



Civil Air Patrol School Program

DRAFT



Civil Air Patrol

PREFACE

This pamphlet is a useful tool for school administrators to use in determining how to establish a Civil Air Patrol (CAP) Cadet Program in their school. It discusses the purpose and methodology of the CAP School Program (CAP SP), guidance on achieving program goals and objectives and anticipated end results.

For the purpose of this pamphlet, the term “School” refers to the State School System, District School System, local School System, or individual School that has approval authority for the CAP School Program. Other charter, military, private, or religious schools are also welcome to become part of this program.

Pamphlet Organization

The pamphlet is divided into three Sections that provide: an overview of CAP, the Drug Demand Reduction (DDR) program, and the CAP School Program; information on how the CAP SP program works; and CAP SP organizational responsibilities. A related publication, the *CAP MSI Administrator’s Guide* (currently under revision and to be renamed the *CAP School Program Administrator’s Guide*), provides more complete and detailed information on these and other aspects of the program and should be used once the school has applied and been accepted as a CAP SP unit.

5 Attachments

The pamphlet includes five attachments:

- Attachment 1, *Cadet Program Achievement Specifications and Awards* chart, which is a visual overview of the Cadet Program depicting the requirements for each achievement and milestone award.
- Attachment 2, *CAP School Program* tri-fold brochure, which is provided for school administrators to reproduce and distribute to obtain faculty, parent and student interest in the CAP SP.
- Attachment 3, *Application for Establishment of a CAP School Program Unit*, which school administrators complete to initiate the process of becoming enrolled as a CAP SP unit. The form may be locally reproduced.
- Attachment 4, *Memorandum of Agreement*, which school administrators complete and return after enrollment in the CAP SP. This provides the school and Civil Air Patrol a basis for initiating the CAP SP program.
- Attachment 5, *CAP Senior Member Professional Development Progression and Awards* chart, which is an overview of the senior member training program. It details the requirements of training and time in grade for the various progression levels and the training opportunities that are available.
- Attachment 6, *Cap Membership Options*, is a description of the various types of membership
- Attachment 7, *CAP Membership Dues Chart*, provides the cost breakdown of the various categories of dues for membership options.

Supplement

This pamphlet should be supplemented with CAP National Headquarters video entitled “Today’s Civil Air Patrol” (17:50), which is available in the CAP Bookstore (for catalog, call Customer Service at 1-888-834-1781).

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Section I

CAP SCHOOL PROGRAM OVERVIEW

CAP- a Corporation

1-1. Civil Air Patrol (CAP) was established 1 December 1941, as a private, nonprofit corporation of a benevolent character, incorporated by the United States Congress on 1 July 1946 (36 USC 40301-40307). On 26 May 1948, President Harry S. Truman signed Public Law 557 establishing CAP as a permanent civilian United States Air Force (USAF) Auxiliary. CAP and USAF maintain a civilian-military relationship that is based upon CAP's status as the USAF auxiliary. As such, CAP's services to the nation and USAF are voluntary, benevolent, and noncombatant. United States Air Force support to Civil Air Patrol includes funding, guidance, and oversight. Civil Air Patrol National Headquarters is located at Maxwell Air Force Base, Alabama; for additional information, see the CAP Web site at <http://www.cap.gov/>.

Purpose & Objectives

a. The purpose and objectives of CAP, as contained in Article V of its Constitution, are to:

- Provide an organization to encourage and aid American citizens in the contribution of their efforts, services, and resources in the development of aviation and in the maintenance of aerospace supremacy
- Provide an organization to encourage and develop, by example, the voluntary contribution of private citizens to the public welfare
- Provide aviation and aerospace education and training, especially to its senior and cadet members
- Encourage and foster civil aviation in local communities
- Provide an organization of private citizens with adequate facilities to assist in meeting local and national emergencies
- Assist the Department of the Air Force in fulfilling its non-combat programs and missions

Tax Benefits

b. CAP functions primarily on volunteer service provided by its members. As a Federally chartered non-profit organization, CAP is tax exempt under Section 501(c)(3) of the IRS Code. This entitles members to claim various expenses as charitable contributions. These may include membership dues, expenses for uniforms and training materials, out of pocket expenses while participating in CAP activities, mileage on personal vehicles, and travel and living expenses while participating in CAP activities.

Drug Demand Reduction Program

1-2. The Drug Demand Reduction (DDR) program, as part of Civil Air Patrol National Headquarters, is chartered with the responsibility to make CAP an environment that promotes and supports education, community involvement, social responsibility and respect for individuals.

Purpose

a. The CAP DDR program assists regions, wings and squadrons in ensuring strong cadet programs through prevention, education, opportunity and community outreach programs designed to reduce the potential for illegal/illicit drug use by Civil Air Patrol members, Air Force family members, DoD civilians, retirees, and school-age children.

Sponsorship

b. The CAP DDR program serves as a sponsor for all CAP School Programs (SP). The CAP SP meets the Air Force requirement of reaching family members and their associates. Non-sponsored school programs receive guidance and curriculum assistance as needed. For additional information, visit the CAP DDR Web site at <http://www.cap.gov/ddr>.



Drug Demand Reduction Display

CAP School Program Focus

1-3. CAP School Program

a. This is an innovative attempt to reach the youth of America in a way that teaches leadership, aerospace education, respect, manners and accountability while developing their potential as tomorrow's leaders. The program places CAP squadrons, or flights from a squadron, into middle schools and high schools during the day or as an after-school activity with help and support from a local host CAP unit. CAP SP maintains the same standards as the regular CAP Cadet Program available throughout the nation; only the location, audience and time the program is conducted are different. The program is achieving growing success in both urban and rural schools.

Background

b. The CAP SP starts with the sixth grade students and provides students an opportunity to join and participate in the activities of the Civil Air Patrol that they would not be able to do otherwise. Cadets are provided instruction in aerospace education, fundamental leadership theory and application, physical fitness, and character development that may not be available to their peers. Additionally, they receive training in emergency services, communications, safety, model rocketry, flight orientation, and other training and social activities.

The first CAP sponsored middle school program was formed just outside the gates of Kirtland AFB near Albuquerque, New Mexico. Initially formed with donated uniforms from the Navy, this concept was later assimilated as a CAP DDR initiative to fill the leadership/citizenship training void. Starting with one school, Wilson Middle School, the program expanded to 70 students in three middle schools. CAP school program was conducted as part of the Social Studies class that incorporated the standard Cadet Programs curriculum into the process. Cadets wore the CAP uniform to school one day a week, much like the JROTC program. This model resulted in a draft Memorandum of Understanding between the New Mexico Wing, Civil Air Patrol and the Albuquerque Public Schools. Fifteen of the 70 cadets earned scholarships (approximately \$10,000 each) to the New Mexico Military Institute – a first.

The Florida Wing established a pilot program working with public middle schools to enhance the 1995-96 Safe School Appropriation by the Florida

An Out-of-the-box
Experience

Program Rewards
and Benefits

Changed
Troublemakers

Legislature. In Coral Springs the Chief of Police endorsed a pilot program as "an activity-filled environment that attracts young people to do positive things that benefit themselves and their community. The young people who go through the program definitely develop into excellent role models.



Inspection of Barracks and Cadets

They learn to be leaders and responsible young adults who are goal oriented and respectful of others. They tend to develop as very positive youth leaders who contribute to our community." The program has expanded into 14 schools, including high schools, with many cadets currently involved.

The largest middle school program is in North Carolina, where they have more than 430 cadets and 50 senior members enrolled as of March 2004. The School superintendent in Tonopah, AZ has made it a goal to establish a CAP School Program in every middle school and high school in the school district. Texas Squadron 802 has the largest number of cadets enrolled in a single school program totaling almost 200 cadets.

c. CAP's School Program offers schools a ready to use, structured program that will provide a positive leadership experience for students. The aim of the school program is completion of the 16 cadet program achievements over a six-year period. The highest achievement is the Spaatz Award. Upon completion of Achievement 16, cadets will be well versed in aviation and space, fundamental leadership theory and application, physical fitness, citizenship, safety, and other training activities that are challenging, fun and the envy of their peers. The bottom line is that through CAP, we can offer America's youth hope for a successful future and show them how to achieve their goals and aspirations.

1-4. CAP SP provides a positive impact on the students. The numerous individual and unit success stories cited by principals/vice principals/instructors fully justifies the CAP SP, particularly in those communities that need to instill integrity, volunteer service, excellence, respect, discipline and leadership standards in their young students. Participation and wearing the CAP uniform have instilled pride, discipline, and better attitudes and behavior in the cadets. One principal stated that he routinely uses cadets as escorts, ambassadors, hosts and hostesses for visiting guests because they display better manners than other students. Cadets remain in the program because they want to wear the uniform, enjoy the excitement of flying, and appreciate the discipline that the program offers. For the most part, non-CAP students seem to admire the cadets and look up to them for leadership. Additional first-hand examples follow.

a. A squadron commander/instructor at one unit, monitors school disciplinary records of each cadet. In the short time cadets have participated in the program, there are numerous success stories. Several cadets who were consistent

Increased Participation
in Community Service

troublemakers prior to joining CAP SP now have more pride and better attitudes and behavior records. This has also stimulated interest by non-CAP students.

b. Another principal indicated that their CAP SP unit performed over 90 hours of community service during the past year. Specifically, he mentioned their participation in a Veteran's Day celebration at the school where the cadets wore their blue service uniforms and hosted the veterans. The color guard performed and one cadet sang the national anthem. Veterans displayed war mementos and explained their significance to the cadets. The school received numerous letters of appreciation from the veterans citing the courtesies that were extended to them by the cadets.



