



Civil Air Patrol School Enrichment Program FY 2007-2012 Strategic Plan

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Acknowledgements

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“The main hope of a nation lies in the education of its youth.”

-Erasmus

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“If you can dream it, you can do it.”

-Walt Disney



Civil Air Patrol School Enrichment Program FY 2007-2012 Strategic Plan

Vision:

Motivating America's students to become responsible citizens.

Mission:

The CAP School Enrichment Program (SEP) partners with educational institutions, community organizations, industry, and government to educate students on the principles of effective leadership, the strength of integrity, the knowledge of aerospace and related career opportunities, and the benefits of physical fitness in preparation for life as productive American citizens.

Motto:

Building a Better Tomorrow One Student at a Time



"Education makes good men and good men act nobly."

-Plato

Justification for a School Enrichment Program (SEP) and a Strategic Plan for Growth

Civil Air Patrol did not have to wait for Congress to enact the “No Child Left Behind” act to reach out to America’s schools and their students. In 1993, nine years prior to this Congressional action, CAP’s School Enrichment Program came to life as a Drug Demand Reduction initiative in a public school in Houston, Texas. It has grown steadily since then to 67 schools and over 2000 cadet students and educators. CAP volunteers recognized the needs of America’s schools, many of which were struggling with the challenges of maintaining discipline, instilling a sense of pride, and meeting academic goals. We congratulate those who had the foresight to see how important this program is to our nation’s youth, and to Civil Air Patrol, as well. Through their dedication, energy, hard work, and creativity, an exciting new venture has been founded.

The goals in this strategic plan for the School Enrichment Program are reasonable and with the continuing support from volunteers and staff, they can and will be met.

*Colonel David Mikelson
CAP Deputy Chief of Staff for Training*

Future of the School Enrichment Program: Students in Kindergarten to Grade Five



“The future belongs to those who believe in the beauty of their dreams.”

- Eleanor Roosevelt

The School Enrichment Program

Civil Air Patrol offers elementary, middle, and high schools the School Enrichment Program to develop students' potential through character and leadership development, aerospace education, and physical fitness training. Schools may participate in the full spectrum of activities available to cadets in traditional cadet squadrons. This mutually beneficial partnership between schools and CAP gives many cadets who could not otherwise participate in the CAP Cadet Program the opportunity to be in a unit in their school. Designed as either an in-school class or after-school program, the curriculum includes administrative guides and lesson plans that make it easy for teachers to bring the cadet experience to their school setting. The emphasis on discipline and teamwork helps students set personal goals and fulfill their academic potential. Reports from educators show that class attendance and academic achievement have marked improvements when CAP partners with their schools. *(See sample "Success Story" on page 14.)*

A multiyear strategic plan for partnerships, planning, procedures, and progression will ensure that both the schools and CAP are successful in the SEP expansion. The implementation of this plan will also benefit the traditional cadet squadrons in recruiting and retention efforts.



"In the middle of difficulty lies opportunity."

-Albert Einstein

SEP Strategic Objective 1- Membership Growth

CAP has a strong educational program that has the potential to reach public, private, parochial, charter, and home schools and colleges across America. By placing CAP cadet squadrons in schools for grades 6-12 and in colleges, by creating a junior cadet program for grades K-5, and by enhancing teacher member commitment for promoting aerospace education, the SEP can achieve tremendous membership growth in five years.

Aim for sustained program growth FY 2007- FY 2012.

- a. At the start of FY 07 there were 67 schools in the School Enrichment Program (approximately 2,000 SEP cadets)
- b. End of FY 07 target: 85 schools (approximately 2,600 SEP cadets)
- c. End of FY 08 target: 125 schools (approximately 4,000 SEP cadets)
- d. End of FY 12 target: 500 schools (approximately 15,000 SEP cadets)

SEP Strategic Objective 2- Staffing

The success of the SEP rests with the senior leaders and volunteers of CAP, as well as the CAP National Headquarters employees who provide administrative support to the program.

Increase NHQ staffing to accommodate program development, promotion, and growth.

- a. FY 07 staffing requires, at a minimum, 2 primary positions (SEP Manager and an Education Program Manager).
 - SEP Manager hired August 2006
 - Education Program Manager position pending hire in 2007
- b. By FY 12 the program should require additional full-time program managers based on one manager per 100 schools.

