

FOREWORD

1.1. This guide provides a reference on how to build a strong Cadet Corps with cadet leaders that fully own their unit and demonstrate cadet ownership through:

1.1.1. Setting SMART Cadet Corps goals,

1.1.2. Developing Cadet Corps activities (LDRs, Community Service, CIA Trips) to support those goals,

1.1.3. Planning and executing these activities,

1.1.4. Measuring, monitoring, recording, and reporting progress toward Cadet Corps goals, and

1.1.5. Operating and controlling the functional areas of day-to-day Cadet Corps operations (i.e., Cadet Access in WINGS for cadet personnel records, logistics/inventory control, health and wellness, administrative functions, and maintaining unit standards, etc.). Cadets can access WINGS under the supervision of instructors. This does not relieve instructors from oversight responsibility for unit operations and WINGS accuracy.

1.2. CADET CORPS GOALS

1.2.1. STEP 1: KNOW THE GOAL SETTING PROCESS

1.2.1.1. Air Force and Space Force Junior ROTC (AFJROTC/SFJROTC) requires a minimum of six organizational goals that support the mission to “*Develop citizens of character, dedicated to serving their nation and community.*” Six goals are required to be created and submitted within WINGS. While there is no set limit to the number of goals a Cadet Corps may pursue, the total number of goals should be kept to a reasonable amount to maintain focus and manageability. Instructors should encourage cadets to tie overall organizational goals to additional sub-goals within their various functional areas.

1.2.1.2. The six required unit goals are divided into three categories:

1.2.1.2.1. Cadet: Two goals are related to the Cadet Corps itself. One of the cadet goals will focus on the quest for **academic excellence** within the Cadet Corps itself.

1.2.1.2.2. School: Two goals are related to the school. One of the school goals will address **recruiting and retention** of cadets in the unit.

1.2.1.2.3. Community: Two goals are related to the local community. One of the community goals will be oriented to **cadet involvement** in community service and building service-related programs.

1.2.1.3. Cadet Corps goals will be cadet inspired, not instructor directed. Instructors should provide guidance and advice but should not direct or write the goals for cadets. Cadet leadership

efforts to own and achieve their goals are much stronger when written by the cadets and give them ownership (or “buy in”) to accomplishing their goals. Goals should not be repetitive from year to year. Rather, they should be unique and represent the current cadet leadership’s vision for the entire Cadet Corps.

1.2.1.4. The more cadets involved in goal formulation the greater the overall “buy in.” Cadet leaders should begin to think about goals as soon as they are appointed to a command/leadership position. Instructors can help them start the process by teaching the Leadership Education (LE) lesson entitled “*Making Positive Decisions*” from the LE-100 textbook, Chapter 2, Lesson 3, page 156, within the first couple weeks of the new school year. This chapter teaches decision-making and setting goals, to include the “SMART system” in the goal-setting process. Once cadets have received this lesson, they are now ready to start the process of developing SMART goals for the school year. This starts with brainstorming.

1.2.2. STEP 2: BRAINSTORM THE GOALS

1.2.2.1. The Cadet Corps Commander should solicit as many ideas as possible regarding what cadets believe is important to the entire Cadet Corps. Suggest using a brainstorming session in each class to generate ideas. Ask leading questions to initiate discussion, such as:

“What is the greatest challenge within this Cadet Corps?”

“What is the number one academic issue among cadets?”

“How can we improve the academic performance of the entire Cadet Corps?”

“How can this Cadet Corps make a difference in our school?”

“What is the number one recruiting and retention issue in this unit?”

“How can we increase or improve Cadet Corps retention and recruiting efforts?”

“What can the Cadet Corps do to help improve our community?”

“What best practices have you seen in other AFJROTC/SFJROTC units or school programs?”

