



*The
Middle School Initiative
Program*

Civil Air Patrol



This text produced by your Drug Demand Reduction Program



NATIONAL HEADQUARTERS
CIVIL AIR PATROL
DRUG DEMAND REDUCTION PROGRAM
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To Prospective Middle School Initiative Administrators,

Thank you for your interest in the Civil Air Patrol Middle School Initiative (CAP MSI) program. The attached pamphlet will help you determine whether or not this program is suitable for your school. It includes helpful information on how to implement and sustain the program. It will answer many of your questions about the program's organization and objectives. Through this program, your students will gain improved discipline, respect, courtesy, and grooming standards. Even more important, students will exhibit pride in their accomplishments, improve their self-esteem, develop better study habits, and obtain team-building skills while becoming effective leaders and managers of the cadet program.

Aerospace Education is an integral part of the program. Cadets have the opportunity to learn the basics of aviation, weather, space, history of aviation and other subjects that demonstrate the principles being taught. Each year, cadets further their CAP studies in leadership through classroom instruction and self-study. Drill and ceremonies, moral leadership, safety, and physical fitness round out the basic curriculum. Also, weekend and summer training activities provide opportunities to meet and work with other cadets throughout the state and nation.

The pamphlet includes an Application for Establishment of a Civil Air Patrol Middle School Initiative Unit at your school. If interested, complete and send it to the address on the application. If you require additional information, please do not hesitate to contact me at 334-953-4237.

Sincerely,

ARTHUR G. LEVESQUE, Lt Col, CAP
Chief, Drug Demand Reduction

Attachment:
CAP Pamphlet, 1 January 2002

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PREFACE

This pamphlet is a useful tool for middle school administrators to use in determining whether or not to establish a Civil Air Patrol (CAP) Cadet Program in their school. It discusses the purpose and methodology of the Middle School Initiative (MSI) program, guidance on achieving program goals and objectives and anticipated end results.

For the purpose of this pamphlet, the term “School” refers to either the State School System, District School System, local School System, or individual School that has approval authority for the CAP MSI Program.

The pamphlet is divided into four chapters that provide: an overview of CAP, the Drug Demand Reduction (DDR) program, and the Middle School Initiative; information on how the MSI program works; MSI organizational responsibilities; and DDR funding. A related publication, the MSI 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 MSI unit.

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, *Middle School Initiative* tri-fold brochure, which is provided for school administrators to reproduce and distribute to obtain faculty, parent and student interest in the CAP MSI program.
- Attachment 3, *Application for Establishment of a Civil Air Patrol Middle School Initiative Unit*, which school administrators complete to initiate the process of becoming enrolled as a CAP MSI unit. The form may be locally reproduced.
- Attachment 4, *Memorandum of Agreement*, which school administrators complete and return after enrollment in the MSI program. This provides the school and Civil Air Patrol National Headquarters a basis for initiating the MSI program.
- Attachment 5, *Civil Air Patrol 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.

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).

Chapter One. Middle School Initiative

1-1. Overview

a. Civil Air Patrol, a Corporation. 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 their Web site at www.caphq.gov.

1) Purpose and Objectives. 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

2) Tax Benefits. 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 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.

b. Drug Demand Reduction

1) Purpose. 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. 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 Air Force military members, DoD civilians, family members, retirees, school-age children and Civil Air Patrol members.

2) Sponsorship. The CAP DDR program serves as a sponsor for all Middle School Initiative programs. This initiative 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, the CAP DDR Web site is at <http://www.capddr.org/>.

1-2. Middle School Initiative Program

a. Purpose. One of the most exciting ventures for CAP in many years is its Middle School Initiative (MSI). 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 during the day or as an after-school activity with help and support from a local host CAP unit. MSI 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.

b. Focus. The focus of MSI, starting with the sixth grade students, is to provide cadets instruction in aerospace education, fundamental leadership theory and application, physical fitness, and moral leadership 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.

c. Background

1) The first CAP-sponsored middle school program was formed in 1994, at Wilson Middle School near Kirtland AFB, NM. Initially formed with donated uniforms from the Navy, the program was later assimilated as a CAP DDR initiative to fill the leadership/citizenship training void. The MSI program was conducted as part of the social studies class, and incorporated the standard cadet program curriculum. Cadets wear the CAP uniform to school one day a week, much like JROTC. For the first time in school history, 16 of their student-cadets have earned four-year scholarships (approximately \$10,000 annually) to the New Mexico Military Institute.



Drug Demand Reduction Display

2) The Florida Wing established a pilot program working with public middle schools to enhance the 1995-96 Safe School Appropriation by the Florida Legislature. The Coral Springs chief of police said, "It's an activity-filled environment that attracts young people to do positive things that benefit their community and themselves. The young people who participate in the program definitely develop as excellent role models. 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."

3) The MSI program in South Carolina has recruited more than 340 cadets over the past six years.