“Far and away the best prize that life has to offer is the chance to work hard at work worth doing. “

-Theodore Roosevelt

SEP Strategic Objective 3- Administration

A number of CAP policies will need to be enacted or revised to ensure SEP success.

Develop/update introductory, governing, and administrative guidance for the program.

- a. Develop a short, introductory promotional SEP brochure with emphasis on student and school benefits. (Target Date: FY 07)
- b. Develop a “Quick Start Guide” for administrators, instructors, and squadron leaders to provide a concise overview on how to establish a squadron at a school. (Target Date: FY 07)
- c. Update and combine the Administrator’s Guide and draft of CAPP 51-2 *The CAP School Program*, providing guidance for the SEP in one all-inclusive publication, CAPP 51-2. (Target Date: FY 07 and ongoing)
- d. Revise the existing Memorandum of Agreement template that addresses liability and insurance concerns between CAP and the schools. (Target Date: FY 07)
- e. Establish a chain of command for program reporting. (Target Date: FY 07)
- f. Develop a training program for SEP leaders, to include a Specialty Track. (Target Date: FY 08)
- g. Create an on-line membership application process. (Target Date: FY 08)
- h. Minimize the number of reports, forms, and staffing required. (Target Date: FY 08 and ongoing)



“Tell me and I forget; show me and I may remember; involve me and I will understand.”

-Chinese Proverb

SEP Strategic Objective 4- Funding

To ensure that the SEP succeeds, it must have appropriate funding from a variety of sources.

Ensure adequate funding sources are identified for each fiscal year.

a. Examine the FY 07 CAP and Air Force budgets for the Missions Deputy Directorate for AE, CP, and PD to identify areas which can contribute to the SEP budget. Currently, there are no funds specifically targeted for the FY 07 SEP program. A proposed SEP budget for FY 08 needs to be developed. Some budgeting/funding factors to consider are:

- (1) Travel (workshops, field visits, etc.)
- (2) In-house printing
- (3) Outsource printing
- (4) Conference fees and exhibit booth fees
- (5) Program promotional items

b. Explore additional funding sources for FY 08 – FY 12

- (1) CAP Corporation
- (2) United States Air Force
- (3) Business and industry
- (4) Community organizations
- (5) Educational institutions
- (6) Local, state, and federal government

“Your rewards in life are always in direct proportion to your contribution.”

-Anonymous

SEP Strategic Objective 5- Curriculum

CAP recognizes that to reach into America's classrooms it needs curriculum that meets national academic content standards and also satisfies individual state requirements. Additionally, course materials must be consistent with the "No Child Left Behind" guidelines. All publications must be developed to provide instructional leaders the tools needed to be successful in either an in-school or after-school program.

Revise and update the SEP curriculum.

- a. Align current SEP core curriculum with National Academic Content Standards. (Target Date: FY 07)
- b. Develop curriculum support resource guide (internal and external resources) to include personnel resources to enhance classroom instruction. (Target Date: FY 07)
- c. Develop supplemental curriculum enrichment products to include multi-media and on-line support. (Target Date: FY 08)
- d. Develop comprehensive feedback mechanisms to ensure program effectiveness and currency. (Target Date: FY 08)
- e. Develop completely updated SEP core curriculum with all of the aforementioned aspects included. (Target Date: FY 09)



“Any genuine teaching will result, if successful, in someone’s knowing how to bring about a better condition of things than existed earlier.”

-John Dewey

SEP Strategic Objective 6- Junior Cadet Program

Many students discover their areas of interest and begin focusing on those areas early in life. Therefore, it is important for CAP to promote its aerospace education programs for grades K-5. In addition to aerospace education, CAP would focus on character development, leadership, and physical fitness for K-5 educational programs. One of the primary goals of the K-5 program is to motivate students to participate in the follow-on SEP program for grades 6-12.

By the end of FY 08 (if not sooner), establish a K-5 SEP for Junior Cadets which mirrors the structure and content of the basic SEP, modified for lower grade levels.

- a. Develop a membership program.
 - (1) dues
 - (2) uniforms
 - (3) membership cards
 - (4) awards
 - (5) promotions
 - (6) recognition
 - (7) benefits
 - (8) logo
- b. Create a nine-month curriculum guide for each grade level to include character development, leadership, aerospace education, and physical fitness.
- c. Develop an Administrator's Guide.
- d. Develop promotional materials.
- e. Create on-line activities to enhance the school program.