1.2.2.2. Optional Ballot Process. Once ideas are collected from all classes/cadets, cadet leaders should group all ideas, as some ideas may be duplicates or very similar in nature. Categorize each idea as to which of the major categories it supports (cadet, school, & community). Prepare a ballot for cadets whereby they are asked to rank order the most important to least important ideas for the school year. Then, have every cadet vote by submitting a ballot with what he/she thinks is most important to the least important. Cadet leaders can review the ballots and select the highest ranked idea in each of the categories (cadet, school, & community). Then, they can decide which goals are most important for their group.

1.2.2.3. Keep in mind, all goals should be a challenge and require measurable efforts on the part of the cadets. Cadet leaders can write SMART goals, which is the next step.

1.2.3. STEP 3: WRITE THE GOALS

1.2.3.1. Using the ideas selected by the Cadet Corps, written goals need to have several essential (SMART) components. To be a SMART goal, it must have all five of these elements.

According to the LE-100 textbook, Chapter 2, Lesson 3, “SMART” means:

1.2.3.1.1. SPECIFIC: Make specific goals and write them down. Do not write in general terms. What exactly do you want to accomplish? Be specific.

1.2.3.1.2. MEASURABLE: List the steps you will take to reach your goal. Generate a way to continuously track and qualitatively (quality, not quantity) evaluate goal accomplishments. The goal should show how you will reach it. It must be measurable.

1.2.3.1.3. ATTAINABLE: Goals must be realistic, requiring action or effort. This action should be something that is dependent upon the cadet. It should be attainable and not ridiculously unrealistic.

1.2.3.1.4. RESULTS: Set up checkpoints to evaluate your progress. Goals must be managed and controlled towards achievement. Do cadets have the ability to control the outcome? Can they monitor and evaluate their results?

1.2.3.1.5. TIME FRAME: Goals must have a time constraint. When do cadets hope to successfully complete the goal? Your Cadet Corps school calendar will need to reflect goal accomplishment. Remember, the results of the six HQ AFJROTC/SFJROTC required goals must be reported in WINGS by 10 April of each school year. Try to avoid setting goals that cross academic years.

1.2.4. STEP 4: REFINE AND SUBMIT THE GOALS

1.2.4.1. After cadet leaders write the Cadet Corps goals, instructors should ask questions to clarify what cadets are trying to accomplish. Cadets should refine the goals, if necessary, to ensure they are all SMART.

1.2.4.2. Ideally, cadets will enter their goals into WINGS. Save the goals in “Draft” until ready to finalize and submit. Remember to click the “Submit” button on or before 10 October of each school year, to meet the HQ AFJROTC/SFJROTC suspense date. Double check to ensure it is saved!

1.2.5. STEP 5: MEASURING GOAL ACCOMPLISHMENT

1.2.5.1. Goals are meant to guide cadet operations throughout the school year. Therefore, properly developed goals will emphasize what is important to cadets (as they built the goals, right?). Cadets must continuously measure how they are doing toward achieving the desired outcome of each goal. Mid-course/semester changes may be needed to accomplish each goal.

1.2.5.2. Key notes to remember:

1.2.5.2.1. When the cadet staff plans their yearly activities, they should tie each cadet activity to the Cadet Corps goals.

1.2.5.2.2. Ensure all cadets know the Cadet Corps goals. Posting them in a prominent place (i.e., the classroom or online) or giving each cadet a hard copy of all goals is a good way to

communicate them. A Cadet Corps can only achieve their goals with every cadet's knowledge and effort towards the goals.

1.2.5.2.3. The Cadet Corps commander should assign members of the senior staff to be responsible to track and keep records for each goal.

1.2.5.2.4. Periodic special staff meetings should be conducted to determine progress toward achieving each goal. Depending on the progress toward each goal, changes or corrections may be needed in order to achieve the goal.

1.2.5.2.5. Each year, instructors should allow the cadet leadership to input the "Results Evaluation" statements in WINGS and help edit them before submitting. Under each goal, the cadet will click the "Yes" or "No" radio button for accomplishment. Then, enter a short comment as to how the goal was accomplished, or how the goal was missed and not accomplished. This is a very important part of the goal setting process and should be accomplished before the school year ends.

