



TRAINING LEADERS *of* CADETS

BASIC COURSE

STUDENT PACKET

Outcome: Adult leaders prepared to contribute as Cadet Programs Officers on a squadron staff

Format: 7.25 hours of discussion-based learning in-residence, with three short web modules

Target Audience:

- New adult volunteers
- Adult volunteers serving in positions below squadron deputy commander
- Veteran CP officers seeking refresher training

Graduation Requirement: Adult volunteers who participate actively in at least 80% of the course, in the judgment of the course director, and complete all online modules, receive graduation credit

Unit Compliance: Cadet and composite squadrons are required to have at least 2 TLC graduates on their rosters. The TLC Basic Course fulfills that requirement.

Block 1 Introduction to the CAP Cadet Program

1.1 Elements, Traits & Outcomes

Key Question: What does the Cadet Program aim to accomplish and why?

1.2 Cadet Advancement WEB MODULE

1.3 Review: Cadet Advancement

Key Question: How do cadets advance through their program?

Block 2 Cadet Program Leaders

2.1 Cadet Programs Officers

Key Question: How does the adult staff work together to serve cadets?

2.2 Service Learning

Key Question: How do cadet program officers establish, supervise, and guide a cadet staff?

2.3 Progressive Discipline WEB MODULE

Key Question: Can discipline be a learning experience? What are some examples of progressive discipline?

Block 3 Squadron-Level Cadet Program

3.1 Cadet Great Start WEB MODULE

Key Question: How and why does CAP use Cadet Great Start for cadet orientations?

3.2 Squadron Meetings

Key Question: What are the hallmarks of great squadron meetings, and why are meetings so important?

3.3 Cadet Activities I

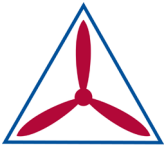
Key Question: What are some fun opportunities available beyond the squadron meeting, and what are the key rules and procedures governing them?

3.4 Compliance & Quality

Key Question: How can you use the QCUA to guide your squadron through a successful year?

3.5 Continuing Education

Key Question: When TLC is over, what are your next steps for improving your skills and knowledge as a cadet programs officer?



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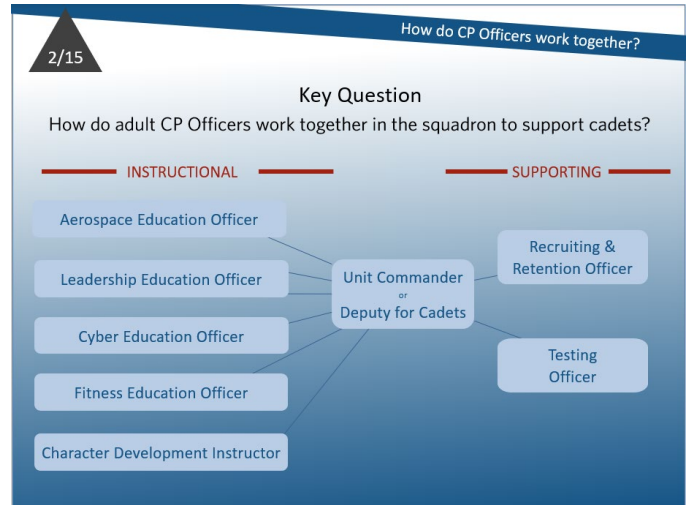
2.1 Cadet Programs Officers

2.1 Cadet Programs Officers

KEY QUESTION:

How do adult Cadet Programs Officers work together in the squadron to support cadets?

1. Define the term “Cadet Programs Officer”



Aerospace Education Officer

Time Commitment:

Prior Experience:

Key Duties

Key Publications:

Fun or Surprising Note

Leadership Education Officer

Time Commitment:

Prior Experience:

Key Duties

Key Publications:

Fun or Surprising Note

Cyber Education Officer

Time Commitment:	Prior Experience:
Key Duties	Key Publications:
Fun or Surprising Note	

Fitness Education Officer

Time Commitment:	Prior Experience:
Key Duties	Key Publications:
Fun or Surprising Note	

Character Development Instructor

Time Commitment:	Prior Experience:
Key Duties	Key Publications:
Fun or Surprising Note	

Recruiting & Retention Officer

Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note

Testing Officer

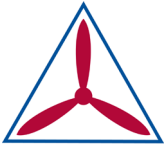
Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note

Unit Commander or Deputy Commander for Cadets

Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note



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BASIC COURSE

2.2 Service Learning

Example: Red Ribbon Leadership Academy Prep

Tonight's squadron meeting will include a training block to equip some cadets to lead a session of the Red Ribbon Leadership Academy, which the squadron will be hosting for local middle schoolers. C/Col Smith, the cadet commander of the squadron, has ensured this training block made it onto the squadron planner weeks ago. He also ensured that an appropriate instructor was selected. In this case, C/1st Lt Brown would be teaching the class on leading the "Indiana's Challenge" activity. She has become quite skilled in this area after learning much about this activity at recent events where she was able to observe it and participate. C/Col Smith put his Cadet Deputy Commander of Support in charge of ensuring that C/1st Lt Brown had all the materials necessary for the session to be successful.