Getting Promoted

New Gang

c. A unit commander/instructor stated that last year there was an unruly gang in their school. The next year the CAP SP implementation replaced the gang with commendable results. He indicates that cadets enjoy belonging to a group that has a purpose and conducts many interesting and fun activities, such as field trips, bivouacs, orientation flights, encampments, color guard performances, etc. After they do something correctly, a commendable comment makes them feel good about themselves.

Improved Discipline
and Attendance

d. At one CAP SP unit that has over 90 cadets and is located in a low-income urban neighborhood, discipline and class attendance at the school was a major problem. As an incentive, the CAP SP instructor established an aggressive cadet flight orientation program through wing headquarters and the local airbase. One day per week, he selects 10 cadets to participate in cadet flight orientation rides. Cadets also have discussions with pilots about flight operations and support equipment. Lunch is provided in the Airman's dining facility. To qualify, cadets must maintain a satisfactory record of academic achievement, attendance in all classes, and a favorable discipline record. When their name reaches the top of the list, if they do not qualify, they drop to the bottom of the list and try to improve their performance so they can qualify at a later date. This is a very successful incentive program that has influenced discipline, attendance and performance records of all students.

Exceeds Expectations

e. Most CAP SP units achieve more than the principal's initial expectations. This is directly attributed to the unit commanders/instructors that have dedicated themselves to making the program a success. They willingly and enthusiastically volunteer their time, money and talents to the program for the benefit of the cadets. Their reward is seeing improvement in each cadet's attitude, self-esteem, performance in and out of the classroom, respect for others and teamwork. Also, wing headquarters' personnel, group staff members, local host squadron personnel

Summary

and other volunteers contribute extensive support to achieve these commendable results.

1-5. The CAP SP is very much on track and in-line with the most up-to-date and progressive policies addressing the needs of our nation. Basically, what CAP SP offers through its youth program is long-term mentoring, development of life skills and guiding hand to success. The bottom line: the CAP SP program offers America's youth hope for a successful future ... and shows them how to accomplish this!



Cadets Tour the USS Wisconsin



Section II

How the Program Works

A Winner for the Students and the School	<p>2-1. Being a CAP SP cadet is an exciting opportunity and participating in the program is a rewarding experience. The CAP School Program has the potential of exposing thousands of younger students annually to the possibilities of flight. In addition to associating with outstanding people and realizing individual accomplishments, CAP amply rewards cadets for their successful efforts. Successful progression in the cadet program determines not only a cadet's CAP grade, but also his or her eligibility for other activities and valuable scholarships. Cadets may qualify to take flight instruction leading to a private pilot certificate or attend special courses hosted by the United States Air Force. Cadets who achieve the Mitchell Award at the conclusion of CAP 3 are eligible for pay grade E-3 (Airman First Class) upon enlistment in the Air Force.</p>
Enrollment Prerequisites	<p>2-2. Cadet Enrollment</p> <p>a. Applicants for CAP SP cadet membership must meet the following prerequisites:</p> <ul style="list-style-type: none">• Twelve years old or attending the sixth grade• Enrolled in selected school with a satisfactory (C or better) record of academic achievement• United States citizen or alien lawfully admitted for permanent residence in the US and its territories and possessions or any lawfully admitted non-citizen residing in the United States who has been specifically approved by CAP National Headquarters• Good moral character
Application	<p>b. Students enrolling in the CAP School Program complete CAP Form 15, <i>Application for Cadet Membership in Civil Air Patrol</i>. Attached to the application form is a blue service uniform request voucher that is also completed and mailed as part of CAP Form 15, along with the appropriate enrollment fee (see attachment 7). A free membership is offered to needy cadet applicants that are eligible and qualify for the free lunch program. Experience has shown that cadet membership fees instill a sense of personal investment resulting in more reliability and follow through while participating in CAP SP activities. When the application is approved by Civil Air Patrol National Headquarters, the cadet will receive a packet of training material for the first three years of the program. Also, a blue service uniform is sent separately to the cadet (subject to funds availability).</p>
Supply Items	<p>c. Battle Dress Uniforms (BDUs), additional blue service uniforms and other supply items may be obtained through the wing/group/host unit's supply officer. Other sources are, but not limited to:</p> <ul style="list-style-type: none">• Mail Order from Wright-Patterson AFB (see CAPM 39-1, <i>Civil Air Patrol Uniform Manual</i>, for procedures and address)• Air Force base military clothing sales store (must have current membership card during time of purchase)• Civil Air Patrol Bookstore• Military base thrift shops• Commercial military surplus stores
Wear of Uniforms	<p>d. As members of Civil Air Patrol, CAP SP instructors and cadets wear the CAP uniform at least one day per week during school hours; some wear it every day that they have CAP SP classes. Uniforms are also worn during very special school occasions. The general policy is that the uniform cannot be worn unless they are</p>

**Customs and
Courtesies**

complete and properly tailored. Haircuts, body piercing, etc., usually become less of an issue because the cadet will do almost anything to wear the uniform.

e. Many students will be attracted to the CAP School Program because of its military ambiance. As a member of an auxiliary of the USAF, you can expect to follow the traditions, standards, customs and courtesies agreed to and accepted by the Air Force and CAP. CAP SP adheres to customs and courtesies to create a sense of unity and mutual respect among its members. These have evolved as a result of the need for order, as well as the mutual respect and sense of fraternity that exists among military personnel and CAP members. Customs and courtesies apply to all CAP members and reflect pride and professionalism.



Getting Ready for Inspection

Curriculum

2-3. A crucial component of the CAP School Program is its standardized curriculum that requires completion of 16 achievements and four milestone awards in six years. Specific requirements must be accomplished before receiving credit for each achievement. The program includes: a three-week orientation course; leadership; aerospace education; drill and ceremonies; safety; character development; physical fitness; and other training and social activities. The CAP SP curriculum is based on a logical progression from the Cadet Program Achievement Specifications and Awards chart (see Attachment 1). The curriculum consolidates CAP requirements into training schedules and lesson plans focusing on development of well-qualified cadets. If a cadet relocates to another CAP SP school or regular CAP squadron, he or she should see similar CAP operations and training activities. The 16 achievements and four milestone awards are segmented into CAP SP years in the following sequence:

- CAP 1 (6th grade) - Achievements 1 and 2
- CAP 2 (7th grade) - Achievements 3, 4, and 5
- CAP 3 (8th grade) - Achievements 6, 7, 8, and Mitchell Award
- CAP 4 (9th grade) - Achievements 9, 10, 11, and Earhart Award
- CAP 5 (10th grade) - Achievements 12, 13, and 14
- CAP 6 (11th grade) - Achievements 15, 16, Eaker Award, and Spaatz Award

**Cadet Training
Leadership Training**

2-4. Requirements

a. Leadership training is conducted during each achievement. Leadership training takes each cadet through the process of becoming a dynamic, forward-looking leader in tomorrow's world. The process takes the cadets from followership to leadership based on United States Air Force doctrine. Tests, based on the *Leadership: 2000 and Beyond* text, require a passing grade of 70 percent or higher. A cadet cannot proceed to the next CAP grade until each respective achievement is passed.

Aerospace Education

b. Aerospace education is another part of each achievement. Aerospace education is a combined book and activity program. Flight, space and general science is covered along with mentoring and instructing. The ultimate goal of aerospace education in all schools, as in CAP, is to provide students with

information on aerospace matters. This will help them become capable of making the best possible conclusions as to the directions our country should take with regard to aerospace education, space utilization, air transportation, space exploration, aerospace research, and other aerospace concerns. Model rocketry activities supplement and enrich the aerospace education instruction. Most achievements and milestone awards require passing an aerospace education test as part of completing that achievement or milestone.



Model Rocketry Class

Drill and Ceremonies

c. Drill and Ceremonies is an integral part of leadership training and is taught and practiced throughout the curriculum. Each cadet is expected to learn and perform drill movements. Included is training for color guard, flight formation, and learning to command a drill formation. Military drill is a methodology for developing leadership and military unit cohesion. An efficient drill instructor must be proficient in the performance of military drill before he or she can effectively instruct the subject. Time is allotted for step-by-step instruction and performance/critique. Additionally, each cadet is given the opportunity to drill others as a method of increasing his or her individual leadership capabilities.

Physical Fitness

d. The goal of cadet physical fitness training is to develop cadets toward a basic level of physical fitness that will help them to accomplish the activities and missions of daily life and to meet the achievement requirements of the cadet program. Each achievement and the Spaatz Award require passing the physical fitness test, which consists of sit and reach, sit-up, pushups, and mile run events.

