



REPLY TO
ATTENTION OF

STATE OF CALIFORNIA – MILITARY DEPARTMENT
HEADQUARTERS, CALIFORNIA CADET CORPS
10 Sonoma Avenue Building 1301
Camp San Luis Obispo, California 93405

CACC-HQ-BST-ADV

18 JUL 2016

MEMORANDUM FOR LTC Belinda Contreras, S3, Headquarters, California Cadet Corps, 10 Sonoma Ave Building 1301, Camp San Luis Obispo

SUBJECT: Summer Camp 2016 After Action Report

1. BST Battalion Summer Camp objectives.
 - a. Provide safe but challenging training experience.
 - b. Demonstrate proficiency in military barracks life.
 - c. Demonstrate understanding and recall of basic Cadet knowledge.
 - d. Demonstrate ability to perform squad and platoon drill.
 - e. Demonstrate high level of military customs and courtesies.
 - f. Demonstrate proper wear of the uniform.
 - g. Exhibit ability to work together in a team.
 - h. OPTIONAL: Provide Cadets an opportunity to promote.

2. Summary of events.
 - a. While the number of Cadets complaining of blisters and feet problem decreased, the number of Cadets with dehydration problems remained comparable to last year. There were four Cadets that had to go to the ER. Two for allergy related breathing issues (did not have inhalers with them), one for trauma to the forearm that needed x-rays and one for dehydration/heat exhaustion. Of note were two Cadets that displayed unusual behavior that, after speaking with the Chaplain, Physician's Assistant and a counselor, was deemed as attention seeking behavior. Both Cadets were closely monitored and complete encampment. One safety concern to note is that BST did not have a female adult instructor. If not for LTC Contreras' support and her staff, we would not have had any adult females with BST.

Additionally, while I understand that sick call is 3 times a day during which a Medic is on staff, there are instances throughout the day that require medical attention, such as the allergy/breathing cases I experienced. I feel that there should at least be one person in the medical bay during the day or at least someone on staff roaming the post between units who is easily reachable for these types of situations.

Finally, there were a couple of incidents in which a Cadet went to the medical bay to get checked out and ended up being sent to the ER. As the regiment commander, I feel that I should be notified of this so that I may maintain my accountability. I was not notified during this encampment when these Cadets were taken to the ER.

I believe training was challenging for most Cadets. Leadership Cadets experienced a different type of challenge in which they were often required to adjust on the go. While some were able to do this well, most were not. Most notably, the NCOs were expected to fill the Platoon Leader's shoes more often than expected, but were not given clear and detailed instructions. Strong NCOs did well with this challenge, while the weaker ones suffered. Platoon Leaders were stretched thin between their responsibilities to their platoons and the OCS coursework. Company Commanders acted more as liaisons between the Regimental Commander and the 1st Sergeants. They did not own the directives given by the RC, rather they relayed the message to the 1st Sergeants and expected them to carry out the plan with little guidance. Although we want to provide as many applied leadership opportunities as possible, I would suggest making sure the RC, XO and CSM of each regiment is squared away in all aspects. They need to have ownership of the mission and serve as Cadet mentors to help others grow instead of being placed in a leadership position and hoping to become that leader in the span of a week.

- b. Cadets received linens this year and were given an SOP of barracks life with the intention of undergoing inspection each morning. While we never really got to the inspection portion, having this SOP and setting high expectations from the beginning dramatically improved barracks life from what it was like last encampment. By the end of camp, the Cadets' bays were kept clean and organized. Post clearance was better than years past as well. I believe this is due to the expectations maintained throughout the week.
- c. Cadets were given a handbook that contained basic Cadet knowledge. They were required to study and be able to recite this knowledge to their platoon leaders to sign off on. Those Cadets that completed their handbooks and performance tasks with C/CPT Hossain were promoted to either Cadet or Cadet First Class. Overall, I believe this was a good plan, but the execution of it was haphazard. I do not believe Cadets were informed from the beginning of camp that they would have the option to promote by competing the handbooks. Additionally, there were no performance tasks listed in the handbooks. Finally, no options were provided for students with learning disabilities. I believe that having a handbook or punch cards is something that should be continued next year provided that all the required information/tasks to promote to a certain rank are listed. Additionally, I do

not believe that a recruit attending encampment should remain a recruit. I believe they should all be promoted to Cadet.