1.2.6. After using this 5-step SMART goal-setting process, cadets should understand the importance of goal setting to an organization and how to use them to guide themselves and an organization towards success. This is an outstanding cadet leadership tool and puts classroom Leadership Education into practice.

1.3. PLANNING AND EXECUTING CADET PROGRAMS

1.3.1. All AFJROTC/SFJROTC programs should be initiated, planned, organized, executed, and documented by cadets. This should include all CIA trips (even overnight), all teams and planning committees (LDRs), and all community service projects. The ability of the cadets to operate at an "ownership" level is a process which may take several years to build. Instructors must allow cadets to take ownership of their program, as AFJROTC/SFJROTC is a great leadership lab, allowing cadets to take on key leadership positions within their group.

1.3.2. Cadets should have a new plan for each new school year. The Cadet Corps Commander should assign project officers for each activity, team, committee, or event. The Senior Aerospace Science Instructor (SASI) should monitor this process to make sure the cadet commander's selections are within the ability of the cadet being selected. Before project officer announcements are made, the SASI should approve all selections. Project officers should be mature, self-starters, and usually a junior or senior with at least two years of experience in AFJROTC/SFJROTC. An assistant project officer, or NCOIC, should also be selected (normally at least a sophomore with one full year of experience in AFJROTC/SFJROTC). This provides enough experience and continuity for the unit.

1.3.3. Cadet project officers and Cadet NCOs should develop a chronological checklist of things to be done to execute their project, program, or area of responsibility. Instructors should ask leading questions to guide cadets in the direction they need to go without giving them the answer. Project officers should keep a continuity book to be used by future cadets. It should be constantly updated after events to ensure accurate recording of details towards event success. Depending on the cadet's ability, the amount of assistance given may vary. Instructors should

monitor progress closely. Keep in mind, while there are lessons learned in failure, do not allow a major event to fail.

1.3.4. Cadets should meet with instructors periodically to brief their progress and discuss any current problems, potential pitfalls, constraints or restraints. Again, instructors should use questions to lead them in the proper direction. The cadet team or committee, under the supervision of the designated cadet leader, with guidance from instructors, should fully plan, organize, and execute the activity or event. Then, make sure these efforts are recognized publicly following a successful event.

1.4. CADET FUNCTIONAL AREAS OF RESPONSIBILITY

1.4.1. In a “cadet led, cadet run” unit, cadet leaders are responsible for leading and maintaining all the functional areas to manage their Cadet Corps. The Cadet Corps Commander should select these key staff members for each functional area. The SASI should monitor this process to make sure the commander’s selections are within the ability of the cadet being selected. Before announcements are made, the SASI and/or ASI should approve all selections. Cadet Corps Commanders should not be allowed to simply select his/her friends, as they may not be the best choice for the job. Also, cadet leaders and instructors should discuss what consequential action will be taken should the selected individual fail to do the job properly or adequately.

1.4.2. Each functional cadet leader should be responsible for training their staff members. The Cadet Corps should be structured to facilitate training of potential replacements, as to build continuity and eliminate recreation of processes or programs. Sometimes (as with new units), instructors may need to train cadet functional leaders and then allow them to train their staff. An example of the type of structure which allows “cadets-training-cadets” may be a Logistics officer with a Logistics NCOIC assisting that is at least a year behind in AFJROTC/SFJROTC. Each flight (or classroom period) may also have a Logistics specialist that works for the logistics officer and NCOIC. The same structure may be true of other functional areas.

1.4.3. Units should publish information on the Cadet Corps operational and functional areas in the unit’s Cadet Guide or unit operating instructions for all cadets to access.

1.4.4. Each functional cadet leader should have WINGS Cadet Access to manage Cadet Corps, PFT, Logistics, Unit, and/or Event management. Cadet Access allows functional leaders to document all practices and/or events for their LDR team or committee.