Character Development

e. The goal of character development instruction is to provide a framework for future moral leadership lessons and develop sensitivity and strong commitment to moral and spiritual values. It focus is on the CAP core values of *Integrity, Volunteer Service, Excellence, and Respect*. In addition, the concept of values is discussed to help cadets understand (and explain to others) why values are so important. Topics related to the core values are AIDS, Trust, Teen Suicide, and Grief and Loss. Other topics of basic concern and of current relevance to cadets in their school environment complement this program.

Safety

f. The goal of safety training is to develop CAP SP cadets into knowledgeable, safety conscious members of the unit. An effective safety program requires each member of the unit to assume the role of “unofficial” assistant safety officer. Prior to planning any activity, SAFETY FIRST should be considered as paramount. Safety meetings are scheduled at least monthly. The HQ CAP monthly *Ops Brief* newsletter covers topics related to seasonal events (e.g., cold weather search operations, heat exhaustion, fire prevention) and other subjects may be found in CAP Regulation (CAPR) 62-1, *Civil Air Patrol Safety Responsibilities and Procedures*.

Staff Duty Analysis

g. In CAP 4 through 6, Staff Duty Analysis is another part of the leadership training and is a study of a particular staff position. The cadets develop and use various materials and resources that they will receive when they reach this point in their training.

Senior Members

2-5. Senior Membership

Support Groups

a. Adults, called senior members, are the support backbone of the CAP School Program and help administer, manage, supervise, and instruct the program. Having multiple senior members participate allows the various CAP SP requirements to be sufficiently distributed so the program does not overburden any one person. Administrators that delegate CAP SP responsibilities to several senior members have a greater opportunity to establish and execute a successful program.

Senior Member Categories

b. There are five categories of senior members: Active, Patron, Retired, Aerospace Education Members, and Cadet Sponsor Members. Each category has different eligibility requirements, authorizations, and restrictions. Of primary concern to the CAP School Program are Active Senior Members and Cadet Sponsor Members.



Senior Members Coordinating Training Activities

Active

1) A member who regularly attends CAP SP meetings, performs a specific duty assignment, meets training requirements, and participates in the activities of his or her CAP SP unit is considered an Active Senior Member. Active Senior Members may wear the CAP uniform and compete for grade advancement. Initial membership fees range from \$38.00 to \$69.00, which includes training materials; annual fees thereafter are approximately \$5.00 less and are subject to change annually.

Sponsor

2) A Cadet Sponsor Member is a parent, grandparent or legal guardian of an active CAP SP cadet, assigned to the same unit as their cadet child, grandchild or ward. Parents are a rich source of assistance for the unit. Their natural interest in the program due to their child's participation makes them an ideal audience. They can assist the CAP School Program with adult supervision, transportation, and overnight chaperons. Annual membership fee is \$20.00.

Prerequisites

3) Membership Prerequisites:

- Possess the desire, willingness, and capability to promote the objectives and purposes of CAP SP
- Must be at least 18 years old (Active duty military members of the armed forces can join CAP as a senior member at any age)
- United States citizen or alien lawfully admitted for permanent residence in the US and its territories and possessions or any lawfully admitted non-citizen residing in the United States who has been specifically approved by CAP National Headquarters
- Honorable discharge from service
- No felonies or pattern of arrest

Instructors Qualifications

c. **Instructors**

1) CAP SP instructors must be willing to become CAP senior members and devote the required amount of time, enthusiasm, and preparation to ensure a successful program. The importance of finding the right persons to work with the CAP SP unit cannot be overemphasized. The success of the program will be attributable more to leadership than to any other single factor. If possible, enlist a person with CAP or military experience to be the unit commander or at least to

help with drill and ceremonies, wear of uniforms, customs and courtesies, organization, etc. In addition to recognized leadership abilities, the following qualifications are desirable:

- Energetic individual interested in service to the community
- Interest in aviation
- Management experience
- Military background
- Capable of working with teenagers
- Interest in youth programs
- Good moral character

Training

2) Details of the training requirements for Civil Air Patrol Senior Member Professional Development are outlined at Paragraph 3-2b 1) below. An orientation training course should be arranged for all senior members associated with the CAP School Program at least three months prior to the start of the school year. Use of wing and local host unit personnel as “train-the-trainers” is a good method of having the benefit of personal experience coupled with knowledge of the requirements of a military-type program. Rehearse the instructors to ensure they know and understand what is expected of them prior to the start of the school year.

Multi-year Instructors

d. There should be a lead CAP SP instructor for each year/level of CAP instruction. Ideally, the lead instructor that starts CAP 1-level instruction should continue with CAP 2-level instruction with the same cadets the following school year; and, another instructor should be designated to lead CAP 1-level instruction with new cadets that following year. This same progression should continue for the start of CAP 3-level instruction, after which there will be a lead instructor for each of the first three CAP levels. For school systems that continue the CAP School Program at the high school level, a similar system should be established for CAP 4 through CAP 6.

Valuable Local Resources

2-6. Within the local community, there are several valuable resources to consider for executing the CAP School Program. These can include active duty military, retired military, college ROTC, and high school JROTC personnel. Each would be extremely helpful with leadership, drill and ceremonies, and other instruction. All persons interested in or planning to work with the CAP School Program should attend orientation training. Additional resources are:

Host CAP Unit

a. The local host CAP unit is one of the most important resources for the CAP School Program. It is a unit that has been established within the guidelines and regulations of Civil Air Patrol. The members of the local host CAP unit are all volunteers and can provide answers to many questions, provide guidance and help in establishing the CAP School Program within the school system. CAP National/Wing Headquarters can provide contact information for your host local unit.

Veterans Groups

b. VFW, American Legion, Air Force Association, Military Wives Clubs, etc., can also be helpful. Determine if any members would be interested in donating time, equipment, or funds towards helping with the various aspects of the program. Former members of the military are a rich source of help and information on the military side of the instruction. Of course, the ideal solution is to find a civic organization willing to sponsor a CAP SP unit as a group project.



US Army Captain Guest Instructor

Volunteer Organizations

c. AARP, Volunteer America, Ham Radio

	Clubs, etc., are also a good resource for volunteers. There are many aspects of managing and teaching the program that volunteers can do. Solicit someone to help with the paperwork, issuing uniforms, putting items together for a lesson, cleaning up, etc. These will become your most treasured members.
Church	d. Ministers and Members. Explore the possibility of a minister becoming a Moral Leadership Officer for the program. Every CAP SP unit is encouraged to have either a Chaplain or a Moral Leadership Officer for the moral leadership instruction as well as a person the cadets and senior members can turn to whenever necessary.
Community Organizations	e. Boy Scouts, American Red Cross, Salvation Army, Eastern Star, etc., can help Determine if any members would be interested in teaching various aspects of the program. Some suggested community areas to contact are the aerospace education members in your area, the Chamber of Commerce, prominent business persons, religious leaders, and the mayor or city councilmen.
School Resources	f. School administrative staff and other teachers are often interested in helping. Do not overlook those within the school that are willing to help. Plan to contact as many school teachers/leaders/parents as possible to help you find prospective adults and students that are interested in becoming new members.
During School or as an After School Activity	2-7. School administrators will have to decide if they want to execute the CAP School Program as a during-school or after-school program. While dependent on each school's environment, the following considerations will help in making an appropriate decision.
During School	a. During-school programs have greater success in executing CAP 1, CAP 2 and CAP 3-level training simultaneously because they can provide more time to the CAP SP curriculum. Normally, during-school instructors are monetarily compensated as part of their schoolteacher role. Instructor and cadet attendance is better controlled, which insures the cadets receive all the required instruction on schedule. Generally, CAP SP classes substitute for social studies, physical education, or an elective and meet three or four times per week. Class schedules are arranged to allow CAP SP cadets from all CAP levels assemble as a unit, to conduct uniform inspection and receive instruction on the common curriculum, such as drill and ceremonies, physical fitness, moral leadership, and safety. Separately, lead instructors for each CAP level teach the other curriculum items (leadership lab, aerospace education, etc.) to meet the achievement training requirements for their respective level. This arrangement is similar to a JROTC program.
After School	b. After-school and evening programs are usually conducted during a two or three-hour period once per week. After-school instructors volunteer their time and talents to the CAP School Program, which, without financial restitution, could put the program's longevity at risk. Administrators should consider providing a stipend to schoolteachers that assist the CAP School Program. The program competes with other after-school activities, which causes sporadic attendance. Consequently, cadets miss important instruction and, therefore, remedial training impacts on the limited time available. Similar to during-school, class schedules are arranged to allow CAP SP cadets from all CAP levels to assemble as a unit for formation, conduct uniform inspection and receive instruction on the common curriculum. Separately, lead instructors for each CAP level teach the other curriculum to meet the achievement training requirements for their respective level. Parents and volunteer support groups are more readily available during after-school and evening hours. A few schools with after-school and evening programs are considering the merits of converting to a during-school program so it does not have to compete with other after-school activities.
Training Materials	2-8. Training Materials