The squadron's adult leaders had been checking in with the cadet team throughout the process. The Deputy Commander for Cadets connected with the Cadet Commander to ensure that there was a schedule and a plan, both for the squadron meetings and for the impending Red Ribbon Leadership Academy. The CDC acted as a guide to help the C/CC lead the squadron towards success.

The Leadership Education Officer ensured that C/1st Lt Brown was ready to teach, and assisted her in creating a lesson plan for the activity, and even giving an opportunity for a dry-run through the session. After the teaching session the Leadership Education Officer and C/1st Lt Brown connected to discuss how the session went, what could have been better and how to make it better in the future. The Deputy Commander of Cadets connects regularly with the Cadet Commander to evaluate the squadron progress as well as C/Col Smith's leadership development. The Cadet leadership team meets regularly to both plan upcoming event, but also to debrief recent activities.

Anatomy of a Cadet Staff

CAPP 60-31 Cadet Staff Handbook
CAPR 60-1 Cadet Program Management

Position	Required Grades (Min/Max)	Main Duties	Suggested Pre-Requisites	Learning Goals
Cadet Commander				
Cadet Deputy Commander of Operations				
Cadet Deputy Commander of Support				
Cadet Leadership Officer				
Cadet Aerospace Officer				
First Sergeant				
Flight Commander				
Flight Sergeant				
Element Leader				



TRAINING LEADERS of CADETS
BASIC COURSE
3.2 Squadron Meetings

SQUADRON WEEKLY MEETING PLANNER

Meeting Date *19 October 2021*

Draft Version *1*

Uniform of the Day *ABUS*

Drafted by *C/Lt Col Sanders*

STAFF COORDINATION See page 2 for instructions on how to use this form

CD/CDC <input checked="" type="checkbox"/>	CPL <input checked="" type="checkbox"/>	AE <input type="checkbox"/>	CPF <input checked="" type="checkbox"/>	CPC <input type="checkbox"/>	CPT <input type="checkbox"/>
DA <input type="checkbox"/>	DO <input type="checkbox"/>	DP <input type="checkbox"/>	FM <input type="checkbox"/>	HC <input type="checkbox"/>	IT <input type="checkbox"/>
LG <input type="checkbox"/>	PA <input type="checkbox"/>	PD <input type="checkbox"/>	SE <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C/CC <input checked="" type="checkbox"/>	C/CD <input type="checkbox"/>	C/CE <input type="checkbox"/>	C/ACC <input type="checkbox"/>	C/BCC <input type="checkbox"/>	C/CCF <input type="checkbox"/>

APPROVED *Captain Luis Garcia*

TRAINING PLAN

I. Opening Formation

Time *1900-1915*

National Anthem

Meeting Overview & First Announcements *C/Capt Crunch*

-Bathroom on 1st floor is close this evening; use second floor
-Permission slip for FTX - Due tonight

Uniform Inspection *C/Lt Col Sanders; C/Capt Crunch*

Special Guests in Attendance

(newcomers, guest speakers, visiting dignitaries)
1st Lt Hartell greet any newcomers and direct them to great Start on 1 Nov.

II. Emphasis Item

Time *1915-1930*

☒ Drill & Ceremonies ☐ Safety Briefing

Topic *Intro to Drill*

Instructor *C/MSgt Sam* Students *Alpha*

Topic *Flanks/Columns*

Instructor *C/MSgt Li* Students *Bravo*

Topic

Instructor Students

Topic

Instructor Students

Concurrent Administrative Tasks

Task A

Topic
Lead
Location
Participants

III. Training Block #1 *Fitness*

Time *1930-2000*

Topic *HIIT Intro*

Instructor *Fitness Officer, 1st Lt Dan*

Senior Mentor

Location *Gym*

Participants *Alpha, Bravo, Cadet Staff*

Resources Needed

Cadets bring: Notebooks, water

Jump Ropes, Mats, Stopwatch - Lt Dan

Transition: *2000-2010*

Task B

Topic *C/Capt Jones takes milestone test*
Lead *Testing Officer: Capt Taylor*
Location *Classroom B*
Participants

IV. Training Block #2 *Leadership*

Time *2010 - 2040*

Topic *It's All in the Cards, Team Leadership Problem*

Instructor *C/1st Lt Leeland; C/Maj Farland*

Senior Mentor *Leadership Officer, Maj Tom*

Location *Classroom A*

Participants *Alpha, Bravo*

Resources Needed

Cadets bring: Water

Deck of cards, L2L Activity Guide, page 14 (3 copies)