1.4.5. Cadet Functional Areas of Responsibility include, but are not limited to:

1.4.5.1. **Logistics (LG):** Includes inventory control, issue, and record keeping of cadet uniforms and equipment. Logistics cadets will utilize Cadet Access in WINGS to issue and accurately account for uniform items and equipment. The logistics job is a tough, attention-to-detail job and requires a well-organized cadet leader who can plan and organize uniforms and equipment storage, as well as gain and maintain inventory accuracy for the unit.

1.4.5.2. **Personnel (IM):** Includes maintaining cadet personnel records, folders, paperwork, as well as keeping unit records on community service and other administrative tasks. Personnel

cadets may assist instructors with individual cadet awards and decorations, jobs, ranks and promotions, health and wellness activity, as well as individual participation in unit activities, community service, and even financial records.

1.4.5.3. **Physical Training and Wellness (PT):** Includes planning weekly PT/Wellness activities, conducting the unit's Physical Fitness Test (PFT) Mass Assessments, and accurately recording all cadet PT scores. PT cadets should have Cadet Access and utilize WINGS to manage these areas of responsibility.

1.4.5.4. **Public Affairs (PA):** Includes properly and accurately publicizing Cadet Corps activities and events to the school and/or community, to include photos, videos, and social media. PA cadets may also assist instructors in documentation of historic events at the school/unit, as well as assist in recording these events at HQ AFJROTC/SFJROTC levels for accuracy and historic posterity.

1.4.5.5. **Inspector General (IG):** Includes leading cadet leadership in conducting the annual self-assessment for the unit, as well as plan, organize, and execute formal HQ Unit Evaluations. This cadet must know the standards, ensure they are met and/or exceeded, and are documented honestly and accurately in WINGS.

1.4.4.6. **Operations (OPS):** Includes leading, training, and scheduling the Armed Drill Teams, Unarmed Drill Teams, Color Guard, and Flag Detail Team. These specific cadets should be well versed in the AFJROTC 30-Command Drill Sequence, the Department of the Air Force Pamphlet 34-1203 Drill Manual, and the Department of the Army TC 3-21.5 Drill Manual.

1.5. CADET PROMOTIONS, AWARDS AND STANDARDS

1.5.1. For the cadets to be true "owners" of their Cadet Corps they must play key roles in promotions, giving awards, and enforcing standards. There should be written procedures in the unit's Cadet Guide or Unit Operating Instructions on how promotions are administered, how awards are earned, and how standards will be enforced within the unit. Instructors should work with cadet leaders to develop tools that help them manage the Cadet Corps. Then, instructors must release ownership to these cadets to now lead their peers.

1.5.2. Special board procedures for awards, promotions, and disciplinary issues must be included in the Cadet Guide or Unit Operating Instructions. Instructors must be present when any cadet board is being conducted to ensure cadets abide by the rules (school and regulations), as well as to ensure all board actions are fair and just. Board actions are only recommendations, as the SASI/ASI is the final approval authority for all actions.

1.5.3. Standards should be published, explained, and understood. More importantly, they should be enforced, so as to not lower the standard. Failure to at least meet the standard should be consequential, with the expectation of cadets meeting and exceeding the standard, as Integrity and Excellence dictates.

1.5.4. One method of managing standards is through the use of a merit/demerit system. Merit/Demerit systems have worked well in some units and not so well in others. If used,

system procedures should be written in the Cadet Guide or Unit Operating Instructions for all cadets to read and heed. To preclude abuse of the system, instructors must closely monitor it, as any cadet receiving merits or demerits must be fully aware of the pending action. Actions should be documented, with care given to ensure the merit/demerit system is not just a punitive system which fails to recognize good cadet actions. There should also be a procedure whereby a cadet receiving a demerit can appeal the action if he or she feels it is unfair. There should be zero tolerance for anything that appears to be hazing or physical discipline, per regulation, and a consequence to a demerit or failure to meet the standard. An appointed Cadet Senior Enlisted Advisor or Cadet Command Chief could be the cadet to oversee and lead this program, which is an option for the SASI to consider.

