



# *Civil Air Patrol Middle School Initiative*

## *Lessons Learned*

*28 March 2001*



**This text is produced by your Drug Demand Reduction Program**



NATIONAL HEADQUARTERS  
CIVIL AIR PATROL  
DRUG DEMAND REDUCTION PROGRAM  
UNITED STATES AIR FORCE AUXILIARY  
Building 714  
105 South Hansell Street  
Maxwell AFB AL 36112-6332



4 April 2001

To all Current and Prospective Middle School Initiative (MSI) Participants,

Civil Air Patrol (CAP) Drug Demand Reduction (DDR) conducted an evaluation of 13 CAP Middle School Initiative (MSI) schools during 9 January through 1 March 2001. The evaluator observed a unit meeting and the CAP facilities at each school and collected specific information on the MSI curriculum. The purpose of the evaluation is to assess the use and effectiveness of the CAP Administrator's Guide, training schedules and lesson plans that were provided to participant MSI schools. Also, the evaluation results will be used by CAP DDR to further refine and strengthen the MSI program.

Attached is the CAP MSI Lessons Learned Report that was developed based on the evaluation. The report summarizes numerous results and benefits that can be achieved from the program 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 MSI program. Participant MSI schools/units should review this report to ascertain how these lessons can be applied to your program. For those considering the potential for initiating the MSI program, consider how these benefits and lessons could be applied to your particular middle school environment.

I am pleased with the results of the MSI evaluation. Most units are making good progress in reaching out to the youth of America in a way that teaches respect, manners and accountability while developing the potential of tomorrow's leaders. More can be done. Through the use of the MSI curriculum provided to your program, and the Lessons Learned Report, you should be able to increase the effectiveness of your program and achieve even greater results. Keep up the good work; as you know, it's very rewarding!

I highly encourage widest distribution of the Lessons Learned Report to all current and prospective MSI school administrators, principals, squadron/flight commanders, instructors and assistant instructors. Also, the Lessons Learned Report is posted to the CAP DDR Web site at <http://www.capnhq.gov/nhq/do/ddr/index.html>. Please call me at 800-313-8422 (pager) or 334-

953-4237 (work) if there are any questions concerning the CAP MSI Lessons Learned Report.  
Thank you again for your support to this important program.

Sincerely,

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

Attachment:  
CAP MSI Lessons Learned Report

# **CIVIL AIR PATROL MIDDLE SCHOOL INITIATIVE LESSONS LEARNED**

## **BACKGROUND**

Civil Air Patrol (CAP) Drug Demand Reduction (DDR) conducted an evaluation of 13 CAP Middle School Initiative (MSI) schools during 9 January through 1 March 2001. The evaluator observed a unit meeting and the CAP facilities at each school and collected specific information on the MSI curriculum. Additionally, the evaluator reviewed with the squadron/flight commander the unit's previously submitted questionnaire input and asked follow-up questions. The purpose of the evaluation is to assess the use and effectiveness of the CAP Administrator's Guide, training schedules and lesson plans that were provided to participant MSI schools. Also, the evaluation results will be used by CAP DDR to further refine and strengthen the MSI program.

MSI maintains the same standards as the normal CAP Cadet Program, only the location, audience and time the program is conducted are different. MSI places CAP squadrons or flights into middle schools during the day or as an after-school activity with the support/assistance of a local host CAP unit. 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. Also, it is a critical point in their development where it can influence future career decisions.

The MSI curriculum was developed using a logical progression from the Cadet Program Achievements, Specifications and Awards chart at Attachment 1. If a cadet relocates to another MSI school or regular CAP squadron, he or she should see similar CAP operations and activities. The 16 achievements and four milestone awards were segmented into CAP levels 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 Spatz Award

This CAP MSI Lessons Learned Report was developed based on the MSI evaluation. The report summarizes numerous results and benefits that can be achieved from the program as revealed by those who have hands-on experience in administering and executing the program. Also, the report outlines various lessons concerning the initiation and implementation of the MSI program. Participant schools/units should review this report to ascertain how these lessons can be applied to your MSI program. For those considering the potential for initiating the MSI program,

consider how these benefits and lessons could be applied to your particular middle school environment. The Lessons Learned Report is posted to the CAP Drug Demand Reduction Web site at <http://www.capnhq.gov/nhq/do/ddr/index.html>.