Transition: *2040-2045*

Task C

Topic
Lead
Location
Participants

V. Closing Formation

Time *2045 - 2100*

Upcoming Activities

Sign-Ups to Manage

FTX - Friday @ 1900 - Meet here

Other Announcements

Open House on Nov 1 - Invite friends

Promotions & Awards

Lynch to C/A1C

Task D

Topic
Lead
Location
Participants

WEEKLY MEETING SCHEDULE

Meeting Date: 25 May 2021			Uniform of the Day: ABUs			
Drafted by: C/Col Jacob Mustard			Approval Date: 18 May 2021			
TIME	ACTIVITY	INSTRUCTORS	LOCATION	DETAILS	NEEDS	CONCURRENT ACTIVITIES
1805	Arrival					
1805	Opening Formation <ul style="list-style-type: none">• Encampment application reminder• Cadet Oath Opening• Inspection	C/CC, CC	Gym			
1820	Drill & Ceremonies	Flight Staff	Gym	<ul style="list-style-type: none">• Alpha Flight: Command practice, Columns & Flanks• Bravo Flight: Hand Salute, Present/Order Arms	Alpha: Give each cadet a chance to lead 1-2 drill movements	<ul style="list-style-type: none">• C/Capt Jenkings - milestone test
1840	Transition					
1845	AE Block: History of the Space Shuttle and Its Predecessors	Capt Crunch, 2d Lt Dan	Classroom A	<ul style="list-style-type: none">• Bring Notebooks & pen	Supplies: White board Eraser/ markers	<ul style="list-style-type: none">• Command staff meeting
1930	Leadership: Alpha Flight: Brainpower for Leadership Bravo Flight: Art & Science of Leadership	Maj Payne C/Capt Sparrow	Classroom A Classroom B	<ul style="list-style-type: none">• Bring Notebooks & pen• Bring Notebooks & pen		
2010	Transition					
2015	Closing Formation	C/CC, CC		<ul style="list-style-type: none">• C/SSgt Li promotion• Announcements<ul style="list-style-type: none">• FTX May 1-2• O-Fights April 24		
2030	Dismissal					
ADDITIONAL NOTES:						

SQUADRON WEEKLY MEETING PLANNER

Meeting Date

Draft Version

Uniform of the Day

Drafted by

STAFF COORDINATION See page 2 for instructions on how to use this form

CD/CDC ☐

CPL ☐

AE ☐

CPF ☐

CPC ☐

CPT ☐

DA ☐

DO ☐

DP ☐

FM ☐

HC ☐

IT ☐

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C/CC ☐

C/CD ☐

C/CE ☐

C/ACC ☐

C/BCC ☐

C/CCF ☐

APPROVED

TRAINING PLAN

I. Opening Formation

Time

National Anthem

Meeting Overview & First Announcements

Uniform Inspection

Special Guests in Attendance

(newcomers, guest speakers, visiting dignitaries)

Concurrent Administrative Tasks

II. Emphasis Item

Time

☐ Drill & Ceremonies ☐ Safety Briefing

Topic

Instructor

Students

Topic

Instructor

Students

Topic

Instructor

Students

Topic

Instructor

Students

Task A

Topic

Lead

Location

Participants

III. Training Block #1

Time

Topic

Instructor

Senior Mentor

Location

Participants

Resources Needed

Task B

Topic

Lead

Location

Participants

IV. Training Block #2

Time

Topic

Instructor

Senior Mentor

Location

Participants

Resources Needed

Task C

Topic

Lead

Location

Participants

V. Closing Formation

Time

Upcoming Activities

Sign-Ups to Manage

Other Announcements

Promotions & Awards

Task D

Topic

Lead

Location

Participants

INSTRUCTIONS

Draft Version Enter 1, 2, 3, etc., if it is necessary to track the document through multiple edits.

Drafted by Enter name and grade of individual who created the schedule.

Office Symbols

Most common staff areas are represented on the form via their office symbol.

It is not necessary for every staff officer to coordinate on every weekly meeting plan. Local leaders should decide who needs to be included in the process.

CD Deputy Commander or	DA Administrative Officer	C/CC Cadet Commander
CDC Deputy Commander for Cadets	DO Operations / ES Officer	C/CD Cadet Deputy Commander
CPL Leadership Officer	DP Personnel Officer	C/CE Cadet Executive Officer
AE Aerospace Officer	FM Finance Officer	C/ACC Cadet Flight Cmdr, Alpha Flight
CPF Fitness Officer	HC Chaplain	C/BCC Cadet Flight Cmdr, Bravo Flight
CPC Character Development Officer	IT Information Technology Officer	C/CCF Cadet First Sergeant
CPT Testing Officer	LG Logistics Officer	
	PA Public Affairs Officer	
	PD Professional Development Officer	
	SE Safety Officer	

How to Comment on the Draft

Use the software's comment feature to append suggestions, requests, notes, etc. to the document.