CAP Publications	<p>a. After CAP National Headquarters approves the request to become a CAP SP school, the new unit will receive the necessary CAP regulations, manuals, forms, and a CAP seal. MSI-specific documents are available on the CAP SP Web site at http://capmsi.cyprusweb.com for downloading. They include, but are not limited to, CAP SP Administrator's Guide; CAP SP Training Schedules and Lesson Plans; Listen, Learn and Lead Training Manual; and Lessons Learned Report. Additional CAP items, e.g., books, insignia, other uniform items, and many other items may be purchased through the Civil Air Patrol Bookstore.</p>
CAP Administrator's Guide	<p>b. The CAP SP Administrator's Guide is a tool that has been developed primarily for the CAP School Program. The publication provides a compressive guide for establishing and maintaining a CAP unit in a school environment. It addresses "how to" as well as detailed information on what should be accomplished prior to and after the unit is formed. It guides senior members through the process of starting a CAP SP unit and other essential information necessary to ensure its continued success. It discusses the process from planning a CAP SP unit, through setting it up, getting it started, and putting associated plans into action. Also, the guide provides details on setting up administrative and logistic procedures, including instructions on completing and using selected forms.</p>
Training Schedule	<p>c. The training schedule is an aid to use to determine when each lesson plan is to be presented. The proper and continuous use of the CAP SP training schedule is important. It organizes a logical sequence of required training events that have to be accomplished to complete the various CAP achievement levels necessary for cadet promotion and advancement. The training schedule is divided into two semesters of 18 weeks each. Each week has one, two, or three lesson plans. The training schedule for each year includes all required achievement activities, such as physical fitness, leadership, aerospace education, moral leadership, etc.</p>
Lesson Plans	<p>d. Based on the training schedules, lesson plans are provided to accomplish the achievement activities. The lesson plans are detailed instructions for presenting each subject, complete with handouts and transparencies (slides) if required. Each lesson plan provides the CAP SP year, semester and week at the beginning of each lesson plan. This is followed by the name of the course, lesson title, length of lesson, method, references(s), materials needed for that lesson, and objective and behavior. Handouts should be reproduced for distribution to each cadet at the appropriate time. For some lesson plans, transparencies are included for use with an appropriate projection system.</p>
Listen, Learn, and Lead Training Manual	<p>e. The Listen, Learn and Lead Training Manual was designed for use by CAP SP instructors, senior cadets, and senior members as they conduct training and other associated activities. Also, the leadership manual will help senior cadets develop their individual leadership qualities and skills. Although there is a wide variety of books and literature written on the subject of leadership, there is also a growing need for qualified leaders in both the military and private communities. The manual seeks to stir cadets' interest in leadership and to encourage them to develop their individual leadership qualities early in life. The manual brings together leadership information from several Civil Air Patrol, United States Air Force, United States Army, and other government publications as well as publications oriented toward the business, academic, faith, and sports communities.</p>
Lessons Learned Report	<p>f. During 2001, CAP DDR conducted an on-site evaluation of several middle schools participating in the CAP School Program. The Lessons Learned Report summarizes numerous results and benefits that can be achieved as revealed by those that have hands-on experience in administering and executing the program. Also, the report outlines various lessons concerning the initiation and implementation of the program. For those schools considering initiating the CAP</p>

Weekend/Summer Training Activities

School Program, you may use this report to determine how these benefits and lessons could be applied to your particular school environment.

2-9. The CAP School Program includes weekend and summer training activities. These are a critical part of the cadet's training. They provide opportunities to meet and work with cadets from other locations throughout the state, region, and nation. Each cadet should be encouraged to participate in these activities. Generally, CAP SP units participate with a local host squadron that assists in weekend/summer training activities and provides a source of subject matter experts for specialized instruction. CAP SP units work with wing headquarters to arrange cadet flight orientation rides, glider training, encampment, and other activities. The options for weekend and/or summer activities are:

Years 1 - 3

a. CAP 1 – CAP 3:

- Flight Orientation Rides
- First Aid: CPR, First Aid, and Blood Borne Pathogen Classes
- Weekends: Emergency services training, attend practice or actual search and rescue missions, two-way radio communications, and any other wing training opportunities and activities
- Summer: Attend a summer encampment, wing training opportunities and activities and/or national cadet special activities
- Required: An Encampment for the Mitchell Award at the end of CAP 3

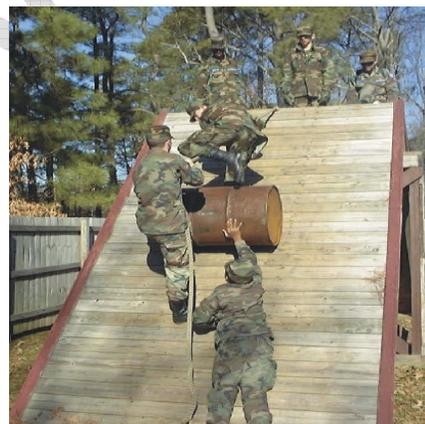


First Aid Training

Year 4

b. CAP 4:

- Flight Orientation Rides
- Weekends: Emergency services training, attend practice or actual search and rescue missions, two-way radio communications, and any other wing training opportunities and activities
- Summer: Attend a summer encampment or Cadet Leadership School, wing training opportunities and activities and/or national cadet special activities



Leadership Problem Solving
Obstacle Course

Years 5 - 6

c. CAP 5 – CAP 6:

- Flight Orientation Rides
- Weekends: Emergency services training, attend practice or actual search and rescue missions, two-way radio communications, and any other wing training opportunities and activities
- Summer: Attend Cadet Leadership School or Cadet Officer School or complete the CAP Officer Course, wing training opportunities and activities and/or national cadet special activities

- Required: Cadet Leadership School, Cadet Officer School, or completion of the CAP Officer Course prior to the end of CAP 6 and before the Eaker Award can be presented

Lessons Learned

Planning

2-10. Lessons Learned

a. Every school environment is different just as each student is different. Therefore, what works for one school may not work for another school. Start planning early and the basic principle of “walk before you run” applies in all situations. Stimulate faculty, parent and student interest while the upcoming sixth grade students are still in the fifth grade. A tri-fold CAP SP brochure (see Attachment 2) is provided for administrators to reproduce and distribute to obtain interest in the program. Complete the planning, preparation and enrollment process, to include training the instructors, during the summer months prior to the start of the school year.

Recruit Senior Members

b. One middle school principal recruited seven teachers to assist him in administering and executing the program; none had previous CAP or military experience. They were trained on the details of the CAP School Program through instruction arranged by the wing CAP-US Air Force Liaison Officer. The eight volunteers became CAP senior members and each is assigned specific responsibilities for planning and executing the program. The principal is the public affairs officer and is responsible for squadron transportation requirements and communications and emergency services instruction. The vice principal is the squadron commander and is responsible for administration and supply activities. One senior member is a science teacher and is responsible for aerospace education instruction. Another is the testing officer and instructor for leadership lab and assistant instructor for aerospace education. Two other senior members supervise drill and ceremonies, which is primarily instructed by Army ROTC instructors from the local university and a volunteer Army reserve noncommissioned officer. Two other senior members assist in other capacities as needed, such as arranging field trips, cadet orientation flights, glider training and other cadet training and social activities.

Cadet Enrollment

c. Limit enrollment to 30 cadets or less during the first year of the program in order to properly establish and maintain personnel records and other administrative details and have a better opportunity for success in getting started in an orderly fashion. Some units require the students to demonstrate good academics and obtain recommendations from past teachers before they can apply. Screen sixth-grade CAP SP applicants and accept quality over quantity. Filling the quota is fine, but quality is much more important. Select students that are committed and can achieve CAP School Program objectives. Establish a waiting list for future participants if necessary. Also, consider the qualifications of the CAP senior members who will fill critical CAP SP positions in your unit.

Logistics

d. The logistic operation of unpacking, sizing, accounting for and issuing uniforms and ordering the necessary accouterments requires time consuming, detailed and continuous management. Units that enroll more than 30 cadets during the first year of the program have difficulties in getting all the cadets properly sized and outfitted in an expeditious manner. In one unit, a senior member brings her sewing machine to unit meetings to adjust uniforms and sew on nametapes. In another unit, the unit commander acquired a sewing machine from the Home Economics Department and positioned it in her permanent CAP SP classroom; cadets sew on their own patches, nametapes and other uniform accouterments.

Classrooms

e. Training Facilities
 1) In some schools, classrooms that are normally used for other studies (e.g., math) are made available for unit meetings. Consequently, instructors

maintain a transient status and hand carry the necessary training materials from classroom to classroom. In this case, the instructor has a more difficult time in establishing the esprit de corps that is common in military organizations.

2) Some schools provide a dedicated classroom for the CAP School Program. This allows the instructor to arrange and decorate the classroom to best suit the needs of the CAP School Program and develop a squadron/flight headquarters environment for the cadets. At one school, the instructors and cadets decorated the classroom with camouflaged curtains and wall hangings. A parachute, model airplanes and rockets are suspended from the ceiling and colorful US Air Force and CAP posters, pictures and associated book displays enhance the classroom. The principal and vice principals often bring visitors and parents to observe the classroom as an example of a model program. Also, the classroom attracts other non-CAP students who then inquire and develop an interest in the CAP School Program.