- d. While platoon drill was supposed to be a major focal point this year, BST was marching as companies for the first couple of days. I think this was due to the fact that the company commanders and platoon leaders did not understand the progression that was supposed to occur during encampment. Finally corrected, platoons were given a chance to practice drill, but I believe they would gain from being involved in the planning process earlier. There was no unity between the leadership Cadets. Perhaps, next year, one of the days of ADVON can be solely reserved for the development of the leadership Cadets themselves as a team. As the week progressed so did the Cadets' drill capability but I did notice that individual platoons were not motivated when singing their cadences. Maybe this was due to being unfamiliar with the cadence or a lack of different jodies, but morale seemed to suffer during movements. I suggest that a few jodies be taught to leadership Cadets during ADVON so that they can start the week off strong and so that the companies and, eventually, the regiment will all be familiar with the same jodies by the end of the week.
- e. Overall, Cadets did a much better job this year in displaying proper customs and courtesies. In BST, I believe this was a result of the Platoon Leader and Platoon Sergeant assigned to each platoon. They understood that they were supposed to maintain this standard and did a good job at enforcing it. I believe that providing the BST Cadets with a "role-model" Cadet to follow, really helped maintain these expectations. However, I also noticed that some Cadets did not address the adult NCOs correctly. It seems that there is a disconnect in the Cadets' minds when it comes to adult NCOs. They recognize officers well enough, but treat adult NCOs as if they were not even there. A solution to this is hard to define as adults are limited in their interaction with Cadets during encampment and, thus, cannot illustrate how essential the NCO corps is.
- f. Another example of how the PLs and PSs did a good job of setting the standard would be with the wear of the uniform. Cadets were corrected on proper wear of the uniform by either the PL or PS. With the exception of a couple of haircuts, all uniform and hygiene standards were maintained. In regards to the haircuts, it would be helpful to receive some guidance on what we can do. I know some instructors saw to it that any Cadet with long hair received a haircut. However, BST has a lot of Cadets and it could, potentially, cost much more to correct this issue within BST than it would be in other units.
- g. Throughout encampment, Cadets were expected to work together to accomplish the tasks they were faced with. I believe that this team effort was illustrated throughout all the activities that BST participated in as well as through their drill competition and adherence to barracks life standards. While changes to the schedule disrupted plans for team sport activities, there was still many other activities in which the Cadets had to work together. One of the most testing challenges was the BEAST march. Although Cadets may have been in poor physical condition and their energy already depleted from the day's activities, the BEAST march was an achievable task and will be a memorable achievement for

many Cadets. If a similar culminating activity is conducted it is imperative that the Cadets be well rested as well as have already eaten. I would also suggest having some type of electrolyte sports drink available to quickly replenish those nutrients that were depleted.

- h. Cadets were given the opportunity to promote to Cadet or Cadet First Class provided they received all the required signatures on their handbooks and successfully completed the performance task requirements. In the future, there should be more opportunities to complete the performance tasks, either with the platoon leaders or other leadership Cadets. Additionally, these tasks should be noted in their handbooks for each rank up to the rank of C/CPL.

3. Sustains.

- a. ADVON went really well. There were a few things that I feel we need to include next year such as team building for the leadership Cadets, but it was great that we could put that together. Time to practice a set group of Jodies would be great as well.
- b. Using linens and setting up an SOP for barracks life was a great way to maintain order throughout the week and expedite post clearance. It was also a very good tool of discipline and teamwork for the Cadets
- c. From speaking with my Cadets who were in BST, they all loved the adventure activities that we scheduled. They wanted more activities like the Alpine Tower and the Rappelling wall.
- d. It was great having CPT Saba and LTC Anderson with BST to mentor. Their perspectives combined with my own made sure we targeted all necessary areas.
- e. We were lucky to have multiple vehicles. They assisted a great deal in transporting water, equipment and Cadets.
- f. The heavy focus on team activities really supported the platoon dynamic.
- g. The brassards were fantastic!
- h. Applied leadership with the PLs and PSgts, while messy, provided a great opportunity for these Cadets. I think that we will need to find a happy medium so that OCs are not bombarded with too many things to accomplish in a short time.
- i. Mixing BST with middle and high school students was very successful as Cadets had older, more experienced Cadets to mentor them.

4. Improves

- a) In Processing
 - a. Units should already know which bay/s they have and have linens ready for distribution.
- b) Balanced Staff
 - a. Try to have both female and male adult staff represented
- c) Medical Staff
 - a. Someone on at all times.
 - b. Report to units status of questionable Cadet/s.
- d) Barracks Life
 - a. Develop SOP for barracks life to be used over and over.

- e) Decide whether or not Encampment inherently meets minimum requirements for promotion to at least Cadet.
- f) Develop ways of illustrating importance of the NCO Corps and proper custom and courtesies to adult NCOs.
- g) Develop appropriate reaction for Cadets reporting out of hygiene standards.
- h) OCs scheduled time away, not pulled during critical moments.
- i) Adults of BST more thoroughly briefed on their roles.