### **MANNING/ORGANIZATION**

The 13 evaluated schools are located in eight states, three in Midwest states and the remainder in East Coast states. They are located in areas that range from upper-class suburban neighborhoods to poverty stricken inner-city neighborhoods. The schools have been involved in the MSI program from 10 months to five years. Four MSI units conduct the program during normal school hours as an elective course, eight as an after-school program and one as an evening program. They meet anywhere from one to five times per week depending if it is a during/after school or evening program. Cadet enrollment ranges from nine to 124 cadets; they are in the sixth, seventh and eighth grade and receive mostly CAP 1 and CAP 2-level instruction.

Squadron/flight commander/instructor experience ranges from 14 years of CAP experience (some have minimal CAP experience but numerous years of military experience) to no previous CAP or military experience. Four senior members are principal/vice principals of their school and also provide facility and administrative support to their unit. During-school instructors are monetarily compensated as schoolteachers; instructors for after-school and evening programs volunteer their time and talents to the MSI program. The number of senior members participating in the MSI program range from one to eight; sponsor members participating range from zero to four. Most units have parent groups that support the cadet activities. Several units use senior members/cadets from the local host squadron, Junior ROTC cadets from a local high school and/or other volunteers to assist with the instruction. Some units require the students to demonstrate good academics and obtain recommendations from past teachers before they can apply. Other units accept cadets that are troublemakers, learning disabled or require some other form of special education. Most units recognize wing headquarters as another good source of information and assistance.

### **GENERAL OBSERVATIONS**

1. In addition to discussing the MSI program with the squadron/flight commanders, the evaluator also discussed the program with the school principal, whenever possible. Without exception, representatives at every evaluated school stated that the MSI program has a positive impact on the discipline in their school. There are numerous success stories of cadets that have matured and developed self-confidence in the short time that they have participated in the program to include at-risk cadets that were consistent troublemakers prior to joining MSI. Participation and being able to wear the uniform have instilled pride, discipline and better attitudes and behavior in the cadets. Several programs also accept special education students resulting in a positive influence on some. 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.

2. Of primary concern is the unit's ability to grow the program from CAP 1 to CAP 2 and CAP 3-level instruction simultaneously. There should be a dedicated MSI instructor for each level of CAP instruction. Ideally, the instructor that started 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 start 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 dedicated instructor for the first three CAP levels. The number of senior/sponsor members that are able to assist the instructors conducting a during/after-school program limits the units' activities. Most parents and other adult members maintain full-time employment and are not available to assist such a schedule. Recruiting efforts are continuous.

3. At one school, when the principal became aware of the MSI program, he recruited seven teachers to assist him in administering and executing the program; none have previous CAP or military experience. They were trained on the details of the MSI program through instruction arranged by the state CAP-US Air Force Liaison Officer. The eight volunteers are CAP senior members and each is assigned specific responsibilities for planning and executing the program. Multiple senior membership participation allows the various MSI requirements to be sufficiently distributed so the program does not overburden any one person. 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 senior cadets, 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.

4. Several units participate with a local host squadron that assists in weekend/summer training activities and provides a source of subject matter experts (SMEs) for specialized instruction. MSI participation in host squadron meetings is encouraged, although not required, unless it is in conjunction with the MSI curriculum for cadet advancement. Units are also working with wing headquarters to arrange cadet flight orientation rides, encampment activities and procurement of supplies and equipment, such as battle dress uniforms (BDUs) and color guard equipment.

5. Most units have an active color guard program; others have plans to start one soon. Color guard ceremonies are in demand and cadets perform for school and community activities from five to 25 times per year. 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, which is supervised by the cadet sergeant and monitored by the squadron/flight commander. The color guard also appears on a "Good Morning" video shown each day at one school. Some units also march in local parades. Generally, color guard training and duties are

reserved for the more senior and experienced cadets on a volunteer basis. This acts as an incentive for junior cadets to stay in the MSI program and provides them with aspirations as a future cadet.