Leadership Roles

f. Units should be structured as a flight organization where cadets perform assigned leadership responsibilities as cadet flight commander, cadet flight sergeant, cadet element leaders, physical fitness coordinator, and supply officer. Cadet leadership assignments are rotated so all have an opportunity to serve in a leadership position. They use the cadet chain of command to distribute information, maintain discipline and order, develop and lead physical fitness activities and maintain equipment and supplies.

Unit Formations

g. Units that commence meetings with a unit formation and uniform inspection, as outlined in the CAP SP curriculum, instill more discipline and orderly conduct in the cadets for the remainder of the training period. Unit formations require cadets to be silent, act in a military manner and be attentive to the commands issued by the commander. This procedure reminds cadets that they are in a military-type organization in which personal standards and expectations are higher than other school classes. Also, units that march in formation to respective classrooms, physical training and other associated training areas maintain this discipline during movement and the follow-on training session (plus receive additional drill practice). Consequently, cadets tend to sit erect in their seats, be more respectful during the meeting and listen more attentively during the instruction.



Uniform Inspection

Color Guard

h. Most schools have an active color guard program and cadets perform for school and community activities. The cadets like to perform color guard duties and it is a good marketing tool for the CAP School Program. In some units, cadets raise and lower the school flags daily; others march in local parades. Generally, color guard training and duties are reserved for the more senior and experienced cadets. This acts as an incentive for junior cadets to stay in the CAP School Program and provides them with aspirations as a future cadet.



Color Guard Presents the Colors

Display Area

i. Some schools provide the unit access to a window display area or trophy case in a high-traffic common area in which cadets are able to display US Air Force and CAP awards, posters, memorabilia, newspaper articles and other items to stimulate interest in the CAP School Program. This is a good marketing tool for the program.

Faculty Orientation

j. After enrollment, administrators should work with wing staff personnel to provide a basic orientation about the CAP School Program and its standards to all school faculty members. This could be accomplished during routine school board or faculty member meetings. Faculty members should have a clear understanding of the specific CAP regulations, policies, procedures, standards, customs and courtesies, etc., necessary to establish and operate a military-type program. They should be informed of the role, purpose and requirements of the CAP School Program, with the goal of supporting the program. They should be aware that cadets and instructors must meet grooming standards and other CAP requirements. Also, they should know that CAP SP instructors have squadron meetings, cadet orientation flights and other tasks that go well beyond classroom requirements.

Squadron Responsibilities	<p>trained and knowledgeable of CAP rules and regulations. The wing commander will review and, after approval, forward the request for charter to CAP National Headquarters. The wing commander will ensure that all the required information is included on the charter request and the appropriate amount is enclosed. After approving the request for charter, the wing will send the request and monies to CAP National Headquarters for action.</p>
State School System	<p>4) The most important source for the success of a SP unit getting started and flourishing is the local squadron or “host unit.” This unit is an established regular CAP unit that will become the primary contact for assistance, guidance, and instructions to the administrators of the new SP unit. SP units are encouraged to work closely with the local units as well as participate in the wing and region training activities.</p> <p>b. Not every state has a state school system, but relies on district or local school systems. It is important that clearance from the proper school system is received prior to starting a CAP SP in the middle, junior high or high school. Ensure that all requirements, as dictated by the responsible school system in the local area, are followed.</p>
District School System	<p>c. In some areas, the schools are under a district school system as well as a local school system with the district school system being the approving authority for all school programs. A middle, junior high or high school should express interest in SP, through the appropriate school system, to the DDR office at CAP National Headquarters. CAP National/Wing Headquarters will select middle schools to join CAP SP. It is important for selected schools to continue their commitment with all those involved in the program and its activities.</p>
School Responsibilities	<p>3-2. Middle, junior high and high school administrators interested in establishing a SP program should complete, sign and mail the <i>Application for Establishment of a Civil Air Patrol School Program Unit</i> (see Attachment 3) to the address on the application. The school should have the necessary personnel and facilities that can be dedicated to the SP program. These include classrooms, drill area, storage area, methods to produce and show slide or overheads, reproduction capabilities, and most importantly, sufficient personnel to administer the program. Additionally, schools are encouraged to allocate financial resources to the SP program because of the benefits they reap from the program. Experience has shown that schools that financially support the SP program are more committed to its success. With minimal investment, expanded leadership and educational opportunities can be pursued to further cadet interest and improve the end results of the SP program.</p>
Principal	<p>a. Once the school has been approved for the program, the principal or designated representative becomes the chief facilitator for ensuring that SP moves forward with the full support of the school administrative staff, instructors, parents, and students. He or she completes signs and mails the <i>Memorandum of Agreement</i> (see Attachment 4) to the address on the memorandum. The principal’s primary sources of information for establishing and executing the program are the wing commander and local host unit commander. The Wing Commander will</p>

Senior Members

approve the selection of the Squadron Commander and complete a CAP Form 27 to establish a new unit. This form, along with the appropriate fee, will be sent to CAP NHQ/LMPR for processing.

b. Second to the principal in importance are the instructors (referred to as CAP senior members) that will administer the SP program. The SP program requires an informed, active senior membership trained in leadership, management, and functional tasks.

Professional Development Training

1) The Senior Member Professional Development Program prepares members to serve their units, their communities, and their nation. It is comprised of five progressive levels of training and is briefly explained below. Also, see Attachment 5, *Civil Air Patrol Senior Member Professional Development Progression and Awards* chart.

Level I – Orientation

a) Level I training provide the new senior member with information required for active membership in CAP. This level consists of the Orientation Course and Cadet Protection Program Training. Shortly after joining CAP, the member receives a collection of pamphlets and manuals from the CAP Bookstore that make up the senior member handbook. Members should study these materials prior to attending a Level I Orientation Course presented by appointed Level I instructors from the wing or host unit. The Level I Orientation Course provides basic information about the CAP program and consists of video and instructor presentations. Upon completion of the Orientation Course and Cadet Protection Program Training, members receive the Civil Air Patrol Orientation Program Certificate. CAP requires completion of Level I training and six months of senior member duty performance for promotion to the grade of Second Lieutenant.

Level II – Technical

b) In this level, the member acquires a technical skill and begins receiving basic training in leadership and management topics. CAP presents study material in pamphlets called Specialty Track Study Guides. Each member, in coordination with the unit commander and unit senior program officer, selects a specialty based on individual interests and the needs of the unit. Squadron Leadership School, a formal course, trains squadron-level members to perform their squadron jobs and introduces leadership and management techniques. Level II training also includes the Air Force Institute for Advanced Distributed Learning CAP Senior Officer Course. Completion of Level II results in the award of the Certificate of Proficiency. CAP requires completion of Level II training and time-in-grade for duty performance promotion to the grade of Captain.

c) Senior members desiring to serve in CAP management positions train at this level. Completion of Level III requires attending a Corporate Learning Course and other specialized requirements. Successful completion of Level III training makes the CAP member eligible for the Grover Loening Aerospace Award. CAP requires completion of Level III training and time-in-grade for duty performance promotion to the grade of Major.

Level IV – Command and Staff

d) This level concentrates on members desiring to become leaders in CAP. Every wing and region commander, and those members being groomed to replace them, should complete Level IV. CAP requires members to complete Region Staff College at this level. Members unable to attend a Region Staff College may complete the USAF Squadron Officer School by correspondence or any of the

Level V – Executive

professional military education equivalents listed in CAPR 50-17. Completion of all requirements in Level IV training entitles CAP members to receive the Paul E. Garber Award. In order to receive a duty performance promotion to the grade of Lieutenant Colonel, members must complete Level IV training and time-in-grade requirements.

e) Those performing duty as commanders or staff officers train at this level. This level concentrates on advanced leadership and management subjects. To complete this level, members attend the National Staff College. Members unable to attend the college may elect to complete the USAF Air Command and Staff College by correspondence or any of the equivalents in CAPR 50-17. Successful completion of Level V training qualifies the CAP officer for the Gill Robb Wilson Award. NOTE: CAP requires members to earn the awards accompanying the various levels of training prior to being recommended for duty performance promotions.

Other Training Opportunities

2) CAP offers numerous senior member training opportunities, including the Air Force Institute for Advanced Distributed Learning, as well as CAP resident courses. Each year, the *Civil Air Patrol News* lists national training opportunities in the January edition. Senior program officers should give this annual list the widest possible publicity by reviewing it at unit meetings and posting it on the unit bulletin board and encouraging members to attend these activities.