5. Executive Summary.

I believe that summer encampment was very successful. While we had our challenges, I was impressed by the overall success given that this was a year of firsts. I think this success is a result of C/CPT Hossain's ability to adjust on the fly as well as the demographics that we worked with. In the past, Basic has always been predominantly filled with middle school Cadets. I believe that including high school Cadets in BST was a great way to provide additional mentorship and balance out the challenges usually associated with a large crowd of younger Cadets.

Additionally, I believe that having a schedule packed with adventure activities helped to keep morale high and the Cadets engaged. Most of the Cadets looked forward to these activities and those that did not were living off the "high" of their successes in facing these personal challenges. This is where the character development aspect of the program came into play the most and is the part of the program that I enjoy the most. I think Cadets make leaps and bounds during these challenges and would like to see them included as often as possible; especially for BST.

Finally, I believe that serving as a Regimental Advisor was a great growing experience for myself. I feel that this level of involvement allowed me to engross myself in the summer encampment experience. While I understand that we have limited positions for adults with this much involvement, I would like to explore how we can utilize adults more during this particular event. Ideally, all adults involved in BST would be able to go to ADVON and work with a specific Platoon leader and Platoon sergeant to advise them. While this is something I should have implemented already during camp, all the adults were not on the same page as to what the mission was and how each individual person would contribute to that overall mission.

6. Point of contact for this memorandum is the undersigned at (818) 602-8000 or via email at Michael.hanna@cadet.org.

MICHAEL HANNA
2LT, CACC
Commandant of Cadets
Basic Regiment Advisor

SUBJECT: Summer Camp 2016 After Action Report (BST)

1. Unit/section Summer Camp objectives.

a. Objective 1: BST cadets were to learn the basics of cadet knowledge, drill, and lifestyle.

b. Objective 2: BST cadets were to learn the importance of teamwork. Cadets were to begin as a platoon, company and then battalion. By the end of the camp, cadets should have a strong sense of loyalty for each other and understand the importance of that loyalty when accomplishing a mission.

2. Summary of events.

a. Objective 1: BST cadets learned the basics of cadet knowledge through the BST Handbook. Although not all cadets got all their signatures signed, the majority of those who did were submitted by name to the cadet S1 for

promotion. One problem we had with this was that the platoon level/company level leadership would sign the BST cadets' handbooks without fully testing them on the knowledge. Cadets were able to execute the basics of military drill and perform that drill at the BST Drill Competition. Although some lacked more than others, the majority of the cadets were able to perform movements correctly at 80% efficiency. BST cadets, after a few days, became accustomed to the basics of the cadet lifestyle. Cadets were able to demonstrate a basic understanding of military customs and courtesies and clean barracks lifestyle habits.

b. Objective 2: Cadets were a united battalion by the end of the camp, however it did not follow through with the process of platoon to company to battalion. This was because the cadet leadership did not have a strong understanding of this process and what tools we were supposed to use to make it happen. For future reference, the battalion commander should review the entire training schedule with the BST leadership and outline what events are culminating moments of teamwork and for what unit level.

3. Sustains.

a. Sustain 1: The majority of cadets learned at least 80% of the basics of cadet knowledge, drill, and lifestyle.

b. Sustain 2: Cadets experienced and understood the importance of teamwork.

c. Sustain 3: Cadets had an enjoyable time. Some cadets did not enjoy the camp at first, however changed their mind around the last two to three days.

d. Sustain 4: BST leadership staff understood the true meaning of a "cadet ran" program.

4. Improves

a. Summer Camp ADVON

(1) ADVON should prepare leadership cadets how to act on their own without being told what to do. It should focus on the true key components of a "cadet ran" summer camp. In the past, cadets relied on the commandants to provide the logistics. Today, those logistics are expected to be completed by the cadets. ADVON should emphasize that (almost) every aspect of summer camp is expected of them, the adults are only there to mentor and advise. This way, cadets will be aware of what they need to complete logistically before the start of summer camp.

(2) ADVON should consist of classes outlining the job descriptions of leadership

positions. This way the leadership will not run over each other trying to do each other's' jobs.

b. Medication Plan

(1) Ensure all BST commandants are aware of any cadets who have special needs or conditions. This way not one person is hunting down the cadets who forgot to take their medication or were absent to take their medication.

(2) Establish a battle buddy system on the first day of summer camp.

c. In Processing Plan

(1) Cadets should experience a rigorous in processing at the beginning of summer camp. This way, cadets understand that summer camp is a serious training camp where they will be held to a high standard at all times.

5. Executive Summary.

Summary: As the regimental commander, this year's summer camp was the hardest but most beneficial leadership training experience I have ever had. I was held accountable for all my actions, I was treated like an adult, and I was expected to function as though I was an officer in the military. "Cadet ran" summer camps are the best types of summer camps. It is the only one I have experienced so far, however it is a legacy I will continue. The BST cadets learned a great deal from the leadership while the leadership learned a great deal from them.