“It is possible to fly without motors, but not without knowledge and skill.”

-Wilbur Wright

SEP Strategic Objective 7- Outreach

A multiyear, ongoing outreach effort is imperative to recruit and retain students, schools, and staff to expand the SEP.

Beginning in FY 07, plan and implement a multifaceted outreach program with the goal of public awareness and increased recruitment.

- a. Place special emphasis on recruiting and retaining CAP Aerospace Education Members (AEMs). These teacher members of CAP are in the most influential position to endorse SEP for their schools.
- b. Plan and implement on-going promotion of the SEP program through the CAP Volunteer magazine, newsletters, websites, Annual Report to Congress, organizational partnerships, local, regional and national media outlets, conferences, symposia, and workshops.
- c. Ensure the CAP SEP website is current, relevant, and easy to navigate for interested on-site visitors and CAP members.
- d. Partner with CAP DDR, AF JROTC, National Guard, DoD, STARBASE, and other possible support organizations to expand and enhance the SEP program.



“The job of an educator is to teach students to see the vitality in themselves.”

-Joseph Campbell

SEP Strategic Objective 8- Assessment

The development and enhancement of the SEP depends heavily on periodic assessment of program effectiveness. This process will ensure that past performance is evaluated and used as a basis to improve future performance.

Ensure viable feedback mechanisms are developed and are utilized to determine success and effectiveness of the SEP. Such evaluative instruments can be derived from surveys, evaluations, and membership statistics. (Begin FY 08)

- a. Develop appropriate feedback instruments and associated program effectiveness metrics.
- b. At least biannually, CAP will calculate the number of students in the SEP and track recruiting and retention.
- c. Each wing should appoint at least one SEP coordinator to oversee the program and ensure adequate support to schools. The SEP coordinator should maintain accurate SEP records to document and assess program effectiveness. SEP coordinators will provide pertinent and timely reports, as needed by commanders and CAP National Headquarters.



***“Our progress as a nation can be no swifter than our progress in education.
The human mind is our fundamental resource.”***

-John Kennedy

Additional Recommendations

In order for the SEP to succeed in the K-12 and college classrooms of America, the following additional recommendations are presented to the CAP National Board:

- Provide support to fulfill the objectives of this Strategic Plan.
- Establish a SEP Committee to review policies.
- Budget, through the Program Objective Memorandum (POM) process, additional funds for the out years through FY 12.
- Create a SEP line item in the budget.



“Be sure you put your feet in the right place, then stand firm.”

-Abraham Lincoln



Elementary school students have embraced lessons in character and leadership as part of a pilot CAP program at Creighton School in Philadelphia.

In the inner city of Philadelphia, where gangs are commonplace and student discipline in school is a major challenge, one school is beating the odds with the help of Civil Air Patrol.

By Lenore Vickrey

Creighton School has partnered with the Pennsylvania Wing to pilot a kindergarten through fifth grade pre-cadet school program. The brainchild of principal Capt. Katherine McKeller-Carter, the program started three years ago with 15 cadets. It now includes students in grades 6, 7 and 8, and this year was extended to the younger students in K-5.

Pilot CAP Program

Pennsylvania Wing's Inner City Partnership Blazes Trail for Future



Capt. Reginald McDonald, the Pennsylvania Wing's School Enrichment Program coordinator, explains the significance of his uniform decorations to Imeera Barton. McDonald said CAP gives students the courage to dream.

The program has become so popular that parents are moving into the area so their children can attend Creighton and participate, said Capt. Katherine Smith, deputy squadron commander and a teacher in the program.

"We teach character, leadership and responsibility. The students love the program. We hold them to very high standards to do what they've not been challenged to do in the past," she said.

A visitor to the CAP classrooms would easily notice there is something different about these Creighton students. When the principal is about to enter a classroom, the children in the younger grades are brought to attention by their student leader with a sharp "Captain on deck!" The pre-cadets stand up straight and tall in their CAP attire as they salute the principal (their "captain").

In class, K-5 students learn the four tenets of the CAP program: character, leadership, aerospace and fitness, which are fully integrated into the curriculum. They wear either a CAP pre-cadet crew shirt or a physical training sweat suit. While they do not progress in rank, as do regular cadets, they are nonetheless prepared to enter sixth grade with a strong background knowledge of CAP

customs because they are mentored by their CAP counterparts at the middle school level.

