive adult-to-adult relationship.
2. Inability to develop an adult peer to peer relationship with the mom. "We don't talk to parents" is a tone-deaf response and suggests that the young senior might be great with cadets but needs to work on her adult-to-adult communication skills.
3. Extra help. With young senior members, it may be useful for other seniors to help with parent relationships. A senior who is a parent probably would not have said, "We don't talk to parents." A different approach would've been taken.

Q: We say we want to partner with parents. If so, how much should we "pay" to make that real?

The Bad Attitudes

A cadet arrived at a major activity having a bad attitude. When the activity director asked him to complete certain tasks, the cadet refused and started an argument. In response to such insolence, the activity director pushed back in a verbally aggressive manner. "At *my* activity, I do it this way!" What should have been a momentary challenge in dealing with a bad attitude escalated into a major issue where the activity director felt he had to dismiss the cadet if only to protect the integrity of his authority.

Lessons Learned:

1. De-escalate and point toward success. Cadets sometimes act-out, are disrespectful, and don't cooperate. Good leaders can (or at least will attempt to) de-escalate the situation, calm the anxious cadet, and redirect the cadet's behavior. Instead, this adult chose to add conflict to an already heated situation.
2. Secure in own personality. Powerful people don't have to tell others of their power; it is self-evident. An authoritarian, rank-centered leadership style is not only ineffective, it perhaps masks an insecurity. We need to select for leadership roles adults who can succeed even when situations become contentious. The missing ingredient here seems to be maturity and security in one's own personality and status as a leader.

Q: We don't want to "coddle" cadets, so is it reasonable to expect SMs to "de-escalate" situations?



CIVIL AIR PATROL

SEMINAR

5

Cadet Activities III

TRAINING LEADERS *of* CADETS ADVANCED COURSE

CONTEXT

1. TLC Basic: Squadron Activities
2. TLC Intermediate: Wing-Level Opportunities
3. **TLC Advanced:** Management of Wing & Region Activities

KEY QUESTIONS:

What activities are implemented at the wing level?

What are the recommended best practices for execution?

SEMINAR OUTLINE

1. Encampment
2. CEAP Management
3. NCSAs & CSAs

Session 1

-
4. TLC
 5. CAC
 6. RCLS

Session 2

ENCAMPMENT TRAINING INTENSITY

Video

Encampment

1. Goals

1. Individuals & Cadets as Teams
2. For the Wing's Cadet Program (centerpiece, affirmative action for weak squadrons)
3. Maximize participation by crossing borders; Region facilitate

2. Metrics

1. Squadron participation rate
2. Capacity rate
3. Critiques
4. AARs

3. Publicity

1. Road Shows
2. Countdown clocks & "chatter"

Q: What best practices do you recommend for maximizing encampment participation?

Encampment cont...

4. Program Quality

1. Set tuition that allows for a quality program (you're probably way too cheap!)
2. Working with Liaison Region
3. Fidelity to the curriculum; level of detail in daily schedule
4. Staff training: cadet cadre, & training officers
5. Food: variety, quantity, snacks
6. Well-planned, well-rehearsed Day 1 experience
7. Creative use of CEAP surpluses (staff training, cool activities, equipment needs, transportation)
8. National webinars

5. Region Leadership

1. Supervise, visit, quality check, best practices (self or via neighbor exchange)
2. Spread news of vacancies based on capacity rate
3. Review encampment report



What distinguishes an “excellent” encampment from a lackluster one?

OCTOBER 2019

Region Review of Training Plans. Compliance with this section (9.3.4) is encouraged but not required until 1 October 2019. 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.

ENCAMPMENT VISITOR PROGRAM (EVP)

Compliance with this section (9.5) is encouraged but not required until 1 June 2020. The encampment visitor program (EVP) promotes programmatic excellence, collegial cross-talk on best practices, and standardization, especially regarding training intensity.

1.1.1. 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.

1.1.2. 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).

1.1.3. 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.

1.1.4. Guidance for Visitors. Visitors use the program materials found at [GoCivilAirPatrol.com/Encampment Visitor](https://www.goCivilAirPatrol.com/EncampmentVisitor) to observe the host encampment's operations.

1.1.5. Timing & Duration. A successful visit includes at least 4 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.

1.1.6. 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.

CEAP Management

1. Initial approval by the squadron
2. NHQ processing
3. Best practices (end of year letter, 2016)
4. eServices
5. Funding restrictions
6. Payments & draftbacks



How are you using CEAP to improve your overall encampment program?

NCSAs & CSAs

1. Publicity
2. Will this cadet likely be successful? (Approved or Red Light)
3. Is this cadet one of my high-performers? (Green Light)
4. Selection boards
 1. Usefulness as an evaluation tool
 2. Learning opportunity for cadets
 3. Perverse logistical & financial challenges
5. How the Alternate list works
6. Working with eServices
7. CSAs & Accreditation
 1. Operated by Region or Wing
 2. Accreditation requirements
 3. Pros and cons of CSA status

What are good ways to implement wing activities?

Cadet Activities III

Session 2

CAC

1. Goals
2. Training: “Leadership in Committee”
3. Taskings
 1. Tasked by CC or DCP (CAC doesn’t dictate its own agenda)
 2. Suggested: Assign 2 to start and allow CAC to propose 1 of their own
4. Focus on echelon’s needs
5. Written work-products, oral briefs
6. Meetings: in-person, Skype, Go To Meeting, Google Hangout, free conference call, etc.
7. Myths:
 1. CACs feed one another up a CAC chain
 2. Need to have the chair represent at the next higher echelon
8. Measure of success: cadet learning, skill development, not track record getting their ideas approved



What success stories can you share about your CAC program?

TRAINING LEADERS OF CADETS

1. CP as the OPR
2. Frequency, staff requirements, reporting
3. No shortcuts: multiple squadrons, plenty of time for discussion



RCLS

1. Goal: Leadership skills in Phase III, indirect leadership
2. Relationship with COS: Both satisfy an Eaker pre-requisite, but the two programs are not equivalent
3. Frequency: At least once annually
4. Host unit: Region HQ, or farmed out to a wing
5. Eligibility: C/MSgt and up; cadets on cusp of officership and cadet officers
6. Curriculum: online
7. New for '18: Increased contact hours from 24 to 40, but it's up to the schools to provide the extra content.
8. New for '19: Service Academy, ROTC, Military College
9. Best practices: collocate with encampment or RSC; share facility, share instructors; work with local AF NCO school, local AFROTC

Q: How do you implement RCLS in your region or wing? What's unique about your program?

COURSE CONCLUSION

1. Student critiques
2. Graduation credit
3. Graduation certificate (US Mail)
4. Next steps