6. Point of contact for this memorandum is the undersigned at (951) 9909099 or via

email at mehran.hossain@cadet.org.

MEHRAN HOSSAIN

C/CPT, CACC

10th Corps Commander

SUBJECT: Summer Camp 2016, BST Course After Action Report

1. Unit/section Summer Camp objectives.

- a. Cadets will become proficient in knowledge of basic California Cadet Corps objectives, and military subjects.
- b. Cadets will engage in a series of team building exercises and events during the course of summer camp that are not available at their school sites.

2. Summary of events.

- a. Cadets were tested throughout the summer camp on basic knowledge questions and tasks included in their cadet handbooks. The majority of cadets were qualified at the knowledge level of Cadet First Class or higher.
- b. Cadets were able utilize the resources of Camp San Luis Obispo that are not available to their school sites, or Brigades. Resources such as the high ropes course, Land Navigation range, and mountaineering course facilitated team building amongst cadets, and hopefully inspired enthusiasm for the program which will return with them to their units.

3. Sustains.

- a. Col Edinboro's "Hands off" policy is a good tool for building cadet leadership. It does at times slow down training, and affect training schedules, but as a learning experience it serves well to let cadet leaders that are mature sink or swim according to their own deeds.
- b. Keep the Officer Candidates as the BST leadership. At the BST stage, cadets are entry level, and should have only one goal, professional development. They should be learning, and not be worrying about also being a leader. This is the follower phase of their careers. A regular OCS, while it may train officer candidates, does not provide them true leadership experience, so their use as leaders is a great tool.

4. Improves

- a. Cadet leadership, most of whom were officer candidates, were pulled away to perform Officer Tasks with LTC Baxter. This was consistent, and happened at some vital times for team building, and major events, such as the Beast March.

(1) It might be possible for LTC Baxter to have the Officer Candidates perform their task at less vital times, like after lights out or during down time.

(2) It might also work to pull the Officer Candidates away by sections, leaving half of them with their platoons at a time. The lack of Platoon leadership, and the only leaders present being the company commanders was noticeable, and definitely affected the mission.

- b. During the field events there was a lot of downtime, this time was often in the sun, with no shade cover, and no other centralized task for cadets to perform.

(1) We can better use our time by bringing secondary training tools with us to the team building course, such as a low ropes kit. 11th BDE has several, and they are a good team building tool in themselves.

(2) It would be wise to bring some form of shade cover with us to the training events, such as an “easy up’ or canvas top tent. The state has several, and it would prevent some of the cadets from getting sunburned, especially since we are at the field event for the better part of the day.

5. Executive Summary.

The event was a success. Cadets were able to be engrossed in a military environment to train, and take part in team building exercises through the summer camp. The BST level cadets were able to learn the Basics of military subjects, physical fitness, and the other Cadet Corps objectives.

6. Point of contact for this memorandum is the undersigned at (706)-615-5504 or via email at Justin.littledco@gmail.com

Justin little
SGT, CACC
Ast Commandant of Cadets

SUBJECT: Summer Camp 2016 After Action Report

1. Unit/section Summer Camp objectives.

a. Objective 1 Advisors were to get out to as many activities each day that they could manage. Making sure that cadets were giving the instruction after they had ample time in the class.

b. Objective 2, All adult staff were to use the schedule that was provided so they knew what the training and objectives were for the day. There was a flaw in this that I addressed later.

2. Summary of events.

a. summary of objective 1. It was nice to have two advanced advisors so that the schools were able to be observed more often seeing cadets were getting the necessary training to take back and use at their units. This training would also help them to make necessary leadership decisions while attending camp and to use at their own units.

b. summary of objective 2, The different schools went off their schedules and were able to teach the lessons that were planned implemented. The hiccup in the different schedules, cadet staff and adult staff, made it a little bit harder on the S-4 shop getting out necessary supplies where they were needed.

3. Sustains.

a. Sustain 1 Mountaineering was a great success. The fact that they had almost every unit out on the wall and cadets did the training while adults were standing by to assist if they saw something go amidst. Was asked if I wanted to go down the wall but did not want to injury my hand or suffer from the problems that I already have with it.

b. Sustain 2, Cyber had a great outcome with their group. The cadets learned a lot of tactics from the Air Force teachers. Realizing that what they were learning was not going to have a test but in fact a life lesson on what they learned when they competed against the other cyber competitors nationwide. When they realized what they were going to be doing they took their classes a little bit more serious and studied whenever they were given a chance.

c. Sustain 3, Drill was very successful with cadets taking back to their units what they learned about marching and D n C. It was very evident that they knew what they were doing as they explained to the class using others to demo what they were teaching. Learning and applying what they learned will benefit these cadets at all of the upcoming events.