1.5.5. All these actions and programs are benchmarks of a cadet-led, cadet-run program. Ownership may vary from year-to-year depending on the strength of the unit's senior class leadership. The expectation is for instructors to proactively start the ownership process by training, mentoring, and setting cadets up for success. Then, allow cadets to take ownership of their program, as to develop a tradition of excellence which is reinforced and strengthened each new school year, towards becoming a high standard of excellence for the unit.

1.6. COMMUNITY SERVICE

1.6.1. Community service by cadets is a key tenant of good citizenship, while providing an exceptional opportunity to develop teamwork and Cadet Corps ownership. Cadet leaders should be encouraged to make community service a top priority. The goal is to get maximum cadet participation in each event. Higher cadet participation rates lead to higher recruitment and retention rates, as well as providing opportunities for greater Cadet Corps visibility in the school and community. This essentially leads to better citizens for our local community and nation.

1.6.2. Community service is defined as voluntary, unpaid work intended to help or benefit a person, or persons, in a particular area. It is simply "serving the community" with "*Service Before Self*" in mind. According to AFJROTCI 36-2010, and the JROTC LDR Guide, CS events are:

1.6.2.1. AFJROTC/SFJROTC-sponsored and school-approved events,

1.6.2.2. Planned, organized, and executed by the Cadet Corps, and

1.6.2.3. Supervised by a certified AFJROTC/SFJROTC instructor.

NOTE: Units will only document those community service events which meet these criteria and will enter these events in WINGS within one week of the event's execution. Forecasted events may be entered in WINGS ahead of the event, to show and plan a unit's activities.

1.6.3. The unit will not count community service hours conducted by an individual cadet when the cadet is not operating in the format described above. For example, if the cadet is doing a community service project with their church or Boy/Girl Scout organization, those hours cannot be attributed to AFJROTC/SFJROTC. Community service builds character and perspective, provides skills to be used later in life, and strongly reinforces the Air Force Core Value of

“Service before Self.” It also provides a positive representation of AFJROTC/SFJROTC to the community and nation as a whole. HQ AFJROTC/SFJROTC tracks community service hours for annual reporting and awards from 11 April of the current academic year to 10 April of the next academic year. **To be considered as community service for reporting, it must be performed without pay, without receiving a grade, without receiving something in return, and without in-kind compensation. It must be true community service.**

1.6.4. For example, if cadets stay after football games to clean the stadium and are paid for their work, it is NOT community service. This is a job. If all the money being raised will be donated to an outside organization or charitable entity (which is not part of AFJROTC/SFJROTC), then it *could* be considered a community service project to donate/give to a worthy cause.

1.6.5. Community service must also benefit the general community. It cannot be for the sole benefit of the AFJROTC/SFJROTC unit. For example, volunteering to come after school and straighten up the unit classroom, while a worthwhile effort, should NOT be reported as community service because it has no benefit to the community.

1.6.6. Volunteering to come after school to clean the school grounds should be counted as community service because it benefits the entire school. **Other examples are raising and lowering the flag on the school’s flagpole in the morning and afternoon, reciting the Pledge of Allegiance and announcement on the school PA/radio station, and serving as escorts and assist during a school open house/orientation. This should be counted as community service as it benefits the school and/or community.** Conversely, receiving a grade for community service participation should NOT count as community service because the grade benefits the cadet, not the community, and the cadet is receiving a form of payment for participating.

1.6.7. To properly account for community service hours, the unit should count the actual hours spent performing the community service at the event location. The unit may reasonably count any preparation time (dressing out, loading supplies, etc.) or travel time **not to exceed 1 hour total** to/from the community service project.

1.6.8. Cadet leaders should take the initiative to develop programs and activities throughout the academic year which provide opportunities for every enrolled cadet to participate in community service. One way to do this is to have cadet leaders approach the principal and community leaders asking, “*What can we do to help our school or community?*”

1.6.9. Cadets show ownership by planning events, recruiting volunteers to participate, executing planned events, and developing rewards which recognize cadets who participate (i.e., linking community service as one of the criteria for promotion).