This program is presently in middle schools operating in and around Columbia, Shaw Air Force Base and Charleston Air Force Base. To increase retention and ensure individual success, the wing annually holds a "boot camp," or orientation-training weekend, to complete standardized, concentrated basic-



Inspection of Barracks and Cadets

cadet training for all new cadets entering the MSI program. The MSI program represents the majority of cadets in the South Carolina Wing.

4) The most recent large-scale MSI program is in the Chicago (IL) Public School System. They have several schools participating in the program and more than 500 cadets enrolled. Additionally, the program conducts an external aerospace education program to other students throughout the city. This is a joint effort between CAP, the Chicago Public School System and numerous other organizations. Also, several cadets have joined the Illinois Air National Guard while attending college as a result of aerospace education received from CAP MSI.

5) Other operational programs include middle schools in: Prince George County, MD; Baltimore, MD; East Point, GA; Milwaukee, WI; Saint Louis, MO; and Jackson, NJ. Future programs are being considered in New Hampshire, Mississippi, Texas, Colorado and Tennessee.

1-3. Program Rewards and Benefits. The MSI program provides a positive impact on the students. The numerous individual and unit success stories cited by principals/vice principals/instructors fully justifies the MSI program, 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 troublemakers prior to joining MSI 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 MSI 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

c. A unit commander/instructor stated that last year there was an unruly gang in their school. This year, MSI program 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.

d. At one MSI 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 MSI 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.

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

1-4. Summary. The CAP MSI program 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 MSI offers through its youth program is long-term mentoring, development of life skills and guiding hand to success. The bottom line: the MSI program offers America's youth hope for a successful future ... and shows them how to accomplish this!



Cadets Tour the USS Wisconsin

Chapter Two. How The Program Works

2-1. Cadet Rewards and Benefits. Being a CAP MSI cadet is an exciting opportunity and participating in the program is a rewarding experience. The MSI 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 (eighth grade) are eligible for pay grade E-3 (Airman First Class) upon enlistment in the Air Force.

2-2. Cadet Enrollment Requirements

a. Prerequisites. Applicants for MSI cadet 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
- Good moral character

b. Application. Students enrolling in the MSI program complete CAP Form 15, *Application for Cadet Membership in Civil Air Patrol*. 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 (generally, \$36.00 to \$55.00 depending on region and wing dues). Annual cadet membership fees are approximately \$16.00 less thereafter; fees are subject to change annually. Experience has shown that cadet membership fees instill a sense of personal investment resulting in more reliability and follow through while participating in MSI 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.

c. Supply Items. 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:

- Mail Order from Wright-Patterson AFB (see CAPM 39-1, *Civil Air Patrol Uniform Manual*, 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

d. Wear of Uniforms. As members of Civil Air Patrol, MSI instructors and cadets wear the CAP uniform at least one day per week during school hours; some wear it every day that they have MSI classes. Uniforms are also worn during very special school occasions. The general policy is that the uniform cannot be worn unless they are complete and properly tailored. Haircuts, body piercing, etc., become less of an issue because the cadet will do almost anything to wear the uniform.

e. Customs and Courtesies. Many students will be attracted to the CAP MSI 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 MSI adheres to customs and courtesies to create a sense of unity and mutual respect among its members. They 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. They apply to all CAP members and reflect pride and professionalism.



Getting Ready for Inspection

2-3. Curriculum. A crucial component of the MSI 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; moral leadership; physical fitness; and other training and social activities. The MSI curriculum was developed by using 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 MSI 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 MSI 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

2-4. Cadet Training Requirements

a. Leadership Training. 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.

b. Aerospace Education. 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. Then they 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

c. Drill and Ceremonies. 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.

d. Physical Fitness. 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 achievements of the cadet program. Each achievement and the Spaatz Award require passing the physical fitness test, which consists of sit and reach, sit-up, and mile run events.

e. Moral Leadership. The goal of moral leadership instruction is to provide a framework for future moral leadership lessons and develop a sensitivity and strong commitment to moral and spiritual values. The 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.

f. Safety. The goal of safety training is to develop MSI 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*.

g. Staff Duty Analysis. 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.

2-5. Senior Membership

a. Support Group. Adults, called senior members, are the support backbone of the MSI program and help administer, manage, supervise, and instruct the program. Multiple senior membership participation allows the various MSI requirements to be sufficiently distributed so the program does not overburden any one person. Administrators that delegate MSI responsibilities to several senior members have a greater opportunity to establish and execute a successful program.

b. Senior Member Categories. 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 MSI program are Active Senior Members and Cadet Sponsor Members.

1) **Active Senior Member.** A member who regularly attends CAP MSI meetings, performs a specific duty assignment, meets training requirements, and participates in the activities of his or her MSI 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.



Senior Members Coordinating Training Activities

2) **Cadet Sponsor Member.** A Cadet Sponsor Member is a parent, grandparent or legal guardian of an active CAP MSI 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 MSI program with adult supervision, transportation, and overnight chaperons. Annual membership fee is \$20.00.