6. A few schools provide the units access to a large 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.

7. Most units were not aware of all the Civil Air Patrol financial opportunities available to strengthen their Middle School Initiative programs. Specifically, there is information on how to apply for financial resources from the Drug Demand Reduction Initiatives Program on the Civil Air Patrol Drug Demand Reduction Web site at <http://www.capnhq.gov/nhq/do/ddr/index.html>. Also, there is information on Aerospace Education Foundation Grants offered by the Air Force Association on the Civil Air Patrol National Headquarters (NHQ) Aerospace Education Web site at [http://www.capnhq.gov/nhq/aeroed/ETA/AE\\_Grants.htm](http://www.capnhq.gov/nhq/aeroed/ETA/AE_Grants.htm). These opportunities offer additional financial resources to the MSI program and other helpful information and ideas on how to invigorate respective activities.

## SPECIFIC OBSERVATIONS

### MSI Administrator's Guide (AG)

1. The AG is a tool that has been developed primarily for the MSI program. It provides many details to help the unit get started, and then, sustain the program. Instructors indicate that the AG makes administering the MSI program much easier. One stated, "I could not have started the program without the AG; it told me everything." Some helpful areas mentioned are: marketing the program, how to set up a MSI flight, physical fitness programs, cadet program requirements, training and membership activities, uniform requirements and information on cadet programs. Another commented, "Chartering procedures, administrative details and how to advertise were very helpful; Attachment 1, *Getting the Word Out*, was perfect!" Generally, they continue to use the AG as a key reference throughout the program. One instructor made 10 copies of the AG and provided them to the group staff, local host squadron commander, principal, vice principals and assistant instructors to keep them informed of the MSI program. All current and potential MSI program administrator's are highly encouraged to use the AG as a ready reference for administrative and logistic details of the program. The AG is posted to the CAP DDR Web site at <http://www.capnhq.gov/nhq/do/ddr/index.html>.

2. Instructors noted that MSI administration and logistic operations require an inordinate amount of personal time. Units have a greater chance for success if several senior members are involved in administering the program. Multiple senior membership participation allows the various MSI requirements to be sufficiently distributed so the program does not overburden any one person. Instructors that delegate administrative responsibilities to another senior member that has time to focus on the requirement have a greater opportunity to maintain current MSI personnel records, files, forms, regulations, etc. for the program. The basic principle of "walk

before you run" applies. Units that limit participation to 30 cadets or less during the first year of the program have less personnel records and other administrative details to maintain and more success in getting started in an orderly fashion. Most CAP forms are discussed in the Administrator's Guide and can be downloaded from the CAP National Headquarters Web site at <http://forms.cap.gov/>.

3. Similarly, the logistic operation of unpacking, sizing, accounting for and issuing uniforms and ordering the necessary accouterments requires time consuming, detailed and continuous management. The basic principle of "walk before you run" also applies to the logistic operation. 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. Establish a waiting list for future participants if necessary.

4. Some units store their MSI personnel files at the host squadron, some at the instructor's home and the remainder at the school. Personnel files observed were generally not kept up to date and, in some cases, there was not a personnel file for each member. Two units indicated they did not maintain a CAP Form 66, *Cadet Master Record*, for each cadet. The evaluator referred them to the CAP Form 66 instructions in the Administrator's Guide and advised them on how to order the form or download it from the CAP NHQ Web site.

### **MSI Training Schedules**

1. MSI training schedules include all required achievement activities, such as physical fitness, leadership, aerospace education and moral leadership. They consolidate CAP requirements into weekly training sessions that are two hours in length; there are 18 sessions per semester and 36 sessions (two semesters) per school year. During-school programs allot up to five hours per week to the curriculum and after-school/evening programs allot between two and four hours per weekly session.

2. Some units developed their own annual training schedule while others merely gave up on the MSI training schedule for one reason or another and did not use one. 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. Not properly planning the required annual training events and using a training schedule is simply unjust to the cadets. All MSI units should have their training schedule posted where instructors/assistant instructors and cadets can refer to it often. This will help everyone to be better prepared.

3. During-school programs have greater success in executing CAP 1, CAP 2 and CAP 3-level training simultaneously. Generally, up to four MSI classes meet daily and are separated by CAP levels, which allows the instructor for each CAP level to focus on the training requirements for that level. After-school and evening programs usually are conducted once per week. They use senior cadets to instruct and assist the junior cadets; this requires the senior cadets to study and advance to the next achievement level on their own time.