1.6.10. Cadets should record participation hours in the Events section of WINGS no later than one week after the event is complete. Based on a cadet’s record in WINGS, the leadership should identify cadets who have earned the Service Ribbon and present it to the cadet.

1.7. CADET CORPS EXCELLENCE

1.7.1. Instructors set and model the standards for excellence in any AFJROTC/SFJROTC unit.

A “*Do it right the first time*” attitude must be emphasized because it saves time and effort. Cadets, on the other hand, should be model citizens at home, on campus, and in their community. Not just while at school, but always. Successful units typically exceed school averages in attendance, academics, graduation rate, and disciplinary rates when cadets exemplify the Core Values and Cadet Creed. There should be evidence of a lower number of disciplinary problems in every class among cadets as compared to the general student body. AFJROTC/SFJROTC should be regarded by faculty and students as the best student organization on campus exemplifying self-discipline, integrity, excellence, and service. Finally, cooperative and collaborative/joint efforts with other school organizations, clubs, and programs help bond cadets and students throughout the school and community, while expanding visibility of the program.

1.7.2. Academic success should be given highest priority by instructors and cadets, as well as factored into promotions and job advancement. Cadets in need of academic help should be identified and proactively supported through study groups and tutoring efforts. Academic recognition programs such as the Kitty Hawk Honor Society (KHHS) should be utilized to identify and recognize academic “top guns” and academic leaders.

1.7.3. In the PT/Wellness Program, physical fitness should be led and managed by cadets to include planning and leading exercises, to documenting and assessing via WINGS. Program modifications are made to strengthen cadet weaknesses. Warrior or elite PT programs are encouraged, like the Raider Team and PT competition events.

1.7.4. In recruiting and retention, cadet leaders should be involved in promoting the unit and the programs offered. Cadets are the unit’s best recruiters for AFJROTC and are the foundation of a viable unit. Consider surveying the Cadet Corps to find out what is most liked and disliked, and why cadets choose to join or leave. Cadet leaders should work with instructors to ensure the activities, trips, and events they conduct are what cadets want.

1.7.5. Cadets should be encouraged to actively participate in other student organizations within the school. One goal of the unit should be to mirror the student body in demographics and gender, as to be an integral part of the school. Cadets should actively recruit students across the entire student body, to include honor students, varsity athletes, band and chorus members, Key Club members, special needs students, etc. Without this diversity, a unit will be quickly stereotyped as either the place for students interested in the military, or where the “students who cannot do anything else go” within the school. The demographics of the unit should mirror those of the school.

1.7.6. Cadets should take pride in their facilities and should be actively involved in keeping the AFJROTC/SFJROTC area clean and neatly organized all the time (not just when a visitor is coming). Cadets should be allowed to personalize their area to reflect the originality and unit spirit. They should be allowed to keep bulletin boards, and other displays neat, organized, and up to date.

1.7.7. Instructors should encourage the principal and other administrators to publicly recognize cadet contributions and awards at every opportunity. To help, the instructor can prepare a 3x5 index card with a short narrative about how a cadet excelled, to hand the principal for

announcements. Keep the activities, service, and excellence in front of the entire student body whenever possible. This helps in recruiting, unit pride, and enhancing AFJROTC/SFJROTC reputation on campus. Remember, the principal has many activities going on all the time and may not always see what cadets are doing. The 3x5 cards could prove very valuable.

1.8. CADET ASSESSMENTS AND EVALUATIONS

1.8.1. Cadet performance in the various areas addressed in the preceding sections will indicate how well instructors are doing their job as mentors in achieving the mission of citizen development. Because of this, the Cadet Operations section of a Unit Evaluation (UE) is weighted heavier than any of the others. Units must conduct a thorough self-assessment every year and may receive a formal external assessment from HQ AFJROTC/SFJROTC every year. Each cadet leadership team should have the opportunity to prepare their unit for inspection. Units should conduct their self-assessments just as they would for a formal unit evaluation from HQ AFJROTC/SFJROTC. This should be part of the unit's yearly planning calendar.