3) Membership Prerequisites:

- Possess the desire, willingness, and capability to promote the objectives and purposes of CAP MSI
- 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

c. Instructors

1) Qualifications. MSI 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 MSI 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
- Community stature

2) Training. 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 MSI 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.

d. Multi-year Instructors. There should be a lead MSI 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 MSI program at the high school level, a similar system should be established for CAP 4 through CAP 6.

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

a. Host CAP Unit. The local host CAP unit is one of the most important resources for the MSI 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, ways/how-to's of doing things, guidance and help in establishing the MSI program within the school system. CAP National/Wing Headquarters can provide contact information for your host local unit.

b. Veteran's Groups (VFW, American Legion, Air Force Association, Military Wives Clubs, etc.). Determine if any members would be interested in helping teach 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 MSI unit as a group project.

c. Outside Volunteer Organizations (AARP, Volunteer America, Ham Radio Clubs, etc.). 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.

d. Church Ministers and Members. Explore the possibility of a minister becoming a Moral Leadership Officer for the program. Every MSI 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.



US Army Captain Guest
Instructor

e. Community Organizations (Boy Scouts, American Red Cross, Salvation Army, Eastern Star, etc.). Determine if any members would be interested in helping teach various aspects of the program. Some suggested community areas to contact are the aerospace education members in your area, the Chamber of Commerce, prominent businessmen, religious leaders, and the mayor or city councilmen.

f. School Administrative Staff and Other Teachers. 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.

2-7. During-School Versus After-School Program. School administrators will have to decide if they want to execute the MSI 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.

a. During-School. 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 MSI 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, MSI classes substitute for social studies, physical education, or an elective and meet three or four times per week. Class schedules are arranged to allow MSI cadets from all CAP levels to assemble as a unit formation, 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 (leadership lab, aerospace education, etc.) to meet the achievement training requirements for their respective level. This arrangement is similar to a JROTC program.

b. After-School. 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 MSI program, which, without financial restitution, could put the program's longevity at risk. Administrators should consider providing a stipend to schoolteachers that assist the MSI 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 MSI 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. Most 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.

2-8. Training Materials

a. CAP Publications. After CAP National Headquarters approves the request to become a MSI school, the new unit will receive the necessary CAP regulations, manuals, forms, and a CAP seal. MSI-specific documents are available on the CAP MSI Web site at <http://www.capmsi.org/> for downloading. They include, but are not limited to, MSI Administrator's Guide; MSI 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.

b. MSI Administrator's Guide. The CAP MSI Administrator's Guide is a tool that has been developed primarily for the CAP MSI program. The publication provides a compressive guide for establishing and maintaining a CAP unit in a middle 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 MSI unit and other essential information necessary to ensure its continued success. It discusses the process from planning a MSI 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.

c. MSI Training Schedules. 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 MSI 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.

d. MSI Lesson Plans. 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 MSI 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.

e. Listen, Learn and Lead Training Manual. The Listen, Learn and Lead Training Manual was designed for use by CAP MSI 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.

f. Lessons Learned Report. During 2001, CAP DDR conducted an on-site evaluation of several middle schools participating in the MSI 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 the potential for initiating the MSI program, consider how these benefits and lessons could be applied to your particular middle school environment.

2-9. Weekend/Summer Training Activities. The MSI 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, MSI 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. MSI units work with wing headquarters to arrange cadet flight orientation rides, glider training, encampment, and other activities. The weekend and/or summer activities are:



First Aid Training

a. CAP 1 – CAP 3:

- Flight Orientation Rides
- **First Aid: CPR, First Aid, and Bloodborne 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

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

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



Leadership Problem Solving Obstacle Course

2-10. Lessons Learned

a. Planning. 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 MSI 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.

b. Senior Member Recruitment. 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 MSI 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.

c. Cadet Enrollment. 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 MSI 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 MSI program objectives. Establish a waiting list for future participants if necessary. Also, consider the qualifications of the CAP senior members who will fill critical MSI positions in your unit.

d. Logistics. 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 MSI classroom; cadets sew on their own patches, nametapes and other uniform accouterments.

e. Classrooms

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 MSI program. This allows the instructor to arrange and decorate the classroom to best suit the needs of the MSI 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 MSI program.

f. Leadership Roles. 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.

g. Unit Formations. Units that commence meetings with a unit formation and uniform inspection, as outlined in the MSI 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. Conversely, units that commence meetings with cadets sitting in the classroom tend to lack this reinforcement. These cadets often slouch in their seats, visit with fellow cadets during instruction and miss some pertinent information.



Uniform Inspection

h. Color Guard. 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 MSI 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 MSI program and provides them with aspirations as a future cadet.



Color Guard Presents the Colors

i. Display Area. 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 MSI program. This is a good marketing tool for the program.

j. Faculty Orientation. After enrollment, administrators should work with wing staff personnel to provide a basic orientation about the MSI 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 MSI 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 MSI instructors have squadron meetings, cadet orientation flights and other tasks that go well beyond classroom requirements.