4. Improves

a. Improve 1 The selection of lunches

(1) Day one should have been roast beef, chicken, pastrami, ham, or PBJ not a mixture. Some cadet units received the same lunches each day giving them no variety.

(2) Different kinds of fruit each day, mix it up some. Add packages of nuts some days or cracker and cheese or peanut butter. Of course there is always allergies but those could have

been managed. No MRE's for any lunch as many of these were also wasted. Dinners were fine for MRE's.

b. Improve 2, scheduling was not clear with different versions of schedules

(2) The line of communication needs to be opened up between cadet staff and adult staff. Cadets did not let the adult staff know when the schedule changed.

(3) How to improve item 2:

All plans need to be discussed and explain in a cadet staff and adult staff meeting before the event starts so that all objectives are clear and that adult staff are the support even if it is a fail situation. If any changes were made those needed to be passed out and shared at the 1830 meeting times.

5. Executive Summary. Summer Camp overall was a great success. Many cadets did complain about the same lunch everyday but otherwise I heard no other complaint. Compliments were given about the things they learned in their classes and how they would be able to go back and teach to their fellow cadets. Some wanted to stay longer and not go home.

6. Point of contact for this memorandum is the undersigned at (559)359-1423 or via email at Kathleen.womack@cadet.org

KATHLEEN WOMACK
LTC, CACC
ADVANCED REGIMENT ADVISOR

SUBJECT: Summer Camp 2016 After Action Report

1. LEU Summer Camp Objectives.

- a. Objective 1. To adhere to the overall intent of the CACC State Command and Provide all participating/enrolled Cadets with professional, rigorous, and engaging training, and a respectful and safe environment.
- b. Objective 2. Provide an overall understanding in the requirements, applications, restrictions, and job functions of a public safety officer, in the fields of Federal, Maritime, Military, State, County and Municipal Law Enforcement and their many careers.
- c. Objective 3. Provide rigorous and appropriate diagnostic, formative and summative assessments that are relevant to the course study.
- d. Objective 4. Have all participating Cadets successfully complete the course and pass all required assessments and earn the LEU Badge.

2. Summary of events.

- a. Summary of Objective 1. The Law Enforcement Unit is a first iteration course at CACC Summer Camp 2016. All course instruction was prepared prior to the event with the intent of providing an overall familiarization in the Law Enforcement field and not intended to certify any Cadet as a Junior Law Enforcement Officer or to provide any Cadet with any perceived Law Enforcement powers or to place any Cadet in any situation or environment that would expose them to any unnecessary hardship or danger.
- b. Summary of Objective 2. Cadets were given a overview of the different public safety careers which included Federal Law Enforcement; Coast Guard Maritime Law Enforcement; Military Law Enforcement and Criminal Investigative Services; State Troopers or Highway Patrol Officers; County agencies including the Sherriff's Department; City Police Departments; and other Public Safety careers such as Bureau of Land Management, Tribal Police Officers, Civilian Military Police Officers and a variety of other lesser know Law Enforcement (LE) careers. Course included training in Ethics for LE personnel, investigative techniques, summary of forensics studies, specific LE terminologies and radio communications, positive community oriented policing techniques, basics in Public Safety Law that included researching the California (CA) Penal Code and the CA Vehicle Code, Arrest, Seizure and Miranda Laws, development of probable cause from reasonable suspicion, LE investigative report writing, situational awareness and exposure to various high risk LE activities such as felony vehicles stops, foot pursuits, defensive tactics with combative subjects, shoot-don't shoot scenarios and vehicle collision investigation.

The Cadets received visits and instruction from Subject Matter Experts (SME) in their field; Gang Awareness, K-9 Drug investigation, Field Sobriety Test, and Special Operations Teams (SWAT). The Cadets also had an offsite field trip to the US Coast Guard facility at Morro Bay.

- c. Summary of Objective 3. The course used the following instruction retention evaluations; standard quizzes, in-classroom narrative writing assignments, comparative analysis and critical thinking projects, practical applications, and scenario based evaluation. Cadets also received daily observations reports (DOR's) on daily observed appearance, performance, conduct and participation.
- d. Summary of Objective 4. The Law Enforcement Unit was assigned 10 Cadets and all Cadets assigned, successfully completed the course and passed all required evaluations and assessments and received the LEU Badge. All Cadets assigned also received the Summer Camp Ribbon.