4. After-school/evening programs require more time for refresher training since cadets cannot always attend MSI because of conflicts with other school activities. This is exacerbated by the fact that some programs accept cadets that are troublemakers, learning disabled or require some form of special education. Also, because some principals/guidance counselors view MSI as a "quick fix" for troublemakers, they are injected into the program midstream, which keeps the program in a state of flux.

5. Most units with after-school programs are considering the parameters for converting to a during-school program next year so it does not have to compete with other after-school activities. Also, during-school programs can provide more time to conduct all the training outlined in the MSI curriculum.

### **MSI Lesson Plans**

1. MSI lesson plans are detailed instructions for presenting each subject, complete with handouts and transparencies (slides) if required. They are designed to ensure the instructor has reviewed all the necessary references and material prior to the class. Also, they provide helpful hints, suggestions, ideas and discussion topics to aid the instruction. Some include include pop quizzes. All instructors are highly encouraged to use the MSI lesson plans.

2. Most instructors indicate that they routinely use the MSI lesson plans and attest that they are very helpful. One instructor develops PowerPoint slides based on the MSI lesson plan transparencies and borrows a "big eye" projector from the local airbase where she works to enhance the instruction. The information sheet on the MSI Lesson Plan File Scheme at Attachment 2 will assist in locating and identifying the lesson plans. The MSI training schedules and lesson plans for CAP 1 through 4 are posted to the CAP Drug Demand Reduction Web site at <http://www.capnhq.gov/nhq/do/ddr/index.html>. CAP 5 and 6 will be posted soon.

### **Unit Meetings**

1. Meeting/class times range from 55 minutes to four hours depending on whether it is a during/after-school or evening program. Attendance ranges from five to 35 cadets and one to five senior members. Some meetings commence with a unit formation and uniform inspection while others commence with cadets sitting in the classroom. In some cases, the cadet chain of command distributes announcements and assists in maintaining order; mostly, the instructors accomplish this. In all units, cadets participate in the discussion and seem interested in the subjects being instructed. Cadets are briefed on upcoming activities at the close of the meeting.

2. 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 linear formation to respective classrooms, physical training areas 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 of higher military standards. These cadets often slouch in their seats, visit with fellow cadets during instruction and miss some pertinent information.

3. Some units were structured as a flight organization where cadets performed assigned leadership responsibilities as cadet flight commander, cadet flight sergeant, cadet element leaders (four elements of approximately seven cadets each), 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. The cadets marched to the athletic field and the cadet physical fitness coordinator developed and led the flight in physical training. All units should structure their cadet organization to allow cadets to fill leadership positions and execute the associated responsibilities. Rotate cadet leadership positions occasionally so all cadets have an opportunity to assume leadership responsibilities.

### **Unit Classrooms**

1. In most cases, a well-equipped classroom that is normally used for other school studies is made available for unit meetings. Instructors maintain a transient status and hand carry the necessary training materials from classroom to classroom. Consequently, the instructor has a more difficult time in establishing the esprit de corps that is common in military organizations. Some classrooms are equipped with an overhead projector, TV, VCR and IBM-compatible computer and printer that are provided by the school.

2. Other units have 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 unit, 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.

### **Unit Drill Areas**

1. All units have suitable space to conduct drill practice outdoors on a hard surface or sod area. During periods of inclement weather or darkness, indoor facilities are provided such as a commons area, gymnasium, cafeteria or school hallways that are suitable for small unit formations.

2. One urban school keeps the front parking lot clear of vehicles each Friday so the unit can conduct squadron drill practice in mass formation; teachers park elsewhere, which increases

visibility for the program. Most units conduct drill-down competition to determine the most proficient cadet for the day.

### **Proper Wear of Uniforms**

1. Generally, senior members and cadets wear BDUs or blue shirt with tie uniforms and, for the most part, look pretty good. Uniform sizing is a problem, particularly for the smaller cadets. In one unit, a senior member brings her sewing machine to unit meetings to adjust uniforms and sew on name tapes. In another unit, the flight commander acquired a sewing machine from the Home Economics Department and positioned it in her permanent MSI classroom; cadets sew on their own patches, name tapes and other uniform accouterments. Parents of another unit conducted a fundraiser to purchase small-size BDUs from a local military surplus store to ensure proper uniform fit for all cadets.