Older students serve as mentors

With the younger students, aerospace education starts early. One group might be working on building a model of the Hubble satellite, while another works on a model airport or paper airplanes. "I'll ask them to draw me an airplane, to use their imagination," said Capt. Reginald McDonald, Pennsylvania's middle school initiative coordinator and adviser to the Pennsylvania Wing's CAP School Program. "I tell them, 'Dare to dream, because if you stop dreaming, progress stops.'"

In grades 6, 7 and 8, the older students start their day with a morning inspection, and then lead the school and the local community in the raising of the flag and Pledge of Allegiance. They also take responsibility for teaching and working closely with the pre-cadets, teaching them cadences, and keeping them in line as they go to the school lunchroom and playground.

"Each of the younger pre-cadets has an Air Force or Army cadence they sing," said McDonald. "I taught it to the older cadets, and they taught the kids. I've told them what they do in uniform is going to affect what that little child sees and does."

The discipline and responsibility built into the program is working. CAP students are less likely to get into fights, they are more respectful of each other and more responsible at home.

"When they see their friends getting ready to get into a fight or conflict, they will stop them," he said, "and they are more willing to tell us what's going on. There is a general air about them; they take constructive criticism, and they are able to be corrected." It wasn't that way just three years ago.

When the CAP program started, principal McKeller-Carter remembers the first students who participated took ribbing from their classmates. "The other kids would tease those in CAP about their uniforms," she said. Not any more. The next year, more cadets were



Seventh-grader Gloria Santiago has gained the strength through CAP to rise above peer pressure.

brought into the program until it was taken into sixth, seventh and eighth grades. Then last year, the K-5 students joined in to make it a CAP Academy.

"Now everyone wants to be a part of it," she said. "It's that elitism they feel. The teachers have all joined

CAP as senior members and even parents have joined.

"The students have to keep their grades up and their attendance up. We keep telling them they are the only pilot program like this in the nation. Failure is not an option," she said.

The "orderly, organized climate" of Creighton has caught the eye of higher-ups in the school system. Wendy Shapiro, regional superintendent for the North Region of Philadelphia schools, said the program's success has convinced officials to have CAP programs in at least two other schools. "And we are looking to move it into one of our high schools," she said.

The educators are "as excited as the cadets and junior cadets," said Pennsylvania Wing Commander Col. Al Applebaum. "The K-5 pilot program will allow CAP to reach more young people and engage them in positive, patriotic programs that will provide enrichment. Character development, leadership training and aviation: This combination cannot be beaten."

Parents, students sing program's praises

Parents like the changes they are seeing in their children who are involved. Brenda Tejire's children, ages 7 and 11, "are more responsible, they're energetic about projects, and it keeps them very interested," she said. "They get home, their homework gets



Students gather in an orderly manner in front of the school to participate in a morning program. CAP has instilled in the children a sense of self-control that has improved Creighton's educational environment.

done. I can't even explain it."

Nubia Santiago's daughter, Gloria, is a seventh grader who was shy and insecure before becoming part of the CAP program. Now she's developing leadership skills that have helped her in many ways.

"I've learned discipline. I've flown in a plane. I've had a lot of opportunities you wouldn't normally have if you weren't in CAP," said Gloria. "If you were in a regular class, it would be crazy and hectic, but now everyone's on point and it's neat and everyone is cooperating together. Everyone knows what they're supposed to do and they do it."

Gloria, 12, has some older friends who are gang members, but she encourages them to leave that lifestyle. "I tell them: 'CAP will help you in the future; with gangs you will end up in jail. A CAP scholarship will get you through college. Life will be better. Gangs may seem cooler, but you're wasting your life.'"

If principal McKeller-Carter had her way, her entire school of 900 students would be involved in CAP.

"Our kids are learning things they've never learned before. I wish you could see their faces when they come back from their orientation flights. That's something I could have never offered them," she said. She's also taken students camping at Fort Indiantown Gap, and most have never been camping before.

On days off, instead of taking a vacation, students want to do CAP activities and physical training at the nearby naval base. "You can't pay for that kind of responsibility from a child," she said. ▲



Creighton School's partnership with Civil Air Patrol has changed the lives of students from kindergarten through eighth grade.