DRAFT

ATTACHMENT 1 – CADET PROGRAM ACHIEVEMENT SPECIFICATIONS AND AWARDS

Cadet Program Achievement Specifications and Awards

PHASE	ACHIEVEMENT	PHYSICAL FITNESS	LEADERSHIP	AEROSPACE EDUCATION	MORAL LEADERSHIP	GRADE		
Motivation	Orientation					Airman Basic C / AB		
THE LEARNING PHASE	1 Maj Gen John F. Curry	Cadet Physical Fitness Test (CPFT)	Chapter 1	No Test Required	Discussion Must participate in at least half of the moral leadership forums offered since the completion of the last achievement.	Airman  C / AB		
	2 Gen HH 'Hap' Arnold		Chapter 2	Any Module		Airman First Class  C / A1C		
	3 Mary Feik		Chapter 3	Any Module		Senior Airman  C / SrA		
WRIGHT BROTHERS AWARD	Comprehensive Written & Performance Exam		No Test Required	Staff Sergeant  C / SSgt				
THE LEADERSHIP PHASE	4 Capt Eddie Rickenbacker		Chapter 4	Any Module		Technical Sergeant  C / TSgt		
	5 Charles A Lindbergh		Chapter 5	Any Module		Master Sergeant  C / MSgt		
	6 Gen Jimmy Doolittle		Chapter 6	Any Module		Senior Master Sergeant  C / SMSgt		
	7 Dr. Robert H. Goddard		Chapter 7	Any Module		Chief Master Sergeant  C / CMSgt		
	8 Neil A. Armstrong		Writing & Speech Assignment	No Test Required				
	GEN BILLY MITCHELL AWARD		Comprehensive Leadership & AE Exam			Second Lieutenant  C / 2d Lt		
	THE COMMAND PHASE		9 Flight Commander	Chapter 8		3 Chapter Block	Must serve as an AE Mentor during this phase	Must serve as a Recorder and Discussion Leader once during each of these phases
10 Administrative Officer			Chapter 9	3 Chapter Block				
11 Public Affairs Officer			Chapter 10	3 Chapter Block				
	AMELIA EARHART AWARD		Comprehensive Leadership & AE Exam			Captain  C / Capt		
THE EXECUTIVE PHASE	12 Leadership Officer		Chapter 11	No Test Required		Must serve as an AE Instructor during this phase	Must serve as a Recorder and Discussion Leader twice	Major  C / Maj
	13 Aerospace Ed. Officer	Chapter 12	No Test Required					
	14 Operations Officer	Chapter 13	3 Chapter Block					
	15 Logistics Officer	Chapter 14	3 Chapter Block					
	16 Cadet Commander	Chapter 15	3 Chapter Block					
	GEN IRA C. EAKER AWARD	Writing & Speech Assignment & CCS, RCLS, or AFLADL-13 Required	No Test Required	Lieutenant Colonel  C / Lt Col				
GEN CARL A. SPAATZ AWARD			Comprehensive Exam	Comprehensive Exam	Essay Exam	Colonel  C / Col		

CAPVA 52-1 April 2003 Previous editions are obsolete

CAP CORE VALUES

Integrity, Volunteer Service, Excellence and Respect

CIVIL AIR PATROL CADET OATH

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.

CADET HONOR CODE

We will not lie, steal, or cheat,
nor tolerate among us anyone who does.

CIVIL AIR PATROL MOTTO

Semper Vigilans - Always Vigilant

THE THREE MISSIONS OF CIVIL AIR PATROL

1. **The Cadet Program** - To develop and motivate the youth of the country to leadership and responsibility in the community, state, and nation, through an interest in aviation.
2. **Aerospace Education** - To educate the general public in the fields of aerospace history, power, and technology.
3. **Emergency Services** - To provide humanitarian assistance in peacetime and domestic disasters, as well as civil defense and military services in a national emergency.



Visit <http://www.cap.gov/ddr> for more information.

Cadet Membership

Being a CAP school cadet is a rewarding experience and completing the program is an extraordinary achievement. All applicants for CAPSP membership must meet the following prerequisites:

Twelve years old or attending the sixth grade
Enrolled in selected school with a satisfactory (C or better) record of academic achievement

United States citizen or alien lawfully admitted for permanent residence in the US and its territories and possessions or any lawfully admitted non-citizen residing in the United States who has been specifically approved by CAP National Headquarters/DP

Good moral character

Cost of first year membership is dependent upon the region and wing location and includes one blue uniform and books.

Adult Membership

Senior Members

Aerospace Education Members

Cadet Sponsor Members

Cost of first year membership is dependent upon the region and wing location

Chartering a New Squadron

A new squadron should have at least three senior members and 12 cadets to be chartered.

For more information on how to start the Civil Air Patrol Cadet School Program at your school, contact:

**CAP National Headquarters
Drug Demand Reduction Office**

CAP NHQ/LMPR
105 S. Hansell Street
Maxwell AFB, AL 36112
(334) 953-4237/8562



Civil Air Patrol School Program

Providing a Positive
Leadership Experience for
Your Students



Civil Air Patrol Program

The Civil Air Patrol School Program (CAPSP) offers your school a ready to use, structured program that will provide a positive leadership experience for your students. CAP will provide you with a detailed administrator's guide, training schedules and lesson plans that offer young people the opportunity to receive training and education in the following areas:

- Aviation and Space
- Citizenship
- Drill and Ceremonies
- Leadership
- Physical Fitness

This program places Civil Air Patrol units in the school and offers the option to meet either during the school day or as an after-school activity. This insures the highest level of participation by the children who have the most trouble getting transportation to evening meetings.

The CAPSP curriculum has the potential of exposing thousands of children annually to the possibilities of flying and careers in the aerospace industry.

School



The most crucial component of the CAPSP program is its standardized curriculum that consolidates all Cadet Program requirements into training schedules and lesson plans. Each session is two hours in length; there are 18 sessions per semester and 36 sessions per school year.



The aim of the CAPSP program is completion of the 16 cadet program achievements over a six-year period. The highest achievement is the Spaatz Award. Upon completion of Achievement 16, cadets will be well versed in aviation and space, fundamental leadership theory and application, physical fitness, citizenship, safety, and other training activities that are challenging, fun and the envy of their peers.

"I have witnessed the pride and confidence that these young men and women show in their association with the CAP. There are several students actively involved that have had severe disciplinary problems in many other areas of their lives. They are developing self-discipline and personal pride." Brian Hudson, Principal, South Middle School, St. Peters, Missouri

The Civil Air Patrol Drug Demand Reduction Program (DDRP) assists School Program Squadrons to instill an aggressive, positive, drug-free attitude in Civil Air Patrol members, AF families, DoD civilians, and school-age children through a comprehensive program that:

- Promotes CAP as a positive community service lifestyle
- Focuses on drug abuse education, prevention and awareness
- Provides positive activities as an alternative to drugs and gang violence
- Encourages youth to remain in school

The CAPSP has shown that:

- **Cadets are actively involved in DDR**
- **Cadets have a lower lifetime prevalence of alcohol, tobacco and other drug use***
- **Cadets have a higher protective factors scores**

*Information based upon a CAP commissioned *Communities That Care® Youth Survey* conducted in 2001 by Channing L. Bete Co., Inc., with comparisons to the *Monitoring the Future* annual study of middle school students or the *CTC Matched Comparisons*.
Used with permission



ATTACHMENT 3 – APPLICATION FOR ESTABLISHMENT OF A CAP SCHOOL PROGRAM

APPLICATION FOR ESTABLISHMENT OF A CIVIL AIR PATROL SCHOOL PROGRAM UNIT

Return form to: Civil Air Patrol National Headquarters/LMPR, 105 South Hansell Street, Building 714, Maxwell AFB AL 36112

By direction of the governing authorities of _____
(School District or System)

I, _____, hereby apply for active consideration for establishment of an Civil Air Patrol
(Superintendent)

School Program Unit at _____
(Name of School)

Date	Telephone Number <i>(Include Area Code)</i> ()	Address of Superintendent
Signature of Superintendent		

SCHOOL INFORMATION

Name of Principal	Address of School
Telephone Number of School <i>(Include Area Code)</i> ()	

Type of School <i>(Indicate Grades)</i>					Number of School Days Per Year	Number of Periods Per Day	Number of Minutes Per Period
<input type="checkbox"/> Elementary School Grades _____	<input type="checkbox"/> Middle School Grades _____	<input type="checkbox"/> Junior High Grades _____	<input type="checkbox"/> High School Grades _____	<input type="checkbox"/> Combination Jr/Sr High School Grades _____			

Accreditation Agency	Date of Most Recent Accreditation
-----------------------------	-----------------------------------

Enrollment by Grade			Average Accession Rate During Last Three Years (Percentage)		
Sixth	Seventh	Eighth	Sixth	Seventh	Eighth
Ninth	Tenth	Eleventh	Ninth	Tenth	Eleventh

Inclusive Grades for the CAP SP program: <input type="checkbox"/> 6-8 <input type="checkbox"/> 6-11	Does the School Offer Aerospace Education Courses? <input type="checkbox"/> Yes <input type="checkbox"/> No
CAP SP Curriculum Is Approved For Credit Toward Graduation (During-school Program ONLY) <input type="checkbox"/> Yes <input type="checkbox"/> No	

Is There a Civil Air Patrol Unit in the Local Community? <input type="checkbox"/> Yes <input type="checkbox"/> No	Main Content of Aerospace Education Courses
Name and Address of Local CAP Unit	

ATTACHMENT 3 – APPLICATION FOR ESTABLISHMENT OF A CAP SCHOOL PROGRAM

Number of Proposed CAP SP Staff (List names below. Use additional paper as needed)	Number of Proposed CAP SP Students	Type of Credit Proposed for CAP SP Course
Names of CAP SP Staff		5.
1.		6.
2.		7.
3.		8.
4.		