2. On meeting days, one unit has the cadets report to school 30 minutes early so that senior members or the cadet commander can conduct an in ranks inspection to ensure proper wear of the uniform. The general policy for most units is that uniforms cannot be worn unless they are complete and properly tailored. Haircuts, body piercing, etc. do not appear to be an issue because the cadets will do almost anything to wear the uniform.

3. For standardization in a few units, the junior cadets wear CAP DDR T-shirts, dark civilian slacks with black leather belts until they pass the Curry Achievement test and are authorized to wear the CAP uniform. Most units wear the CAP uniform 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.

### **Unit Office/Storage Facilities**

1. Three vice principals are the squadron/flight commander of their unit, so naturally, they have adequate office space for storing MSI personnel files, regulations, lesson plans, exams, etc. Several other schools provide adequate office space for the MSI instructor.

2. Most schools provide adequate storage facilities for uniforms and other equipment and supplies. Some units store their uniforms and other items at the local host squadron. A few units have instructors that are not faculty members. Consequently, these units maintain a transient status and senior members hand carry what is needed to each meeting.

## **LESSON PLANS**

### **Cadet Orientation Course**

1. There is a wide range of opinions on the preferred length of the cadet orientation course. One during-school program instructor suggested that three weeks is too long since students must be dropped by the end of the first week if they are going to change electives. Most thought the three-week length is good. Units that accept cadets that are troublemakers, learning disabled or

require some other form of special education take longer to determine if they will stay in the program. Some allow troubled students to join midstream based on principal/guidance counselor insistence; consequently, students are constantly coming and going in the program, which makes it insufficient to provide an annual orientation course. Another unit uses a six-week probation period to determine the cadets' interest in the program.

2. Some instructors feel compelled to accept prospective cadets midstream and suggested that the orientation course needs to be more flexible to accommodate new cadets each month. This should be done on a "by exception basis" and not considered the norm. Units that establish annual enrollment standards are able to reduce turbulence in the program. To do this, it is essential that marketing the program be initiated the year prior and is continuous so all interested prospects know what the enrollment standards are and what is expected of them. Units that deem it necessary to initiate CAP 1 more often than once per year should consider commencing a second CAP 1 session at the beginning of the second semester with another dedicated MSI instructor. Some units require students to have a C average or better and teacher recommendations before they can apply. Several units have more candidates than they can accept and establish an order of merit list for future prospects.

### **Drill and Ceremonies**

1. The material is not too advanced for instructors with adequate CAP or military backgrounds. For those without previous experience, a good source of SMEs is available. Some examples of SMEs available in the local area include senior members/cadets from the host squadron; ROTC and Junior ROTC instructors and cadets; active, National Guard and reserve military personnel; and veteran's groups. Conducting drill instruction with the cadets also provides good practice for senior CAP and ROTC cadets. Whoever assists with the instruction, ensure they have ample opportunity to review the associated MSI lesson plans and CAP regulations prior to instructing the cadets. Senior members supervising the instruction should use the lesson plans to familiarize themselves with the procedures.

2. Instructors think the slow progression that is provided in the MSI training schedule is good. The material is just right for the average cadet; however, most units enroll some with learning disabilities and have adjusted accordingly.

### **Leadership Lab**

Average cadets are able to understand the concepts; adjustments have to be made for those with learning disabilities. For during-school programs that are taught more than once per week, instructors are able to spend more time on the subject. For after-school/evening programs that instruct once per week, more time is required for sixth graders.

### **Safety**

1. Most units conduct safety instruction once per month in accordance with the CAP regulation. Cadets are anxious to participate in safety discussions as long as the topic has relevance to them. Most instructors adapt safety discussions to existing school and home

situations, which makes the cadets more safety conscious. Safety is a topic that is also discussed by instructors in conjunction with other MSI subjects and training activities. Some units use guest speakers, such as a fire marshal or safety officer from a local military unit.

