

## Engaging and Working with the CAC

**Lesson Objective:** Understanding the responsibility the commander and staff have when it comes to working with the Group and Wing Cadet Advisory Council (CAC). Along with the relationship they must facilitate the CAC. How commanders and staff play a key role in helping support cadets in developing new and unique ideas.

### Desired Learning Outcomes (DLO):

1. Understand the echelon's Commander and echelon's CAC Relationship
2. Understanding how the Commander and staff support and to encourage their echelons CAC
3. Understands how the CAC aids the commander in monitoring and implementing the Cadet Program at the Group and Wing level.
4. Explain how a commander appoints a CAC Representative to the next echelon.
5. Understand and explain what types of topics the Group/Wing CAC should be discussing and how to handle ideas that are not appropriate for that echelon.

**Scheduled Lesson Time:** 40-60 minutes

### Introduction

This will help give you an understanding of how Group/Wing CAC's operate. Along with the role Group/Wing Commanders and their Staff play in fostering a working relationship with the Council. It is the Group/Wing Commander's and their Staff's responsibility to support and encourage the Council in developing new and unique ideas.

### 1. Echelon Commander & CAC Relationship

CAPR 60-1

7.3.1. Advisory Nature. The CAC has no authority to establish policy. Councils send their recommendations to the echelon commander, through the director of cadet programs, in the format of staff study reports or position papers. If feasible, the council should personally brief the commander on its recommendations at least once per term.

7.3.2. Service to the Echelon Commander. The echelon commander, or CAC advisor, may direct the CAC to deliberate on a particular Cadet Program issue (not related to an official complaint or the inspection program) and require the CAC to submit their recommendations in writing.

7.3.3. Procedures & Training. Commanders may establish bylaws or operating instructions for their echelon's CAC, without approval from National Headquarters. "Leadership in Committee," available at [capmembers.com/cac](http://capmembers.com/cac), provides an introduction to parliamentary procedure and should be used to train new cadets as they join the council.

As we can see from these regulatory excerpts the CAC is an advisory body with no authority to establish policy. They should be providing written recommendations to the Commander to tackle specific problems that they have identified, or the Commander has asked them to research and

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provide solutions. Commander's should do everything in their power to have an end of fiscal year briefing done by the CAC to recap their term.

## **2. How the echelon Commander & Support Staff encourage their CAC**

The Commander should be giving the CAC special projects to work on and establish goals for the duration of the term each fiscal year. Additionally, they should also provide any tools/resources they need to be successful. Commanders are encouraged to give the CAC access to their Staff to investigate any items that require the Staff expertise in that area. Commanders should be encouraged to sit in on their CAC meetings to get a better understanding on their Council. They should be an observer and exercise restraint to not take over the meeting. Their Staff will need to keep an open mind when working with the CAC or when getting inquiries from them as their expertise is being sought out.

## **3. How the CAC aids the Commander in Monitoring & Implementing the Cadet Program at the Group/Wing level**

The CAC is a tool to help the Commander get a better understanding of how the Cadet Program is being implemented and a means to monitor it through the CAC's feedback. They are a powerful tool to help get this task accomplished. The CAC can do surveys, staff reports, and formalized written proposals as a few examples. Since the CAC is advisory in nature, they can only come up with the ideas for the commander to then implement.

## **4. How a Commander appoints a CAC Representative to the next echelon**

CAPR 60-1

7.2.1. Allotment of Seats. Commanders may appoint one primary representative and one assistant to serve on the CAC at the next higher echelon.

7.2.1.1. Region commanders appoint two Phase IV or Spaatz cadets.

7.2.1.2. Wing commanders appoint two cadet officers.

7.2.1.3. Composite and cadet squadron commanders appoint two cadet NCOs or officers. If the unit does not have qualified cadets available, the position(s) may remain vacant.

7.2.2. Appointment. Commanders appoint their representatives via the cadet duty assignment module in eServices between 1 August and 15 September annually, for the term beginning on 1 October.

7.2.6. Double-Service Discouraged. Because the CAC exists to provide cadets with advanced leadership opportunities, the program should operate so as to involve the maximum number of eligible cadets. Therefore, concurrent appointments to multiple CACs is discouraged. (Example: The wing chairperson should not concurrently serve as the wing's representative to the region.)

## **5. What types of topics the Group/Wing CAC should be discussing**

Group and Wing CACs should focus on local activities and conferences. How to better improve lower echelon best practices for unified implementation of the Cadet Program. This should not

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discourage these echelons from looking globally. However, proposals that expand their scope should be submitted either through the next higher commander or the next higher CAC. Items that are brought up by the representatives that have merit. They can be used to help setup/coordinate the quarterly activities required by regulation.

CAPP 52-19 (CAPP 60-34 once published)

Listed below are just a few topics that commanders could task CACs with investigating for them:

- Is the echelon providing enough summer and weekend activities for cadets? How might the existing activities be improved?
- Within the echelon, are cadets receiving orientation flights on a regular basis? Are those procedures effective from the cadets' perspective?
- What might commanders and the general membership do to improve cadet retention?
- Are a significant number of cadets applying for scholarships? If not, what can be done to increase the number of applicants?
- Regarding cadet milestone awards, how does the echelon's record compare with the national average? What can be done to increase the number of award recipients?
- What are some innovative ways to recruit cadets? How can CAP attract more female cadets, especially since they comprise less than one-fifth of the Cadet Corps?
- What opportunities does CAP have, through its commanders and cadet officers, to encourage cadets to make academic excellence their top priority?
- How might cadets serve their community? Are there any opportunities for cadets to serve as role models to local youth?
- Not all units are able to participate fully in the Drug Demand Reduction (DDR) program due to constraints on those funds. What can commanders and cadets do to promote a drug-free ethic, regardless if they are a "DDR-unit" or not?
- Senior members and experienced cadets are supposed to mentor junior cadets, especially those who have just joined CAP. Are existing mentoring programs within the echelon effective?

### Lesson Summary and Closure

Ultimately it is the Commander's responsibility to ensure the CAC has everything they need to be successful through proper guidance, resources, and materials. There are various ways to support the CAC over the course of their term via funding, guidance, tasks, and being actively involved.

**ASSIGNMENT:** Sit in a CAC meeting, read minutes, talk to executive team, and create an action plan for working with the CAC over the term. Having talked with the team, how do they want to meet? How can you support their efforts? What projects will you give the CAC for their term? Report back to your instructor with your findings.