In [MS Word](#), place the cursor near the appropriate field, click INSERT > NEW COMMENT.

In [Google Docs](#), place the cursor near the appropriate field, click COMMENTS > COMMENT.

The schedule creator can hover over the comment icons, read the remarks, and if desired, edit the plan accordingly.

How to Indicate That You've Coordinated

Click the check box adjacent to your office symbol to show that you've reviewed the document, whether you leave comments or not.

Approved This space is for the unit commander or designee to endorse the final plan.

***Use of this Weekly Squadron Meeting Planning Sheet is optional,
and units are welcome to edit the form to meet their needs.***



1. ACTIVITY		2. DATE (DD/MM/YYYY)	
3. PREPARED BY			
a. Name (Last, First, Middle Initial)		b. Rank	c. Duty Title/Position
d. Unit	e. Email		f. Telephone
g. Signature of Preparer			

4. SUB- ACTIVITY or SPECIFIC TASK	5. HAZARD	6. INITIAL RISK LEVEL	7. RISK CONTROL	8. HOW TO IMPLEMENT/ WHO WILL IMPLEMENT	9. RESIDUAL RISK LEVEL
<p>Note: Each sub-activity or task will probably have multiple hazards/risks associated with it. Each one should be assessed.</p>	<p>Consider Hazards from each of the "5-M" categories in CAPR 160-1:</p> <ul style="list-style-type: none"> - Member - Media - Machine - Mission/Activity - Management 	<p>Use Risk Assessment Matrix on page 3 of form</p>	<p>Describe the actual control being used to address the specific risk.</p> <p>(If more space is needed, use the block directly below .)</p>	<p>Describe how the risk control will be implemented and monitored, and who is responsible</p> <p>(If more space is needed, use the block directly below .)</p>	<p>Use Risk Assessment Matrix on page 3 of form</p>
				<p>How:</p>	
				<p>Who:</p>	
				<p>How:</p>	
				<p>Who:</p>	

10. OVERALL RESIDUAL RISK LEVEL (All controls implemented):			
<input type="checkbox"/> EXTREMELY HIGH	<input type="checkbox"/> HIGH	<input type="checkbox"/> MEDIUM	<input type="checkbox"/> LOW

CAPF 160 - DELIBERATE RISK ASSESSMENT WORKSHEET

(Multiple pages may be used)

4. SUB- ACTIVITY or SPECIFIC TASK	5. HAZARD	6. INITIAL RISK LEVEL	7. RISK CONTROL	8. HOW TO IMPLEMENT/ WHO WILL IMPLEMENT	9. RESIDUAL RISK LEVEL
				How:	
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CAPF 160 - DELIBERATE RISK ASSESSMENT WORKSHEET

Risk Assessment Matrix		Probability <i>(expected frequency)</i>				
		Frequent: Continuous, regular, or inevitable occurrences	Likely: Several or numerous occurrences	Occasional: Sporadic or intermittent occurrences	Seldom: Infrequent occurrences	Unlikely: Possible occurrences but improbable
Severity <i>(expected consequence)</i>		A	B	C	D	E
Catastrophic: <i>Death, unacceptable loss or damage, mission failure, or unit readiness eliminated</i>	I	EH	EH	H	H	M
Critical: <i>Severe injury, illness, loss, or damage; significantly degraded unit readiness or mission capability</i>	II	EH	H	H	M	L
Moderate: <i>Minor injury, illness, loss, or damage; somewhat degraded unit readiness or mission capability</i>	III	H	M	M	L	L
Negligible: <i>Minimal injury, loss, or damage; little or no impact to unit readiness or mission capability</i>	IV	M	L	L	L	L

Legend:

EH – extremely high risk H – high risk M – medium risk L – low risk

13. RISK ASSESSMENT REVIEW

a. Date	b. Last Name	c. Rank	d. Duty Title/Position	e. Signature of Reviewer

14. AFTER-ACTION FEEDBACK AND LESSONS LEARNED

Instructions for Completing CAPF 160, "Deliberate Risk Assessment Worksheet"	
1. Activity: Briefly describe the overall Activity for which the deliberate risk assessment is being conducted (e.g., SAREX, Wing Encampment, Squadron moving day, etc).	10. Overall Risk After Controls Are Implemented: Assign an overall residual risk level. This is the highest residual risk level (from block 9).
2. Date: Self Explanatory.	11. Supervision Plan and Recommended Course of Action: Completed by preparer. Summarize the overall risk management plan for the Activity, including identification of accountable individual responsible for on-going evaluation of plan and supervision of Real Time Risk Management.
3. Prepared By: Information provided by the individual conducting the deliberate risk assessment for the activity.	
4. Sub-Activity or Specific Task: Use a separate block to describe each sub-activity or task. Examples might include Obstacle Course, PT Test, Aircraft Parking, or other tasks that are a part of the overall Activity.	12. Approval/Disapproval of Activity: The accountable individual identified in Block 11 (Activity Director, Commander, Incident Commander, etc) approves or disapproves the Activity based on the overall risk assessment in Block 10.
5. Hazard: Specify hazards related to the subtask in block 4. There may be multiple hazards associated with each sub-activity. Use a separate row for each hazard.	13. Risk Assessment Review: For on-going activities, the approval authority (Block 12) should appoint individuals with sufficient oversight of the activity to review risk controls to determine if they are overall effective or if overall risk has changed. If the overall risk rises above the level already approved, operations should cease until the appropriate approval authority is contacted and approves continued operations.
6. Initial Risk Level: Determine probability and severity. Using the risk assessment matrix (page 3), determine level of risk for each hazard specified, using probability and potential severity. Enter resulting Risk Level in this column.	
7. Control: Enter the risk controls or methods to be used to reduce the risk level associated with the hazard identified in block 5.	14. After-Action Feedback and Lessons Learned: Provide specific input on the effectiveness of risk controls and their contribution to mission success or failure. Include recommendations for new or revised controls, practical solutions, or alternate actions. Submit and brief valid lessons learned as outlined in CAPR 160.
8. How to Implement / Who Will Implement: Briefly describe the means of employment for each control and the name of the individual who has primary responsibility for implementing and monitoring the risk control.	
9. Residual Risk Level: Assuming the controls will be effective, determine the residual risk level based on the predicted probability and possible severity with the controls in place.	Additional Guidance: Block 4-9 continuance page may be reproduced as necessary for processing of all sub-activities or specific tasks of the activity. If a complete page is not utilized, write "NOTHING FOLLOWS" on the first unused row, immediately after the final item assessed.



Key Processes

Item	Why	Compliance & Measure	Remember
Cadet Protection SUI B-1, 11	Keeping cadets safe is the top priority	All active adult members (and cadets over 18) have an up-to-date CPPT (every 48 months) in eServices	CAPR 60-2, 3.2 Non-compliant adult leaders are prohibited from participating in CAP activities; cadets may not promote.
Adult Leadership SUI B-1, 05	Adult leaders are the key to a successful youth program	At least 2 TLC graduates on unit roster in eServices	CAPR 60-1, 2.3.2.4
Annual Goals SUI B-1, 06	If you don't know where you're going, you might not get there	Have written goals that are specific & measurable and be able to show them to the inspector. Provide documentation that the goals are being reviewed quarterly	CAPR 60-1, 4.2 The process of setting goals is what counts in the SUI; if you don't reach every goal, that's ok
Meeting Schedules SUI B-1, 07	Cadet exit surveys say that boring, poorly planned meetings contribute to membership lapses	Produce written schedules prior to each meeting; Ensure monthly minimums are being met. Retain 3 months, available for review during SUI	CAPR 60-1, 4.3
Activities Calendar SUI B-1, 08	To aid in internal communications and for cadet protection purposes	Have a web-based calendar that is regularly updated with all cadet events the unit plans to attend	CAPR 60-1, 4.3.3.1 CAPR 60-2, 2.6.2
Weekend Activities SUI B-1, 08	Allows for deeper learning, time for more hands-on activities and leadership development	The unit offers at least one weekend event per month (except Nov & Dec) and it is listed on the web calendar [Utilize CAPF 160, CAPF 60-80]	CAPR 60-1, 4.3.3 Participation at weekend events is not the measure for compliance, opportunity is
Internal & External Aerospace Program SUI A-1, 02 SUI A-1, 03	Empowering members with opportunities and resources to promote aerospace-related STEM education and careers	Have an internal AE program. This inherently is built into your meeting schedules. Have an external AE program that represents CAP's outreach to the general public	CAPR 50-1, 5 CAPR 50-1, 6 Documentation will be required for inspection
Safety Briefing SUI E-2, 08	To instill the knowledge cadets need to be a contributing part of the CAP safety culture	Conduct a safety education topic every month and record in eServices	CAPR 160-1, 5.2.1
Safety Day SUI E-2, 09	A Risk Management refresher geared towards the hazards and risks faced in daily life	Set aside one meeting day during the months of January, February, or March to conduct an Annual Safety Risk Management Day	CAPR 160-1, 5.2.1.4 Document in eServices
Recruiting Campaign	New cadets must join as other are age out	Conduct one recruiting campaign or open house each year.	CAPR 60-1, 3.1.1 <i>A Cadet Great Start</i> open house will satisfy this requirement
Cadet & Parent Orientation	Newcomers need special guidance to successfully acclimate to the program	Provide prospective cadets with a detailed, systematic orientation; Provide a parents' orientation	CAPR 60-1, 3.1.2; CAPVA 60-100 The <i>Cadet Interactive New Cadet Course</i> and the <i>Cadet Great Start</i> program will satisfy this requirement
Attendance Roster	Active participation is the mark of a healthy program and a key to retention	Maintain participation roster & track retention rate. Reach out to cadets who have chronic absences	CAPR 60-1, 3.4.2 Optional Participation Tracker is available in eServices

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CADET UNIT CLIMATE REVIEW

PURPOSE. This questionnaire helps leaders consider how well their squadron is implementing the CAP Cadet Program. It is completely subjective, encouraging leaders to examine local attitudes and policies.