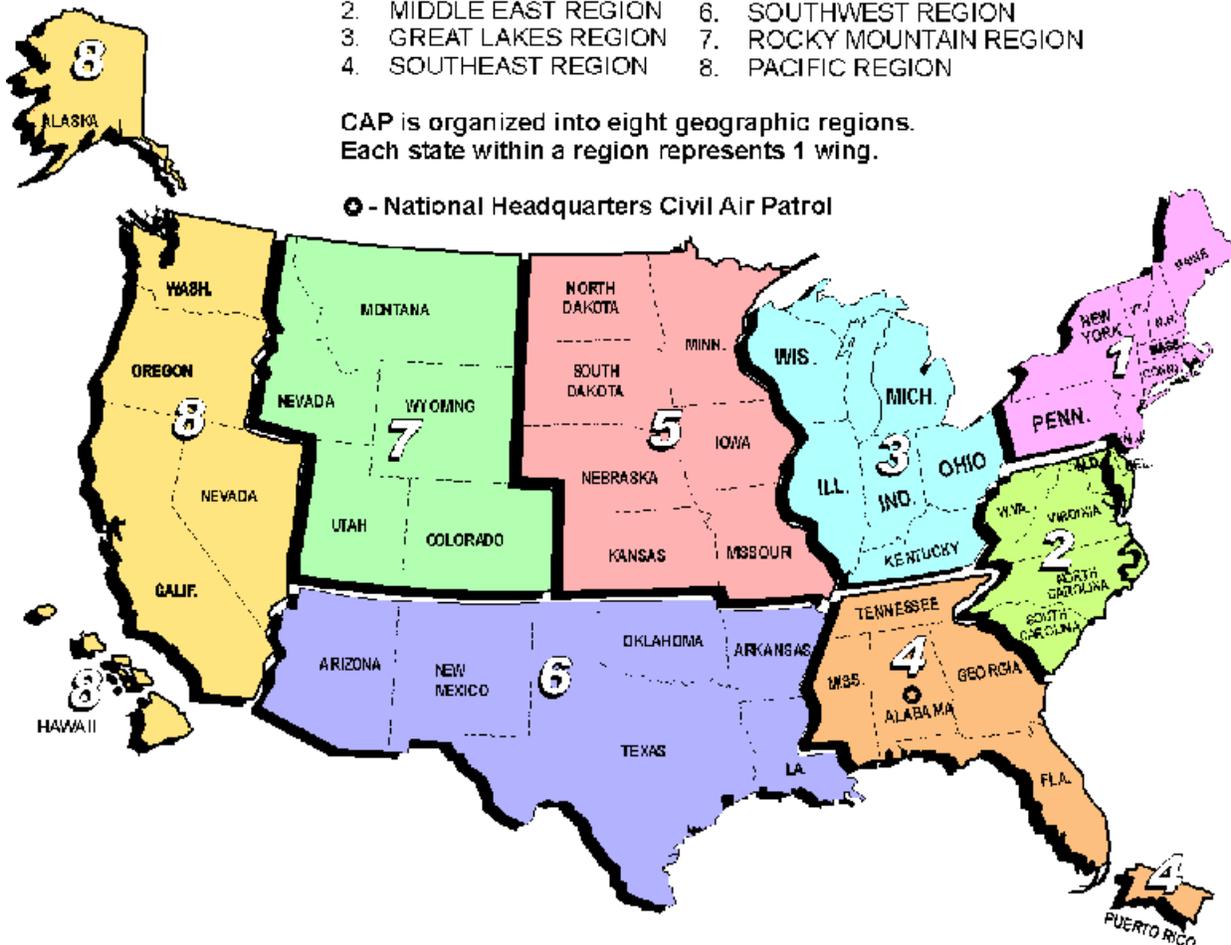
Chapter Three. Organizational Responsibilities

3-1. Organizational Responsibilities for the MSI Program

a. Civil Air Patrol

1) Drug Demand Reduction. Civil Air Patrol National Headquarters Demand Drug Reduction (DDR) is the office through which the MSI program is governed. In CAP, each state, the District of Columbia, and Puerto Rico are called wings. The 52 wings are divided into eight geographic regions as shown below. Although CAP wing commanders are the approving authority for the unit activation in their respective states, CAP National Headquarters issues the charter. CAP National Headquarters will approve the request and send the charter certificate to the wing headquarters where it will be held until proper presentation can be made to the new unit.

- | | |
|-----------------------|--------------------------|
| 1. NORTHEAST REGION | 5. NORTH CENTRAL REGION |
| 2. MIDDLE EAST REGION | 6. SOUTHWEST REGION |
| 3. GREAT LAKES REGION | 7. ROCKY MOUNTAIN REGION |
| 4. SOUTHEAST REGION | 8. PACIFIC REGION |



2) Region. Each of the eight CAP regions conducts various training programs that are beneficial to the members of that region. In some cases, MSI cadets may attend activities outside their respective region or wing with the proper coordination. Each region commander and staff is a good source for information and assistance.