2. Most instructors stress that cadets should always use the buddy system; no cadet should do anything alone. A senior member/cadet escorts/supervises a junior cadet on every task, which fosters unit cohesiveness.

### **Moral Leadership**

1. Most units conduct moral leadership instruction once per month in accordance with the CAP regulation. A vast majority divides the unit into smaller groups and appoints a discussion leader and recorder for each group. They use topics of interest and incidents from the unit, school, TV, current news items, personal experiences and hypothetical situations on ethics. Later, they reassemble the unit in a circle and conduct a summary of the discussions. Some units conduct a lot of role playing by the cadets; some let the cadets teach a few of the moral leadership classes. Also, some units invite guest speakers, use videos, conduct various field activities and do a lot of community service work.

2. One unit located in a low-income urban neighborhood had a cadet turn in a wallet found on the school property containing over \$100; another cadet turned in a watch. The squadron commander stated that this would not have happened before the MSI program was instituted in the school. Another flight commander stated that parents are thrilled and amazed that cadets are receiving moral leadership instruction; three parents personally called the flight commander to express their appreciation.

3. Two instructors stated that they did not teach moral leadership to the cadets because it conflicts with state law concerning teaching religion in school. Moral leadership is a requirement of the Cadet Program. Although coordinated by available chaplain service personnel, this is not a religious meeting but a moral leadership forum designed to allow cadets to examine their own moral standards and values in the framework of guided discussion. The value system they develop becomes the basis for consistent moral choices, both in their own individual lives as well as in leadership roles they may assume. Guidance for conducting the moral leadership program is at CAPP 265-2, *Values for Living*.

### **Cadet Physical Fitness Test (CPFT)**

1. For most during-school programs, MSI is an elective class offered in lieu of physical education. Consequently, most of these MSI programs conduct physical training (PT) weekly. Most after-school programs conduct PT monthly. In addition to conducting warm-up exercises and pushups, sit-ups and running exercises, other PT activities include soccer, basketball, volleyball, kickball and capture the flag.

2. Although the CPFT is required once per achievement, most units offer it more often in order to provide opportunities for those who cannot make it to each meeting or for re-testing

purposes. All units administer the CPFT in accordance with the lesson plan or CAP regulation. Some conduct the CPFT with the local host squadron.

3. Some units work with the cadets to perform more repetitions of each exercise failed during the CPFT. If cadets cannot run one mile to standard, they run or walk shorter distances until they improve to standard. All units allow the cadets to retest. Most units encourage the cadets to play sports and participate in other activities to improve their physical fitness.

### **Communications**

1. Those instructors that use the lesson plan during CAP 2-level training indicate that the training is good because it is needed to conduct search and rescue (SAR) and emergency services exercises. The hands-on training with radios is excellent. Instructors need to be innovative during classroom instruction to hold the cadets' interest. Also, cadets are eager to learn this type of special training because it is different from their non-CAP classmates' routine schoolwork.

2. One unit indicated that they use the radios on SARs and also set up a radio net when parking cars during community service events to keep coordinated as a group. Another unit indicated that they would be able to use their skills during radio procedures practical exercises at a local Air Force base later in the month.

3. One squadron commander noted the improper telephone answering procedures used by the cadets. He obtained several unserviceable telephones and conducted instructions on proper manners and courtesies when using the telephone. Now, cadets have more self-esteem when answering the unit telephone and parents indicate they apply similar courteous manners when answering the telephone at home.

### **Emergency Services (ES)**

1. Instructors indicate that cadets are interested in ES because it is hands-on training. Other instructors thought it provides a good overview of part of the CAP mission. It provides the basics of needed information to conduct SARs and obtain the CAP Form 101 card for ES.

2. One unit conducted a campout during cold weather with the host squadron. Another unit conducted two SARs; one was for practice and the other one was evaluated with good results. Another unit observed a SAR mission and spoke to pilots and other cadets that were conducting SAR training.

### **Aerospace Education (AE)**

1. Most instructors think there is too much material in *Aerospace: The Flight of Discovery* for sixth graders. Some of the reading requirements are over their heads; seventh graders do much better. Also, most cadets are underdeveloped in this area. All agreed that the MSI lesson plans should be modified in accordance with the six *Aerospace Dimensions* learning modules from the new AE program.