INSTRUCTIONS. This self assessment should be completed using a team approach, consisting of cadet officers and seniors alike, with each individual completing the questionnaire on his or her own, and then coming together to discuss their findings as a group. Mark the bubble that corresponds with how you rate your squadron's performance in that area during the past 6 months.

EXCELLENT: We consistently display these traits and we are an excellent role model for other units.

GOOD: We display many of these traits, but not consistently. Overall, we are successful in this area.

MARGINAL: We occasionally display some of these traits, but it is easy to see a handful of deficiencies that are beginning to affect the cadets.

UNSATISFACTORY: We almost never display these traits. Our many deficiencies in this area require immediate attention.

PROFESSIONAL RESPONSIBILITIES

1. KNOWLEDGE. The squadron complies with all safety and cadet protection policies. Key staff are thoroughly familiar with cadet-related publications. Aerospace, leadership, and character development instructors are knowledgeable about their curricula.

2. PARENTS. The commander and key staff members know cadets' parents, and vice versa. Parents are kept abreast of news and events in a timely manner. A parents' committee or booster club is active. Some parents have decided to join CAP. The squadron invites parents to awards ceremonies and social events.

LEADERSHIP ENVIRONMENT

3. MENTORING. Seniors have built a rapport with cadets, and therefore are successful in coaching and counseling them. Seniors motivate cadets to try new experiences and overcome challenges. The cadet staff is allowed to solve leadership problems on their own and to learn from their mistakes.

4. TEAMWORK. The squadron functions as a team and displays esprit de corps. Cadets are motivated and help one another. Cadets and seniors follow through on their commitments. There are no cliques. The staff knows how their jobs contribute to the team. Cadets listen actively to seniors, and vice versa.

ACTIVITIES

5. SUPPORT. Senior leaders attend weekly meetings regularly. Enough seniors make themselves available so that during one weekend each month, cadets may participate in a CAP activity. The squadron is well-rounded in that cadets have opportunities to experience the full range of cadet-related activities.

6. PARTICIPATION. More than half of the cadets on the unit's roster participate actively on a regular basis. Membership rolls are high because the squadron works hard to retain cadets. The squadron is consistently well-represented at group and wing level cadet activities.

CADET ADVANCEMENT

7. PROMOTIONS. Cadets are working hard to earn promotions. Records are kept up so there is no doubt about who is eligible for promotion. Cadets are promoted only when they have shown they are ready to accept increased responsibilities. Cadet officers prepare CAPF 50 evaluations on junior cadets.

8. NEW CHALLENGES. When cadets are promoted, their responsibilities increase and the unit expects more from them. Cadets are assigned staff positions that are appropriate for their grade. Cadet staff members have been given guidelines on their roles and responsibilities.

EXCELLENT
GOOD
MARGINAL
UNSATISFACTORY

E G M U

E G M U

E G M U

E G M U

E G M U

E G M U

E G M U

E G M U

PLANS & PROGRAMS

9. RECRUITING. Prospective cadets are paired with a sponsor and given an orientation to CAP. New cadets complete their first achievement soon after joining. Honesty in recruiting is practiced; the squadron does not promise more than it can deliver. The squadron helps the cadet obtain a uniform right away.

E	G	M	U
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10. PLANNING. All members are kept informed about meeting and activity schedules, and arrive ready to participate. Meetings are carefully planned, and time is well-used. Seniors and cadet officers plan and build meeting schedules together. The weekly meeting schedule is evidence of a squadron that is well-managed and goal-orientated.

E	G	M	U
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11. TRAINING. Weekly meetings are exciting. Hands-on training is the norm; dull lectures the exception. Under senior supervision, the cadet staff leads much of the training. The squadron consistently meets the basic requirements for leadership, aerospace, fitness, character, testing, and safety each month.

E	G	M	U
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CADET ADVANCEMENT

12. ACADEMICS. Cadets study and look forward to achievement tests. CAP is developing cadets' curiosity about leadership and aerospace. Parents are pleased to see CAP is helping their cadet do well in school.

E	G	M	U
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13. APPEARANCE. Uniforms are worn properly. Ranking cadets ensure that junior cadets are prepared for inspections and help them correct errors. Formations and ceremonies showcase the cadets' military bearing. The cadets' appearance brings credit to themselves and CAP.