3) Wing. The wing commander will assign a local CAP unit to be the MSI unit's "host unit" until the MSI unit is able to apply for its own charter. The wing commander and staff are an excellent source for information and training. It is the wing's responsibility to ensure that the instructors of the MSI program are well 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.

4) Squadron. The most important source for the success of a MSI 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 MSI unit. MSI units are encouraged to work closely with the local units as well as participate in the wing and region training activities.

b. State School System. Since 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 MSI program in the middle school. Ensure that all requirements, as dictated by the responsible school system in the local area, are followed.

c. District School System. 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 school should express interest in MSI, through the appropriate school system, to the DDR office at CAP National Headquarters. CAP National/Wing Headquarters will select middle schools to join MSI. It is important for selected schools to continue their commitment with all those involved in the program and its activities.

3-2. Individual School Responsibilities. Middle school administrators interested in establishing a MSI program should complete, sign and mail the *Application for Establishment of a Civil Air Patrol Middle School Initiative Unit* (see Attachment 3) to the address on the application. The middle school should have the necessary personnel and facilities that can be dedicated to the MSI 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 MSI program because of the benefits they reap from the program. Experience has shown that schools that financially support the MSI 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 MSI program.

a. Principal. Once the middle school has been approved for the program, the principal becomes the chief facilitator for ensuring that MSI moves forward with the full support of the school administrative staff, instructors, parents, and students. He or she completes, signs and mails the *Memorandum of Agreement* (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.

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

1) Civil Air Patrol Senior Member Professional Development Program. 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.

a) Level I, Orientation. Level I training provides 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.

b) Level II, Technical Training. 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) Level III, Management. 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.

d) Level IV, Command and Staff. 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 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) Level V, Executive. 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.

2) Other Training Opportunities. 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.

c. Classrooms. A suitable meeting place is very important and a dedicated classroom is the preferred choice. This will become the unit's "headquarters" and promote a sense of permanence for the program. The location should be readily accessible to all MSI members.

d. Unit Drill Areas. Drill areas, both inside and outside, are required. The inside area is necessary during periods of inclement weather and darkness. The gymnasium is ideal; however, the floor should be one that allows wear of the required footwear without fear of marking and will not be damaged if items (color guard equipment) are dropped. If inside space is an issue, a common area, cafeteria or school hallways that are suitable for small unit formations may be used. The drill area, inside and outside, should be a minimum of 50 feet by 90 feet to allow space for the required drill movements and formations. The outside area should be clear of obstacles and paved or sod. The outside drill area should be close to the school's flagpole and both areas should allow for ceremonies with visitors.

e. Slide Projection System. Methods to produce and show slides or overhead transparencies should be available to the MSI instructors. Using PowerPoint or a similar computer program with a color printer is the easiest method of making and producing slides or transparencies. If transparencies are used, an overhead projection system will be required.

f. Supply Room/Storage

1) CAP MSI material and equipment should be stored in a secure and orderly manner. A storeroom that is large enough to meet the needs based on number of students should be made available. Adequate space for issuing and fitting uniforms can be within the storage room or in a separate area. All facilities should be well lighted, dry, heated, and ventilated. It is

important that each facility adapt the needs to the individual situation and location. Examples of items that should be secured in the storeroom are: administration supplies, uniforms, MSI material, and physical education and color guard equipment.

2) File cabinets and bookcases are the best resource for storage of administrative and logistic files and instructional material. CAP tests and related material must be secured in a metal filing cabinet with a steel lock bar and a three-combination dial-type padlock, a metal file cabinet equipped with a combination lock, or an upright safe or vault accessible only to the test control officer (TCO), alternate TCO, unit commander or school administrator. Only testing material will be maintained in the test storage container, and padlock combinations must be changed when the TCO, alternate, or unit commander changes or at least annually.

g. Reproduction. Making copies of the handouts and slides is an important part of the information provided to the cadets. An expedient method of producing handouts and slides should be available.

Chapter Four. Drug Demand Reduction Funding

4-1. Procedures

a. Accountability of Funds. The Drug Demand Reduction Initiatives Program (DDRIP) is designed to assist squadrons, wings and regions located within 30 miles of an Air Force installation with funding to develop new programs and assist existing programs and activities. This funding is intended as startup money for purchasing equipment, essential supplies, and defraying costs for activities that motivate and increase the desire of cadets to stay as active participants in the cadet program. Since inception in FY95 and through FY01, DDRIP has provided over \$719,000 to regions, wings, and squadrons.

b. Requesting DDR Funds. CAP Pamphlet 55, *Civil Air Patrol Drug Demand Reduction Program for FY01-03*, Paragraph 3-3, provides information on the requirements and recommended expenditures of funds. FY01-03 DDRIP Application Instructions and Application contain the material needed to request funding. Both documents may be obtained at <http://www.capddr.org>; by e-mailing a request for a copy to <mailto:ddr@capnhq.gov>; or requesting a copy by mail from Civil Air Patrol National Headquarters/DOD, 105 S. Hansell St., Maxwell AFB AL 36112-6332. The instructions and application are subject to change annually, so check the Web site before requesting funds to ensure you have the current information and application.