1.8.2. Some units appoint the cadet Vice Commander as the one responsible for the unit's assessment preparation. Others appoint a cadet to serve as the Inspector General (IG) for this task. Parts of the assessment checklist should be delegated to functional leaders within the unit. Involvement of every cadet, to the maximum extent possible, will greatly contribute to a unit's success and rating.

1.8.3. The SASI should find someone outside of the unit to be the Inspecting Officer for the annual self-assessment. This could be the principal, a VFW official, or another unit instructor. Whoever is evaluating, cadets should plan the day of the inspection just as if it was a formal HQ AFJROTC/SFJROTC evaluation.

1.8.4. Adherence to dress and appearance standards, as well as uniformity reflects the pride and professionalism of a unit. Cadets who take pride in wearing their uniform, as well as helping others wear the uniform correctly and properly, demonstrate teamwork and great leadership. Cadet leaders should be involved in the uniform inspection process and provide feedback to younger cadets. The first impression of a Cadet Corps is centered on uniform wear and personal grooming/appearance. The Cadet Corps should be properly groomed, in a standardized uniform, with uniforms clean and pressed. Additionally, the assessment rating for this area is dependent on whether all or only a portion of the unit complies.

1.8.5. **Cadet Mission Brief:** For a formal, external UE, cadets are required to develop and present a unit mission briefing to the evaluator. A sample template for the Cadet Mission Brief resides in WINGS Published Files under the Assessments folder. It should include, at a minimum:

1.8.5.1. Six HQ AFJROTC/SFJROTC submitted SMART goals (see Section 1 of this guide) with performance measurements and status of goals,

1.8.5.2. Current status of unit's PT/Wellness Program (to include PFT Mass Assessments),

1.8.5.3. Current school year community service events with hours and cadet participation rates,

1.8.5.4. Current school year Curriculum in Action (CIA) trips (past and planned) with cadet participation rates,

1.8.5.5. Current school year defined Leadership Development Requirements (LDRs) with cadet participation rates,

1.8.5.6. Other school activities in which cadets participated, including collaborations with other school clubs/organizations.

1.8.6. Although instructor guidance is expected, the Cadet Mission Brief should be developed and presented by cadets. A sample template of the cadet mission brief is in WINGS | Published Files | Assessments. The briefing should be planned for an hour minimum. Units should contact the visiting evaluator to draft an evaluation agenda/itinerary with timeframes. A sample template of an evaluation agenda is in WINGS | Published Files | JROTC | AFJROTC Assessments | AY 20XX Assessment Checklist and Attachments | Attachment 5. The Mission Brief is a “living” document/briefing that is kept up to date, ready to be presented (when appropriate) to highlight program accomplishments during the UE and at school or district meetings. Units are encouraged to include pictures of their activities, but only include activities that go back to the last external evaluation. After the cadets have rehearsed their briefing, the SASI may want to roleplay as the evaluator and have cadet leaders field questions from the evaluator. Or the cadets may consider delivering the mission brief to their school administration team.

1.8.7. **Mass Formation:** Also included in the formal external UE is the mass formation of all enrolled cadets. Units should work closely with school administrators to allow the release of all enrolled cadets for the mass formation, whether in uniform or not. The mass formation affords the evaluator the opportunity to see all cadets in an open ranks formation in order to evaluate the culture of cadets wearing the cadet uniform with proper grooming standards. It also serves as a venue for the HQ AFJROTC/SFJROTC representative to present Top Performer ribbons/certificates to select cadets and speak to all cadets in the unit.