CLASSROOM, OFFICE, STORAGE AND DRILL AREAS

Classroom Space Is Available <input type="checkbox"/> Yes <input type="checkbox"/> No	Instructor Office Space Outside the Classroom is Available <input type="checkbox"/> Yes <input type="checkbox"/> No
Size of Proposed Storage Area (400 SQ FT Suggested)	Storage Area is Well Ventilated, Dry and Secure <input type="checkbox"/> Yes <input type="checkbox"/> No
Location of Drill Areas (Inside and Outside)	Size of Drill Areas (4500 SQ FT Minimum)
Drill Area Surface (Outside) <input type="checkbox"/> Grass <input type="checkbox"/> Pavement <input type="checkbox"/> Dirt	Drill Area Surface (Inside)

COMMUNITY FACTORS

The School Is <input type="checkbox"/> Rural <input type="checkbox"/> Suburban <input type="checkbox"/> Metropolitan	Community Support Potential
Name, Type and Location of Nearest Air Force Installation	
Distance (Miles)	
Give Reason(s) Why Your School Wants CAP SP	
Comments That May Enhance Your Application (If additional space is required, continue on blank sheet of paper and attach.)	

MEMORANDUM OF AGREEMENT

(Mail to: Civil Air Patrol National Headquarters/LMPR, 105 South Hansell Street, Building 714, Maxwell AFB AL 36112)

1. PARTIES: "Civil Air Patrol" and "CAP" refer to Civil Air Patrol, a charitable, non-profit corporation chartered under 10 USC 40301 and following through its state wing as identified in the signature block at the bottom of this agreement. **“School” refers to either the State School System, District School System, local School System, or individual School that has approval authority for the CAP School Program (CAP SP) as identified in the signature block(s) at the bottom of this agreement.**

2. PURPOSE: This MOA sets forth, defines and establishes mutual agreements, understandings, and obligations by and between School and Civil Air Patrol for a during-school and/or after-school Civil Air Patrol cadet program. The program promotes character building through citizenship, physical fitness, aerospace education and a drug free, anti-gang alternative lifestyle.

3. TERM: This MOA establishes the basic working agreement between CAP and School. It defines the responsibilities that shall be effective upon the date of the final signatures of all parties. This MOA will be reviewed annually, no later than the last day of the first full month following the end of the school year. If neither party indicates a need to amend the document within 30 calendar days of the anniversary date of the agreement, the agreement is automatically renewed. If either party desires an amendment, they must notify the other party of the change and draft the changes 30 days prior to the anniversary date of the agreement. If agreement on a change is not completed prior to the anniversary date, the agreement is terminated unless both agree to continue the agreement under the existing terms and conditions for a period not to exceed one year. . Notwithstanding the foregoing, this agreement will terminate on the last day of the first full month following the close of the fifth school year after commencement of this agreement.

4. PERFORMANCE. Civil Air Patrol agrees, subject to the availability of funding, to:

a. Furnish each member with training material upon payment of membership dues. Cadet members will receive, but not limited to, a Cadet Programs binder, *Cadet Leadership Manual I*, *Aerospace Dimensions* six-module set, and *Drill and Ceremonies* manual. Also, cadets will receive an Air Force style uniform. Senior members will receive, but not limited to, Senior Member Handbook – Level I.

b. Make available on the CAP SP Web site necessary CAP SP training materials such as, but not limited to, CAP SP Administrator's Guide; CAP SP Training Schedules and Lesson Plans; Lesson Learned Report; and Listen, Learn, and Lead Training Manual. Also, CAP regulations, manuals, forms, and other publications will be available on the CAP NHQ Web site. Other CAP items may be furnished as available.

c. Provide funding from DDR Program for approved items as listed in CAP Regulation 51-1, *Civil Air Patrol Drug Demand Reduction Program*, which is subject to availability and continued Air Force program funding.

5. PERFORMANCE - School agrees to:

a. Provide a classroom, bathroom, electricity, equipment, (e.g., desks, cabinets, chairs, overhead projector, television, tables) representative of the average equipment used in each school's facility. This will also include one "Class A" telephone line for planning both during-school and after-school CAP activities, contacting parents and access to the Internet. The classroom will also be alarmed in accordance with the alarming procedures for other classrooms in the school for protection of CAP furnished equipment and other classroom items.

b. Remove any student who is convicted of a crime, possesses a controlled substance, commits an act of violence, brings a weapon to school, cheats, or commits an offense that results in suspension for a semester.

c. Provide payment for replacement for lost or damaged uniform items or class materials that are beyond normal wear and tear. Responsibility to provide these funds shall be upon the parent or guardian.

d. Assume responsibility for all equipment donated by community, military or veterans' organizations for the specific use of the CAP SP.

6. TECHNICAL REQUIREMENTS: Each organization will maintain an academic environment that promotes the goals of education and development of character. School will fund teacher salaries and all costs associated with providing the agreed upon facilities and administrative support.

a. School has reviewed the CAP SP Administrator's Guide and Training Schedules and Lesson Plans and will comply with the guidelines therein while executing the CAP SP.

b. School has _____ classroom(s) for use by or dedicated to the CAP SP.

c. School has _____ instructors and support staff in place for CAP SP.

d. The expected number of students that will participate in the CAP SP program is _____.

e. School agrees to host the CAP SP program for: _____ 6-8 Grades _____
6-12 Grades.

f. The Point of Contact information (including telephone number and e-mail address) for this CAP SP unit is:

g. The CAP SP unit mailing address is:

h. The CAP SP unit commander is: _____

His/her telephone numbers are:

Work: _____

Home: _____

His/her e-mail address(es) is:

Work: _____

Home: _____

The School agrees to comply with all directives of Civil Air Patrol in the administration of the CAP School Program.

APPROVALS:

Approving Authority for School

Wing Commander Approval

Approving School System

ATTACHMENT 5 – CAP SENIOR MEMBER PROFESSIONAL DEVELOPMENT PROGRESSION AND AWARDS CHART

CIVIL AIR PATROL SENIOR MEMBER PROFESSIONAL DEVELOPMENT PROGRAM PROGRESSION AND AWARDS (See CAPR 50-17 for Details)

ACHIEVEMENT	LEVEL	PREREQUISITES	COMMAND OR STAFF ASSIGNMENT	PROFESSIONAL COURSES	SPECIALTY TRACK	LEADERSHIP	ACTIVITIES	AWARDS
ORIENTATION	I			ORIENTATION COURSE & CADET PROTECTION PROGRAM TRAINING	SELECT A SPECIALTY TRACK (See CAPR 50-17 Paragraph 4-2b)		STUDY SENIOR MEMBER HANDBOOK MATERIALS	MEMBERSHIP RIBBON
TECHNICAL TRAINING	II	COMPLETE LEVEL I		SLS (SQUADRON LEADERSHIP SCHOOL)	TECHNICIAN RATING (LEADERSHIP RIBBON) (See Specialty Track Pamphlets on Website)		COMPLETE CAP SENIOR OFFICER CORRESPONDENCE COURSE	CERTIFICATE OF PROFICIENCY
MANAGEMENT	III	COMPLETE LEVEL II	TOTAL OF 1 YEAR	GLC (CORPORATE LEARNING COURSE)	SENIOR RATING (BRONZE STAR ON LEADERSHIP RIBBON) (See Specialty Track Pamphlets on Website)	ATTEND TWO NATIONAL, REGION, OR WING CONFERENCES (ONE OF WHICH MAY BE NATIONAL CONGRESS, OR A WING/REGION AEROSPACE CONFERENCE)		GROVER LEONING AEROSPACE AWARD
COMMAND AND STAFF	IV	COMPLETE LEVEL III	TOTAL OF 2 YEARS	RSC (REGION STAFF COLLEGE) OR EQUIVALENT PROFESSIONAL MILITARY EDUCATION (SEE ATTACHMENT 2 CAPR 50-17)	MASTER RATING (SILVER STAR ON LEADERSHIP RIBBON) (See Specialty Track Pamphlets on Website)	SERVE AS A STAFF MEMBER FOR SLS/CLC/ UCC OR NATIONAL REGION, OR WING CONFERENCE (SEE PARAGRAPH 6-1 CAPR 50-17)	PUBLIC PRESENTATION TO A NON-CAP GROUP OR AN INTERNAL OR EXTERNAL AE PRESENTATION OR EARN THE YEAGER AWARD	PAUL E. GARBER AWARD
EXECUTIVE	V	COMPLETE LEVEL IV	TOTAL OF 3 YEARS	NSC (NATIONAL STAFF COLLEGE) OR EQUIVALENT PROFESSIONAL MILITARY EDUCATION (SEE ATTACHMENT 2 CAPR 50-17)		SERVE AS A STAFF MEMBER FOR RSC/NSC OR DIRECTOR OF SLS/CLC/UCC (SEE PARAGRAPH 7-1 CAPR 50-17)	CONDUCT A LEVEL I ORIENTATION COURSE	GILL ROBB WILSON AWARD