1) Examples of DDRIP Purchase Items

- Flight academies (maximum of \$300 per person)
- National special activities (maximum of \$125 per person) (NCASE: \$100 for both cadets and Aerospace Education Members and \$50 for senior member escorts). (Excludes International Air Cadet Exchange)
- Encampments-meeting CAPR 52-16 criteria for the Mitchell Award (maximum of \$50 per person, not to exceed 50 percent of the cost of encampment)
- Region activities (maximum of \$30 per person, not to exceed 50 percent of the cost of the activity)
- Wing activities (maximum of \$25 per person, not to exceed 50 percent of the cost of the activity)



DDR-funded Color Guard Equipment

- Squadron/Group activities (maximum of \$20 per person)
- Cadet Advisory Council sponsored activities (maximum of \$10 per person)
- Memberships: cadets, senior members working with cadets, squadron aerospace education members, MSI senior members, and cadet sponsor members (Initial membership only - no renewals)
- Uniforms and uniform items
- Color Guard and Honor Guard equipment
- Equipment to run activities (essential supplies)
- TV/VCR for video training
- Training videos
- Drug prevention literature and visual aids
- Artwork for the portable displays (photograph preservation expenses, graphics)
- Orientation flight costs that exceed the Cadet Program reimbursement
- Incentive orientation flights (plane, glider, and balloon) after completion of all required nine flights
- DDR promotional items
- Handheld radios

2) Examples of DDRIP Non-purchase Items

- Items not listed in the DDRIP proposal
- Computers and associated equipment
- Computer upgrades
- Office equipment
- Uniforms and uniform items for competing Drill and Color Guard teams
- Region, wing, state, and squadron flags
- Personalized DDR promotional items
- Cadet Advisory Council travel and meetings
- Food
- Taxes

4-2. Aerospace Education Funding Program. The Civil Air Patrol National Headquarters Aerospace Education Web site at http://www.capnhq.gov/nhq/aeroed/ETA/AE_Grants.htm has information on Aerospace Education Foundation Grants offered by the Air Force Association. This opportunity offers additional financial resources to the MSI program and other helpful information and ideas on how to invigorate aerospace education activities.

Cadet Program Achievement Specifications and Awards

PHASE	ACHIEVEMENT	PHYSICAL FITNESS	LEADERSHIP	AEROSPACE EDUCATION	MORAL LEADERSHIP	GRADE
MOTIVATION	Orientation					Airman Basic  CIAB
PHASE I THE LEARNING PHASE	1. General J.F. Curry	90 Points on CPFT	Chapter 1		Discussion Must Participate in at least half of the moral leadership forums offered since the completion of your last achievement.	Airman  CIAmn
	2. General H. H. "Hap" Arnold	96 Points on CPFT	Chapter 2	Any Chapter		Airman 1st Class  CIA1C
	3. Wright Brothers	111 Points on CPFT	Chapter 3	Any Chapter		Senior Airman  CISrA
PHASE I CERTIFICATE						
PHASE II THE LEADERSHIP PHASE	4. Captain Eddie Rickenbacker	126 Points on CPFT	Chapter 4	Any Chapter	Discussion Must Serve as Recorder once and Discussion Leader once during these phases.	Staff Sergeant  C/S Sgt
	5. Charles A. Lindbergh	141 Points on CPFT	Chapter 5	Any Chapter		Technical Sergeant  C/TSgt
	6. General Jimmy Doolittle	156 Points on CPFT	Chapter 6	Any Chapter		Master Sergeant  C/MSgt
	7. Dr. Robert H. Goddard	171 Points on CPFT	Chapter 7	Any Chapter		Senior Master Sergeant  C/SMSgt
	8. Neil A. Armstrong	178 Points on CPFT	Writing/Speech Assignment			Chief Master Sergeant  C/CMSgt
MITCHELL AWARD		Must have attended an Encampment.	Comprehensive Leadership/ Aerospace Ed Exam			2nd Lieutenant  C/2d Lt
PHASE III THE COMMAND PHASE	9. Flight Commander	186 Points on CPFT	Chapter 8	3 Chapter Test	Discussion Must serve as AE mentor during this phase.	
	10. Administrative Officer	201 Points on CPFT	Chapter 9	3 Chapter Test		1st Lieutenant  C/1st Lt
	11. Public Affairs Officer	216 Points on CPFT	Chapter 10	3 Chapter Test		
EARHART AWARD			Comprehensive Leadership/ Aerospace Ed Exam			Captain  C/Capt
PHASE IV THE EXECUTIVE PHASE	12. Leadership Officer	231 Points on CPFT	Chapter 11		Discussion Must Serve as Recorder once and Discussion Leader twice.	
	13. Aerospace Ed. Officer	246 Points on CPFT	Chapter 12			
	14. Operations Officer	261 Points on CPFT	Chapter 13	3 Chapter Test		Major  C/Maj
	15. Logistics Officer	276 Points on CPFT	Chapter 14	3 Chapter Test		
EAKER AWARD			COS (or RCLs, or ECI 13) Writing/Speech Assignment			Lieutenant Colonel  C/Lt Col
SPAATZ AWARD		300 Points on CPFT	Comprehensive Leadership Exam	Comprehensive Aerospace Ed Exam		Colonel  C/Col

****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 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.

****Civil Air Patrol Honor Code****

I shall not lie, cheat or steal, nor tolerate those who do.