3. Sustains.

- a. LEU should continue to provide the course overview of the different subjects provided (please see paragraph 2 obj. 2) with some minor adjustments (please see paragraph 4 below).
- b. Having a classroom with a built-in AV unit was a benefit and facilitated the course presentation well. The classroom was located near a dirt field and several crossroads that aided in the out-of-classroom instruction and provided easy access to all visiting SME units and their equipment.
- c. The visit and instruction by the SME personnel turned out to be exceptional and highly motivational. Many had incorporated a hands-on experience in their instruction and provided the Cadets with that needed tactile emersion of the course study that added to the in-class presentation. These hands-on instruction and courses taught outside the classroom (appropriate to the course being taught) proved to better engage the Cadets.
- d. Scenario based evaluations were an outstanding assessment of course retention and gave the Cadets a real world feel for the instruction received. The scenario based instruction and evaluation should also be expanded to include the different facets of power point instruction (please see paragraph 4).
- e. Physical defensive training sessions went exceptionally well and engaged the Cadets at all levels of physical fitness equally. Participation and motivation was very high during these courses especially during the use of the confidence (obstacle) course during the felony foot pursuit training.
- f. The combined scenario FTX evaluation with other Summer Camp Course units (Medics) worked very well and should be continued with some major adjustments (please see paragraph 4).

- g. The Brassards used to identify the LE unit were motivational and prized and gave the LEU Cadets an added sense of Esprit de Corps.
- h. The LEU Badges were among the most prized of rewards and proved to be the highlight of the course when they were pinned and the Cadets felt they had earned the reward.
- i. The new Commandant Multi-purpose Uniform proved to be practical, comfortable and desirable during long instructional days.
- j. The assistance of the 185 Infantry during scenario based instruction, defensive tactics and the FTX evaluation was beyond useful and a group of instructor aides should be a part of all future LEU courses for this specific purpose.

4. Improves.

- a. Improvement 1. There were only two instructors that arrived for advanced party but the Head Instructor was relegated to administrative and procurement functions in order to properly facilitate the course.
 - (1) How to improve 1. There should be scheduled at least three instructors that are available to facilitate (have an understanding of) the course and at least three adult aides that could be used in scenario training and setting up out-of-classroom sites with one of those aides being a female adult. One of the instructors may need to continue to act in an administrative function. Also, returning Cadets to the LEU course may opt to take on not only leadership roles but also scenario role players and crime scene set up crew.
- b. Improvement 2. We did not have access to our classroom to be able to prep the class until the day before the main body arrived at camp. Some of the classrooms needed were not available due to access restrictions. We were unable to take the Cadets to use the Computer Lab for the report writing portion of course or use the gym one of the days scheduled for defensive tactics.
 - (1) How to improve 1. Better coordination with appropriate base logistics to have classrooms available during advance party and coordinate with all stake holders to ascertain if specific classrooms are required.
- c. Improvement 3. The CSI kit was ordered prior to camp but the instructors did not have access to it in time to access the material and prepare the course of instruction. Once the kit was opened and reviewed (the day before class started), it turned out not to be practical for instruction for the basic overview course, since it would have taken away from several other course times and it required lab equipment and audio equipment not available.
 - (1) How to Improve 1. CSI kit would be better used for an advanced LE course and included with other advance course instruction in specific LE careers; Crime Scene containment, Special Crimes Investigation, High Risk Incident Response, etc. In future all equipment requested or course material requested should be

made available (to take back to the instructor's unit) at least two months prior so that a proper lesson plan can be created.

d. Improvement 4. Ride-a-longs with Sheriff's Department, MP's and Local Police Department were cancelled. The use of any the Military Police vehicles were also cancelled. The use of scenario equipment was unavailable and certain equipment used had to be repurposed or improvised. LTC Brilliant had to use his own POV in order to facilitate a high risk felony vehicle stop course, field sobriety evaluation, and a traffic collision crime scene during the course evaluation FTX.

(1) How to Improve 1. Scheduling for outside agency assistance should be done far in advance in order to provide all outside agency public affairs personnel enough time to allot appropriate field trip hours (4 hours max). This will also include appropriate time to send out any liability waivers and forms to participating Cadets.

(2) How to Improve 2. Since ride-a-longs are career technical training specific, their absence cannot be duplicated. Command would have to approve a similar off site or on site activity that would adequately substitute, if the ride-a-long falls through. An alternative would be to have a similar type public service vehicle available that could be used to take the Cadets on a simulated ride-a-long and can also be used for scenario based training.

(3) How to Improve 3. Having two vehicles available during the scenario based courses and evaluations would not only facilitate the course but also prevent and damage to an individual's POV when used for this purpose. The vehicles need only be placed at the scene to simulate exiting/entering a patrol vehicle, using the patrol vehicle in a felony vehicle stop, conducting a proper vehicle inspection prior to starting a patrol and after transporting a suspect, and similar activities.

e. Improvement 5. Maritime Law field trip with the Coast Guard did not happen as planned. Even though LTC Brilliant confirmed with the Coast Guard Command, they did not have us scheduled for an outing. The Cadets were unable to go out on a patrol boat as expected in order to experience Maritime Law Enforcement.