DUTY PERFORMANCE PROMOTION REQUIREMENTS (See CAPR 35-5 for Other Criteria and Promotion Categories)	
TO BE ELIGIBLE FOR PROMOTION TO:	MINIMUM SKILL LEVEL
SECOND LIEUTENANT	PLUS TIME-IN-GRADE OF: 6 MONTHS AS A SENIOR MEMBER
FIRST LIEUTENANT	TECHNICIAN RATING IN A SPECIALTY TRACK 12 MONTHS AS 2d LT OR TECHNICAL FLIGHT OFFICER (TFO) (Or Combination thereof)
CAPTAIN	18 MONTHS AS 1st LT OR SENIOR FLIGHT OFFICER (SFO) (Or Combination thereof)
MAJOR	3 YEARS AS CAPTAIN
LIEUTENANT COLONEL	4 YEARS AS MAJOR

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Membership

Senior Membership

CAP senior membership is open to adults 18 years old or older. Adult membership provides many opportunities to serve:

- ✓ Search and rescue
- ✓ Homeland security
- ✓ Disaster relief
- ✓ Work with youth through cadet programs
- ✓ Support CAP's communications network— the nation's most extensive
- ✓ Help fight the war on drugs

To prepare CAP adult members for CAP's special missions, extensive training and education in more than 20 different fields is provided. Technical training is offered to members in related areas, such as flight operations, emergency services and communications.

Additional training in management and executive leadership is available as members progress through the CAP ranks.

If you are currently an **Active Duty Reservist**, you can earn points toward retirement in the CAPRAP program. Please call 334.953.5225 (commercial) or 493-5225 (DSN) for more information.

A **patron member** is a financial supporter who maintains current membership through payment of annual membership dues and participates in a limited capacity.

Business Member

A business member is any U.S. corporation, partnership, proprietorship, or organization which applies for CAP membership in the name of the corporation, partnership, proprietorship or organization.

This category is designed for members of the business community who demonstrate desire to financially support the CAP missions and associated programs.

Options

Cadet Membership

CAP cadet membership is open to young people 12-18 years old. A cadet can remain in the program until age 21. The cadet program provides opportunities to develop leadership skills using the member's interest in aviation. Cadets progress through a 16-step program of aviation and aerospace activities at the local, regional and national levels. CAP national activities focus on a variety of aviation, aerospace, search and rescue, and pararescue courses. CAP cadets can compete for scholarships to help further their education. CAP is proud to report that 10 percent of Air Force Academy appointees are former CAP cadets. In addition, both West Point and Annapolis admit many CAP cadets each year. Many scholarships are available to cadets. Contact Cadet Programs at 334.953.4304 for details.

Cadet Sponsor Membership

Cadet Sponsor is a special membership category that allows parents, grandparents and legal guardians to participate with their cadets. Cadet sponsors serve as chaperones, provide transportation, and supervise cadets during squadron activities. Cadet sponsors are offered discounted membership dues and have a limited volunteer commitment. To become a Cadet sponsor, fill out the Senior Member application and write "Cadet Sponsor Member" at the top.

Aerospace Education Membership

This membership category is designed for members of the educational community who are interested in aerospace education. CAP Aerospace Education members (AEMs) receive more than 33 free educational products for grades K through 12. AEMs are also provided additional materials such as lesson plans, teaching strategies and techniques, and a newsletter.

CAP sponsors the National Convention on Aviation and Space Education (NCASE), a gathering of educators dedicated to furthering aerospace education. Recognized as the premier educational symposium of its kind in the nation, NCASE is held in a different part of the country. If you are interested in joining as an aerospace education member, you should contact National Headquarters at 334.953.4239.

ATTACHMENT 6 – CAP MEMBERSHIP DUES

REVISED FY 2005 MEMBERSHIP DUES (as of 1 Oct 2004)

WING	CADET NEW MEMBERS AND RENEWALS	SENIORS NEW MEMBERS	SENIORS RENEWALS	WING	CADET NEW MEMBERS AND RENEWALS	SENIORS NEW MEMBERS	SENIORS RENEWALS
Alabama	31	60	50	New Jersey	39	72	62
Alaska	26	65	55	New Mexico	30	60	50
Arizona	30	60	50	New York	31	62	52
Arkansas	27	63	53	North Carolina	30	65	55
California	38	87	77	North Dakota	31	68	58
Colorado	36	70	60	Ohio	34	68	58
Connecticut	36	65	55	Oklahoma	32	63	53
Delaware	26	56	46	Oregon	31	79	69
Florida	44	70	60	Pennsylvania	31	62	52
Georgia	30	67	57	Puerto Rico	24	55	45
Hawaii	27	67	57	Rhode Island	26	59	49
Idaho	29	65	55	South Carolina	25	54	44
Illinois	31	65	55	South Dakota	27	58	48
Indiana	33	67	57	Tennessee	26	52	42
Iowa	37	70	60	Texas	30	75	65
Kansas	31	69	59	Utah	31	65	55
Kentucky	34	61	51	Vermont	31	60	50
Louisiana	30	63	53	Virginia	28	54	44
Maine	28	57	47	Washington	31	72	62
Maryland	25	63	53	West Virginia	25	53	43
Massachusetts	28	59	49	Wisconsin	34	70	60
Michigan	34	65	55	Wyoming	27	60	50
Minnesota	31	70	60	NER		59	49
Mississippi	26	62	52	MER	27	60	50
Missouri	33	67	57	GLR		59	49
Montana	28	60	50	SER		58	48
Nat'l CAP	27	65	55	NCR	26	57	47
Nebraska	30	70	60	SWR		60	50
Nevada	26	65	55	RMR		56	48
New Hampshire	26	50	40	PACR		60	52

Wings with dues changes are highlighted.

FY 2005 dues for other membership categories are listed below:

Aerospace Education Members	\$35.00
Organizational AEM	\$35.00
Student AEM (New and Renewals)	\$20.00
Cadet Sponsor (New)	\$25.00 (\$20 National Dues plus \$5 for nametag)
Cadet Sponsor (renewal)	\$20.00

ATTACHMENT 7 – CAP FORM 27, ORGANIZATION ACTION

ORGANIZATION ACTION	DATE (yyyy/mm/dd)	WING CONTROL #	CHARTER NUMBER (example SER AL 001)
ACTIVATION – Please complete All <input type="checkbox"/> Request Charter I agree to operate the unit in compliance with the purposes and objectives of the Civil Air Patrol as set out in its charter, Constitution, Bylaws, and other directives and authorize the inclusion of this unit in the Civil Air Patrol roster of units for which it annually makes application for group exemption from Federal income taxes _____ Signature of Unit Commander		DEACTIVATION <input type="checkbox"/> The above unit is deactivated for the reason outlined in Comments below. Remaining members are to be transferred to charter number _____ By signature of this form below, I certify that there has been a proper accounting CAPR 173-1. I also certify that any real property (land, Buildings) has been properly transferred and equipment and supplies inventoried and transferred as evidenced by CAP Forms 37.	
UNIT CHANGES <input type="checkbox"/> Commander <input type="checkbox"/> Meeting Place <input type="checkbox"/> Unit Name <input type="checkbox"/> Mailing Address <input type="checkbox"/> Meeting Time / Day <input type="checkbox"/> Other			
COMPLETE APPLICABLE ITEMS ONLY (PLEASE PRINT)			
UNIT NAME			
UNIT NAME CHANGE			
DESIGNATION or REDESIGNATION <input type="checkbox"/> Cadet <input type="checkbox"/> Senior <input type="checkbox"/> Composite <input type="checkbox"/> Flight			
Unit Commander (Last Name-First Name-Middle Initial)			CAPID
Commanders E-Mail Address			
Commanders Home Phone () -	Commanders Cell Phone () -	Commanders Work Phone () - Ext	OK to call at Work Yes <input type="checkbox"/> No <input type="checkbox"/>
Unit Mailing Address (Number and Street)		Address 2	
City		State	Zip + 4 -
Unit Meeting Address		Address 2	
City		State	Zip + 4 -
Meeting Day	Meeting Time-24 hour	Weekly meetings (If no please use comment area for days) Yes <input type="checkbox"/> No <input type="checkbox"/>	Unit Phone Number () - Ext
Unit URL			
Unit Recruiting Contact Person (if different from commander) Last Name, First Name, MI			CAPID Home Phone () -
Contact Cell Phone () -	Contact E-Mail		
Comments			
Signature of person completing form		Date	Signature of Wing Commander (or Vice Commander) Date

CAP FORM 27, OCT 03 PREVIOUS EDITION MAY NOT BE USED AFTER 31 JAN 04 OPR/ROUTING: LMM