****Civil Air Patrol Motto****

Semper Vigilans - Always Vigilant

****The Three Missions of
Civil Air Patrol****

1. **Emergency Services** - To provide humanitarian assistance in peacetime and domestic disasters, as well as civil defense and military services in a national emergency.
2. **Aerospace Education** - To educate the general public in the fields of aerospace history, power, and technology.
3. **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.

Cadet Membership. Students in the MSI program will make up a majority of the unit. Being a MSI cadet is a rewarding experience and seeing the program through is an extraordinary achievement. All applicants for MSI 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 noncitizen residing in the United States who has been specifically approved by CAP National Headquarters/DP.
- Good moral character.

Adult Memberships:

- Senior Members
- Aerospace Education Members
- Cadet Sponsor Members
- Moral Leadership Officers



*Middle School
Initiative*

*Civil Air Patrol
Cadet Program*

Middle School Initiative Civil Air Patrol Cadet Program

One of the most exciting ventures in the Cadet Program in many years is the Middle School Initiative (MSI). This program, managed by the Chief, Drug Demand Reduction, places Civil Air Patrol squadrons, or flights from a squadron, into middle schools during the day or as an after-school activity. This is an innovative attempt to reach students in a manner that teaches respect, manners and accountability while developing their potential as tomorrow's leaders. It is achieving growing success in both inner city and rural schools alike.

The focus of MSI is to complete the 16 cadet program achievements over a 6-year period and to provide the cadet with an opportunity to achieve the Spaatz Award. Upon completion of Achievement 16, cadets will be well versed in aerospace education, fundamental leadership theory and application, physical fitness, moral leadership, safety, and other training activities that may not be available to their peers. Additionally, they will receive training in emergency services, communications, model rocketry and flight orientation.

MSI is predominantly composed of urban students with the vast majority of the participating schools in the inner city. MSI provides the Air Force with an excellent opportunity to reach children long before high school. This is at a critical point in their development where it can influence their career decisions.

The most crucial component of the MSI program is its standardized curriculum. The curriculum consolidates all requirements into training schedules and lesson plans focusing on development of well-qualified cadets. Each session is two hours in length; there are 18 sessions per semester and 36 sessions per school year.

The MSI curriculum and seeding of the program at the state level has the potential of exposing thousands of children annually to the possibilities of flying and an Air Force career. No other program is presently available with the potential long-term mentoring so crucial to positively influence youth.

Statement from Office of National Drug Control Policy (ONDCP): *"Prevention is the ultimate key to reversing the upward trend in the use of drugs and empowering communities to address their drug problems. Central to this effort is the development and implementation of initiatives to prevent illicit drug use, including casual use by youth and other high-risk populations. The most effective strategies for preventing drug use, keeping drugs out of neighborhoods and schools, and providing a safe and secure environment for all people are cooperative efforts that mobilize and involve all elements of a community."*



The MSI program encompasses many different aspects from drill and ceremonies to military customs and courtesies to radio communications to rocketry. Detailed administrator's guide, training schedules and lesson plans have been developed for you. MSI offers young people the opportunity to be trained in the following areas:

- CPR
- First Aid
- Leadership
- Aerospace Education
- Physical Fitness
- Moral Leadership
- Radio Communications
- Close Order Drill
- Direction Finding for Emergency Locator Transmitters
- Many other areas

For more information on how to join the Middle School Initiative – Civil Air Patrol Cadet Program contact:

Name _____

Phone _____

School _____

APPLICATION FOR ESTABLISHMENT OF A CIVIL AIR PATROL MIDDLE SCHOOL INITIATIVE UNIT							
Return form to: Civil Air Patrol National Headquarters/DOD, 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)							
Middle School Initiative Unit at _____ (Name of School)							
Date		Telephone Number (Include Area Code) ()		Address of Superintendent			
Signature of Superintendent							
SCHOOL INFORMATION							
Name of Principal				Address of School			
Telephone Number of School (Include Area Code) ()							
Type of School (Indicate Grades)					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 MSI 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 MSI 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							

Number of Proposed MSI Staff (List names below. Use additional paper as needed)	Number of Proposed MSI Students	Type of Credit Proposed for CAP MSI Course
Names of MSI Staff 1.		5.
2.		6.
3.		7.
4.		8.
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 MSI		
Comments That May Enhance Your Application (If additional space is required, continue on blank sheet of paper and attach.)		