(1) Please see suggestion on Improvement 4, section (1)

f. Improvement 6. Certain classes proved to take longer to teach and too difficult for the Cadets in the basic course; such as the report writing course, the Penal Code Research course and the Introduction to Forensics course. Also the Report Writing course required the computer lab which was not available and this made it far more time consuming.

(1) How to Improve 1. Re-evaluate the courses taught and simplify them according to the level of the course. Perhaps developing the instruction not only for a Basic Course but also an Advanced Course.

- (2) Please see suggestion on Improvement 2, section (1) for the use of the Computer Lab.
 - (3) How to Improve 3. The law enforcement community uses preapproved report forms (most are now computerized) and field interrogation cards that could help speed up the report writing course and give the Cadets a real world report format. Having access to them in bulk or in a computerized word or PDF format would help tremendously.
- g. Improvement 7. The Head Instructor placed a reasonable requirement on the Cadets to ensure that their uniforms were in excellent condition and inspection ready before they could wear their Brassard. Unfortunately the time schedule did not provide the Cadets with adequate time for the care and maintenance of their uniforms. Some of the Cadets did not have adequate uniforms to begin with and some did not have the uniform issued until they arrived at Summer Camp. This resulted in the Cadets not being able to wear their Brassard until the end of the third day, after two class hours were cancelled in order to provide them with enough time to take care of their uniforms.
- (1) How to Improve 1. Take into consideration the limitations of the schedule and/or remove or adapt the requirements to wear the Brassard. Otherwise the LE course will need to include a uniform care and maintenance period which will take time away from course instruction.
 - (2) How to Improve 2. Consider using a similar but less expensive field uniform such as a modified CMU specifically for the Cadets who will be in classes during garrison duty and not field duty (Medics, Drill, OCS...etc.). Having the availability of a pair of cargo pants at \$15-20 is less expensive than a set of BDU's, and easier to maintain. The polo shirt can be modified as well and a different color used to identify the Cadet from Commandant personnel.
- h. Improvement 8. The scenario based FTX, although highly liked by all the LEU Cadet participants, lacked the ability to individually evaluate each Cadet for a summative assessment.
- (1) How to Improve 1. COL Edinboro suggested a series of smaller scenarios where three or less officers can be evaluated at one time, such as; responding to a missing child/person (include the Mountaineering Unit as a search and rescue unit); responding to a possible sexual assault with injuries (use the Medic unit as responding Emergency Medical Services); responding to a physical altercation between Cadets (OCS unit can perform a counseling and corrective action process). The list is as long as it is imaginative. I also believe that the LEU could use the marksmanship facilities to develop a "Shoot-don't Shoot scenario where the Marksmanship Unit provides range instruction, evaluation, and assistance with the use of a sidearm.
 - (2) How to Improve 1. Provide the opportunity for the Cadets to also self evaluate their performance after the scenario is complete in order to make each individual part of the learning process.

- i. Improvement 9. Although the 185 Infantry provided a tremendous amount of assistance, not just as a unit but also through several key soldiers who provided their own personal time and energy, they were not properly recognized. The unit was given a certificate but they were not acknowledged during the awards ceremony even though they were present for their awards. Also the individual soldier, even though LTC Brillant put them in for individual recognition, did not receive any awards.

(1) How to Improve 1. Have the ability to individually recognize all outside assistance provided and recognize them when appropriate, especially if they are recognized by the course head instructor and put in for an award.

5. Executive Summary. In all, the course instruction went well. All changes to the schedule were adapted to and the Cadets received quality training for a first iteration course at Summer Camp. We are excited to present a better course again next year and perhaps add an advanced LEU course, taking into consideration all the proposed changes and improvements. I am also looking forward to including the various different courses taught at Summer Camp as part of an overall experience in the scenario based evaluation process in order to make 2017 the best Summer Camp to date.
6. Point of contact for this memorandum is the undersigned at (760) 960-3679, email joseph.brillant@cadet.org or (760) 713-9759, email at jaime.monsalve@cadet.org

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SUBJECT: Summer Camp 2016 After Action Report (Drill Instructor)

1. Unit/section Summer Camp objectives.

- a. Objective 1: Teach CACC Cadets to be proficient and knowledgeable in the art of Drill and Ceremonies.
- b. Objective 2: CACC Cadets will learn the techniques of instructing Drill and Ceremonies, and be able to teach, and instruct other CACC Cadets in their respective units.