2. The instructors like the AE experiments and the instructions are very clear and easy to follow. The cadets enjoy the experiments because they are hands-on training. A majority of the units are aware of local AE organizations that can assist with this instruction.

### **Testing**

1. Most units provide remedial training for cadets that fail a test. They require the cadets to redo the sample questions at the end of each chapter. One unit has the respective instructor for AE, leadership lab, etc. conduct the necessary mentoring. In another unit, for CPFT, they can retest in two weeks; for written tests, they can retest in one month after the instructor has worked with the cadets that failed. Other units use senior cadets to conduct the necessary mentoring.

2. Generally, the cadets are required to wait a minimum of two weeks to apply to retest, after they have demonstrated that they are adequately prepared. Some during-school programs simply give all the cadets good grades for the elective program, while others provide more appropriately earned grades based on cadet performance, uniform wear, conduct, etc.

### **SHORT VIGNETTES**

1. A squadron commander/instructor at one unit monitors school disciplinary records of each cadet. In the short time cadets have participated in the program, comparing last year's disciplinary records to this year's, 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.

2. Another principal indicated that their squadron performed over 90 hours of community service during the past year. Specifically, he mentioned their participation in a Veterans Day celebration at the school where the cadets wore their blue uniforms and hosted the veterans. The color guard performed and one cadet sang the national anthem. Other school activity groups also participated, such as the band, chorus, etc. 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.

3. A squadron commander/instructor stated that last year there was an unruly gang in their school. This year, the MSI program has replaced that 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 correct, a commendable comment makes them feel good about themselves.

4. At one 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 program, the MSI instructor established an aggressive cadet flight orientation program through wing headquarters and the local airbase. Every Wednesday until the end of the school year, the instructor selects 10 cadets to attend ground school at the airbase. A local squadron provides a

CAP van. Cadets have discussions with pilots and they learn about flight operations, ground support equipment, aircraft rigging and weight and balance procedures, etc. Lunch is provided in the Airman's dining facility. Also, every Thursday and Friday until the end of the school year, he selects 10 additional cadets to participate in cadet flight orientation rides. To qualify, cadets must maintain good academics, attendance in all classes and a good discipline record. When their name gets to the top of the list, if they do not qualify, they go 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 improved discipline, attendance and performance records of all students.

5. One flight commander is cautious of recruiting local active or retired military personnel to assist in the MSI program because they do not fully appreciate the volunteer service concept. Experience has been that they try to run the program and dictate orders similar to a strict military lifestyle. When working with volunteers that are donating their time and effort, strict orders being dictated to them is most times not palatable. They quickly determine that this treatment is not suitable and leave the program. It takes a special person to encourage volunteers to donate their time, money and talent to a worthy cause, even though the rewards can be great.

## CONCLUSIONS

1. The MSI program has provided a positive impact on all the schools evaluated. The numerous individual and unit success stories cited by principals/vice principals/instructors warrants continuation and expansion of the MSI program, particularly to those communities that need to instill integrity, volunteer service, excellence, respect, discipline and leadership standards in their young students.

2. It is noteworthy that some non-CAP faculty member's view the MSI program as an excellent tool to achieve better discipline in their school; however, they are generally not aware of the myriad details and requirements for executing the program to CAP standards. Some view MSI as just another club, such as band, chorus and math club, and do not appreciate that there are specific regulations, policies, procedures, standards, customs and courtesies, etc. necessary to establish and operate a military-type program. Basically, some schools have one objective--improved discipline, while CAP has multiple and broader objectives--teaching cadets about aerospace oriented programs and curricula that enhance the leadership and life skills of all cadet members and develops responsible citizens for the US Air Force and the nation.

3. Most MSI units achieve more than the principal's initial expectations. This is directly attributed to the squadron/flight 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.

4. MSI squadron/flight commanders should work in conjunction with wing staff personnel to provide orientations about the MSI program and its standards to respective school administrators/principals/faculty members. This could be accomplished during routine school board and faculty member meetings. School officials should be provided 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 stabilizing enrollments. 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. Additionally, schools should be encouraged to allocate financial resources to the MSI program because of the benefits they reap from the program.