E	G	M	U
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14. DISCIPLINE. Customs and courtesies are practiced habitually. Cadets are polite and respectful in and out of uniform, with the cadet staff leading by example. Troublemakers quickly learn to change their attitude. When cadets' behavior requires correction, the problem is resolved fairly and promptly.

E	G	M	U
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15. FITNESS. The physical fitness program is encouraging cadets to exercise regularly and get in shape. All cadets strive to achieve their personal best. Cadets show a high degree of motivation and teamwork during physical fitness activities.

E	G	M	U
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16. INTEGRITY. The Core Values are woven into everything the squadron does. The cadet staff is quick to see the ethical aspects of the leadership problems they encounter. Cadets are proud to be in CAP, and work hard to live the Core Values in and out of uniform.

E	G	M	U
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STRENGTHS & PRIORITIES

Based on my assessment, I believe our three greatest strengths are:

- 1.
- 2.
- 3.

Based on my assessment, I believe the three areas that need improvement most immediately are:

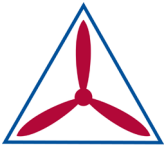
- 1.
- 2.
- 3.

To improve, I recommend we do the following:

DOCUMENT DATA SQUADRON:

AUTHOR:

DATE:



TRAINING LEADERS *of* CADETS

BASIC COURSE

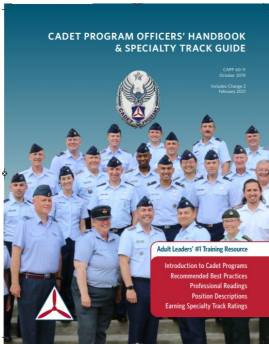
3.5 Continuing Education

Continuing Education Resources

Item	Location	Purpose
1. Read the regulations and the corresponding pamphlets	gocivilairpatrol.com/publications gocivilairpatrol.com/library	Basic rules and procedures for implementing the Cadet Program
2. Attend TLC Intermediate	Ask wing; check for virtual opportunities	1-day continuation of TLC
3. Use Specialty Track Guide	gocivilairpatrol.com/library CAPP 60-11, Part 6	Guided training path through the self-study specialty track program
4. Read the SUI	gocivilairpatrol.com Search: SUI Information	Checklist of basic compliance matters affecting a local Cadet Program
5. Get a mentor	You choose; consider TLC instructors	Ideas, questions, problems
6. Talk with Group or Wing DCP	Contact info	Ideas, questions, problems, wing-level programs
7. Neighboring squadrons	Contact info	Ideas, questions, problems, joint activities
8. Older cadets	Your squadron, CAC, wing activities	Ideas, questions, problems
9. Browse the Knowledgebase	civilairpatrol.freshdesk.com Accessed by going to the eServices Login page. Before you log in, at the bottom of the right-hand column	A question and answer forum. Search the questions that have been answered already, or ask a new one
10. Browse national webpages	gocivilairpatrol.com/cadets	Stay current on Cadet Program enhancements
11. Sign up for Cadet Blog Updates	gocivilairpatrol.com/cadetblog	Stay current on Cadet Program happenings

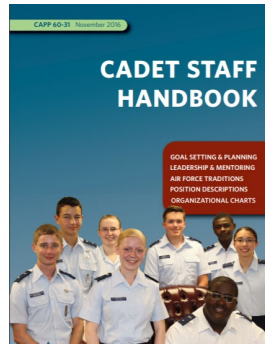
Continuing Education Resources

There are many valuable resources that are available to guide you on your path. Visit: gocivilairpatrol.com/library



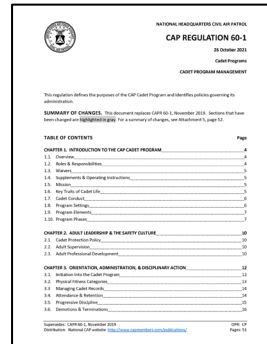
CAPP 60-11
Cadet Program Officers
Handbook

Main resource for the Cadet Program Officer. To prepare senior members to lead cadets and manage cadet programs at the squadron and then wing level.



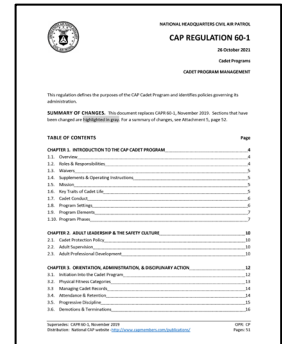
CAPP 60-31
Cadet Staff Handbook

Discusses the purpose of cadet staff, how to design a cadet staff, select cadets for staff service, and make staff service a learning experience



CAPP 60-1
Cadet Program
Management

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



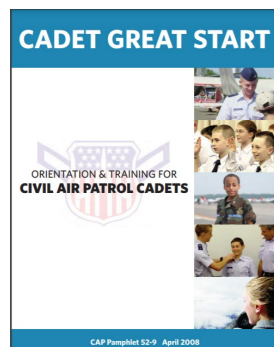
CAPP 60-2
Cadet Protection Program

This regulation outlines CAP's strategy for protecting cadets from the risk of abuse and establishes requirements regarding standards of practice, training, and reporting abuse.