1.8.8. Finally, the mass formation allows for the evaluator to see the 30-command drill sequence, which is led and performed by 2nd-year cadets (AS2s). The formation should consist of 9 to 12 cadets. Should the unit not have at least nine 2nd-year cadets, the unit may fill in the formation with 1st-year cadets for the sequence after coordination with the evaluator. Cadets within the formation should have the opportunity to practice in the area in which they will perform the sequence to adequately prepare for evaluation. Considerations should be made for an indoor location to perform the 30-command drill sequence when the weather and/or temperatures are not suitable for presenting the formation outdoors.

1.9. CADET CORPS ORGANIZATION

1.9.1. A unit’s organizational structure should be appropriate to the number of cadets enrolled. Units with 250 or less cadets may be organized as a Cadet Group. Units with 251 or more cadets as a Cadet Wing. However, units can deviate from this suggested organizational structure criteria to ensure an efficient organization and effective program (i.e., units with less than 175

cadets *may* desire a smaller organization structure such as a squadron).

1.9.2. A Cadet Wing is comprised of two or more Cadet Groups. A Cadet Group is comprised of two or more Cadet Squadrons. A Cadet Squadron is comprised of two or more Cadet Flights. A Cadet Flight is comprised of two or more elements. Elements should consist of three or more cadets (including an element leader).

1.9.3. The organizational structure should reflect the actual functions of the Cadet Corps, with command, staff, and rank identified. The functional organization can be any logical form consistent with Air Force organizational principles. Each unit may add appropriate positions within the Cadet Corps organization as required.

1.9.4. Job descriptions should go hand in hand with Cadet Corps positions. Titles and office symbols should conform to standard Air Force nomenclature. Each unit should develop an operational organization structure chart that clearly indicates unit structure and chain of command. Units should publish information on the Cadet Corps operational and functional areas in the unit's Cadet Guide or Unit Operating Instructions for all cadets to access.

1.9.5. The SASI will select the Cadet Corps commander. However, subordinate commanders and key staff members required by the organizational structure of the unit should be selected by the Cadet Corps commander. Instructors should allow cadet commanders and key staff officers to propose remaining cadet staff members.

1.10. CADET RANK AND ROTATION

1.10.1. Careful consideration should be given to the strengths and shortcomings of individual cadets when assigning them to positions to ensure they gain the greatest leadership benefits. Promotions are a motivational tool but may become limited if rank structure is not managed properly (i.e., avoid promoting cadets to the maximum authorized rank too quickly to ensure proper progression and promotion opportunities). Therefore, new units should limit cadet rank during the beginning years to allow for unit growth.

1.10.2. The word "cadet" or an abbreviation must be a part of all references to cadet ranks.

1.10.3. All cadets may be assigned a permanent grade commensurate with the number of AFJROTC/SFJROTC years satisfactorily completed. For example:

1.10.3.1. The permanent grade for 1st-year cadets is Cadet Airman (C/Amn)

1.10.3.2. The permanent grade for 2nd-year cadets is Cadet Airman First Class (C/A1C)

1.10.3.3. The permanent grade for 3rd-year cadets is Cadet Senior Airman (C/SrA)

1.10.3.4. The permanent grade for 4th-year cadets (if offered) is Cadet Staff Sergeant (C/SSgt)

1.10.4. Permanent grades may be awarded during the second semester of each year. Retention of permanent grades is contingent upon satisfactory performance and behavior as determined by

the AFJROTC/SFJROTC Instructors. Permanent officer status may be awarded to cadets holding officer positions for two or more grading periods. Exceptions are authorized at the discretion of the SASI/ASI and in accordance with published unit guidance (i.e., Cadet Guide/Handbook).

1.10.5. Cadets may be assigned a temporary grade based on a specific position. Use of a temporary/permanent grade pattern is optional and intended to serve as an administrative vehicle for rotation of responsibility and to avoid imbalances in grade structure. Cadets serving in a temporary grade may revert to their permanent grade upon completion of these duties. At the discretion of the SASI/ASI, cadets in their final term of AFJROTC/SFJROTC may retain the highest rank to which they have been promoted, regardless of course level.