MEMORANDUM OF AGREEMENT

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

For the purpose of this Memorandum of Agreement (MOA), 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 MSI Program.

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

SCOPE AND TERM: This MOA establishes the basic working agreements between CAP and the School. The MOA defines the responsibilities that shall be effective upon the date of the signature of the party to sign this MOA. The term of this MOA is one year but it shall automatically renew each year for an additional one-year term unless written notice is given to the other party at least thirty days prior to the anniversary date of this MOA. Changes may be made at any time with written consent of both parties.

Civil Air Patrol agrees to:

a. Furnish each member with training material upon payment of membership dues. Cadet member will receive, as a minimum, a Cadet Program’s 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, as a minimum, Senior Member Handbook – Level I.

b. Make available on the MSI Web site necessary MSI training materials such as, but not limited to, MSI Administrator’s Guide; MSI 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 DDRIP for approved items as listed in CAP Pamphlet 55, *Civil Air Patrol Drug Demand Reduction Program*, which is subject to availability and continued Air Force funding.

The School agrees to:

a. Provide a classroom, bathroom, electricity, equipment (e.g., desks, cabinets, chairs, overhead projector, television, tables), heat and air conditioning, as normally provided in each school’s facility. The School will also provide one outside 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, uniforms, and other classroom items.

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

c. Provide payments for replacement for lost or damaged uniform items or class materials that are beyond normal wear and tear.

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

e. Fund teacher's salaries and all costs associated with providing the agreed upon facilities and administrative support.

TECHNICAL REQUIREMENTS: Each organization will maintain an academic environment that promotes the goals of education and development of character.

The School has reviewed the MSI Administrator's Guide and Training Schedules and Lesson Plans and will comply with the guidelines therein while executing the MSI Program.

The School has _____ classroom(s) for use by or dedicated to the MSI Program.

The School has _____ instructors and support staff in place for MSI.

The expected number of students that will participate in the MSI Program is _____.

The School agrees to host the MSI Program for: _____6-8 Grades ___6-11 Grades.

The Point of Contact information (including phone number) for this MSI unit is:

The MSI unit mailing address is:

The MSI unit commander and phone number is:

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

APPROVALS:

Approving Authority for School

J. JAN HOFFMAN, CAP

Approving School System

CIVIL AIR PATROL SENIOR MEMBER PROFESSIONAL DEVELOPMENT PROGRESSION AND AWARDS

ACHIEVEMENT	LEVEL	PREREQUISITIES	COMMAND OR STAFF ASSIGNMENT	PROFESSIONAL COURSES	SPECIALTY TRACK	LEADERSHIP	ACTIVITIES	AWARDS
ORIENTATION	I			ORIENTATION COURSE AND CADET PROTECTION PROGRAM TRAINING			STUDY SENIOR MEMBER HANDBOOK MATERIALS	MEMBERSHIP RIBBON
TECHNICAL TRAINING	II	COMPLETE LEVEL I		SLS (SQUADRON LEADERSHIP SCHOOL)	TECHNICIAN RATING (LEADERSHIP RIBBON)		COMPLETE AFIADL 13 (CAP SENIOR OFFICER COURSE)	CERTIFICATE OF PROFICIENCY
MANAGEMENT	III	COMPLETE LEVEL II	Total of 1 YEAR	CLC (CORPORATE LEARNING COURSE)	SENIOR RATING (BRONZE STAR ON LEADERSHIP RIBBON)	ATTEND TWO NATIONAL, REGIONAL OR WING CONFERENCES (ONE OF WHICH MAY BE NCASE, OR A WING/REGIONAL AEROSPACE EDUCATION CONFERENCE)		GROVER LOENING AEROSPACE AWARD
COMMAND & STAFF	IV	COMPLETE LEVEL III	Total of 2 YEARS	RSC (REGION STAFF COLLEGE) OR EQUIVALENT PROFESSIONAL MILITARY EDUCATION (SEE ATTACHMENT 2)	MASTER RATING (SILVER STAR ON LEADERSHIP RIBBON)	SERVE AS A STAFF MEMBER FOR SLS/CLC OR NATIONAL, REGIONAL OR WING CONFERENCE	PUBLIC PRESENTATION TO A NON-CAP GROUP OR PREPARE AN AEROSPACE MANUSCRIPT FOR PUBLICATION	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)		SERVE AS A STAFF MEMBER OF A RSC/NSC OR SLS/CLC DIRECTOR (SEE PARAGRAPH 7-1)	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	PLUS TIME-IN-GRADE OF:
Second Lieutenant (2d Lt)	LEVEL I	6 Months as a Senior Member
First Lieutenant (1st Lt)	TECHNICIAN RATING IN A SPECIALTY TRACK	12 Months as 2d Lt or TFO (or Combination Thereof)
Captain (Capt)	LEVEL II	18 Months as 1st Lt or SFO (or Combination Thereof)
Major (Maj)	LEVEL III	3 Years as Captain
Lieutenant Colonel (Lt Col)	LEVEL IV	4 Years as Major