CAPP 60-20
New Cadet Guide

A cadet's introduction to the Cadet Program. Details the basics of cadet life including the first tasks, core values and various opportunities available to cadets.



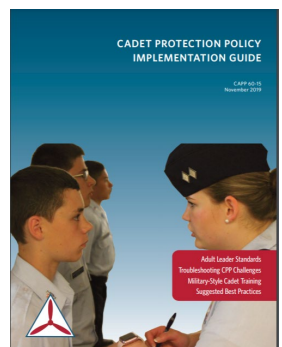
CAPP 52-9
Cadet Great Start

Detailed curriculum on how to start and manage the Cadet Great Start training and orientation program for new cadets



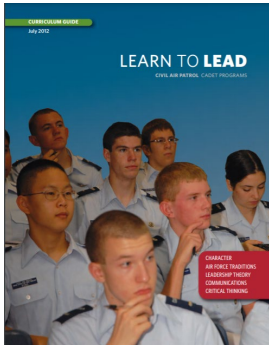
CAPP 60-14
First Talk Guide

The First Talk Guide is a resource squadrons can use to screen prospective senior members and cadet sponsor members, via an interview process.



CAPP 60-15
CPP Implementation Guide

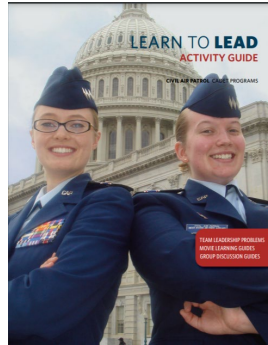
A guide on how to manage and carry out the Cadet Protection Policy, including direction and practical tips for when challenges arise.



Learn to Lead Curriculum Guide

Discusses how to implement a hands-on leadership program, based on the Learn to lead cadet textbooks.

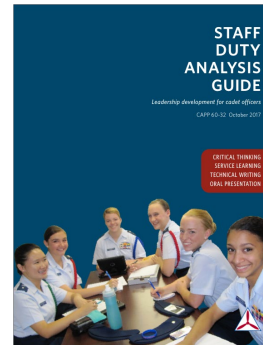
Can be found at the bottom of:
gocivilairpatrol.com/L2L



Learn to Lead Activity Guide

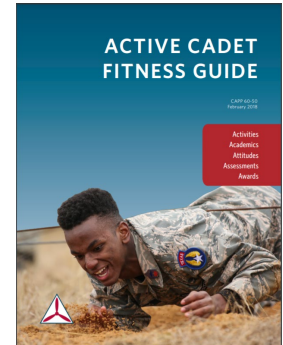
Easy-to-follow lesson plans for a variety of hands-on games, puzzles and leadership challenges to bring the learn to lead curriculum to life.

Can be found at the bottom of:
gocivilairpatrol.com/L2L



CAPP 60-32 Staff Duty Analysis Guide

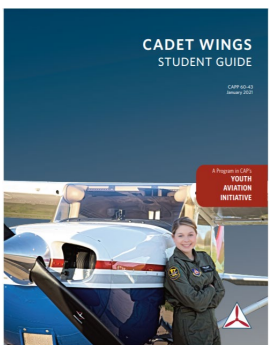
Outlines the Staff Duty Analysis process and the requirements for completing it. SDAs are required for cadets in complete achievements in Phase III & IV.



CAPP 60-50 Active Cadet Fitness Guide

Outlines the new physical fitness program, including activities and assessments such as the CPFT and the Helathy Fitness Zone.

Can be found at:
gocivilairpatrol.com/fitness



CAPP 60-43 Cadet Wings Student Guide

Cadet Wings provides funded training to Civil Air Patrol cadets to earn their Private Pilot Certificate. This student guide outlines the goals and benefits, describes procedures, and explains the application process.



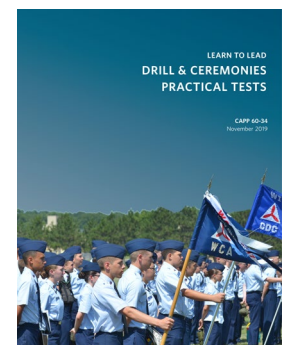
CAPP 60-40 Cadet O-Flight Program Guide

Describes the requirements and procedures for the Cadet Orientation Flight Program.



Red Ribbon Leadership Academy Curriculum Guide

The Red Ribbon Leadership Academy is a squadron-run activity that places high school aged cadet NCOs and officers in front of middle school students (non-CAP) to serve as leaders during a 3-hour workshop.



CAPP 60-34 Drill & Ceremonies Practical Tests

Testing booklet for cadet drill and ceremonies tests. Includes instructions for proctoring the test, grading rubrics and the specific tests for each achievement.