2. Summary of events.

- a. summary of objective 1: Cadets gained a knowledge of Drill and Ceremonies History, Teaching Techniques, Command Voice, Individual Drill, Squad Drill, Platoon Drill, Company Drill, Accountability Inspections, and familiarization of Battalion and Brigade Drill.
- b. summary of objective 2: Cadets were taught using FM 3-21.5, CR 3-8, and CR-11. Cadets wrote Lesson Plans and taught Blocks of Instruction which were graded on a Go/No Go Basis, and critiqued by Staff Instructors and Cadet Class.

3. Sustains.

- a. Sustain 1: Objective 1 necessary to understand the concept of course, and to Instill traits and principals of leadership.
- b. Sustain 2: Continue objective 2 while expanding knowledge base.

4. Improves

- a. Improve 1
 - (1) How to improve item 1: Intensify objective 1, and move at a faster pace wherever applicable. Introduce Cadet Drill Instructors to instruct Cadet Drill Instructor Candidate as a requirement for the Cadet Senior Drill Instructors Course.
- b. Improve 2,
 - (1) How to improve item 2: Require that Cadets taking CDIC Course take Basic and NCO Course as a prerequisite to this Course. Too much time expended having to instruct

Cadets in basic D&C.

- (2) How to improve item 2: Work into the Course additional time for Cadets to have hands on teaching experience. This can be done when cadets have a good working knowledge of D&C upon entering this course.

5. Executive Summary.

Overall Summer Camp was a positive experience, the title of "Summer Camp" I believe is misleading and recommend a change to something like "Leadership Training Exercise" (LTX), or "Summer Training Camp" (STC) etc.

Suggest that during ADVON a course on Customs and Courtesies for Adult Cadre, and Cadet Staff be more be taught as a refresher and closely practiced; this discipline will trickle down to cadets thereby strengthening the Cadet Corps overall.

Recommend that proper discipline be exercised in Dinning Facility lines during meal times by Cadet Staff, Adult Cadre, and Unit Commanders. It is the small things that make a difference.

More time should be blocked off in the mornings to properly conduct and instruct PT.

Cadets in CDIC suggested that Summer Camp in general be more difficult, and disciplined.

Observations: There is a need for a Senior Drill Instructors Course and possibly a Master Drill Instructors Course going forward, this will better prepare cadets with the knowledge and experience to move into the Officer Ranks with earned self-esteem, knowledge, and confidence in their ability as leaders.

Recommendations: Cadet Drill Instructors Course as a requirement for a Senior Cadet Drill Instructors Course. Cadet Senior Drill Instructors Course should transitions to Guidon Drill, Individual Drill with Weapons, Squad Drill with Weapons and Color Guard. Eventually a Cadet Master Drill Instructors Course would consist of Battalion and Brigade Drill, and Parades. Color Guard and assisting the CSM at the end of Summer Camp with Pass and Review.

6. Point of contact for this memorandum is the undersigned at (559) 334-8038 or via email at dennis.sirkin@cadet.org.

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S3, 3rd Brigade
California Cadet Corps

SUBJECT: Summer Camp 2016 After Action Report (Survival)

1. Survival Training Summer Camp objectives. (i.e,what was supposed to happen).

a. Objective 1: Have Cadets develop basic survival skills through practical application.

b. Objective 2: Have Cadets learn how to handle and deal with the stress and uncertainty of survival.

2. Summary of events. (i.e., what happened)

a. Summary of objective 1: Throughout the week Cadets learned what kind of plants they could eat as well as the several uses they can get out of them. The Cadets made sustainable shelters each night and learned day by day how to take advantage of their surroundings to make certain tasks easier and conserve their energy.

b. Summary of objective 2: With nothing but uncertainty ahead, the Cadets built strong relationships with each other and worked together both as a whole and within their individual teams to boost morale and push each other through every obstacle they faced. Cadets hit highs and lows throughout the course and learned not everything goes as planned.

3. Sustains. (list of items that went well)

a. Sustain 1: Cadets gathered and rationed their food and stayed hydrated and all 30 of them made it through the course.

b. Sustain 2: None of the Cadets were severely ill or injured, just some blisters and sun burns.

c. Sustain 3: The instructors worked well together and with the Cadets. They each had something to contribute to the course and to the Cadets such as their knowledge and experience in survival situations, taking full advantage of their surroundings, how to handle and treat certain medical situations in the field and knowing how to connect with the Cadets.

d. Sustain 4: The assistant instructors worked extremely well with the Cadets, giving pointers and tips from their time in the survival course and continuously pushing the Cadets to try harder and boost their morale.

4. Improves (list of items that need to be improved)

a. Improve 1: In-processing and out-processing survival gear

(1) Have a set plan of action on how we want to issue the gear to the Cadets and at the end of the course what do we want the Cadets to do with all their gear (i.e. create an assembly line for washing and drying certain items and have tables set up to turn in the other items).

b. Improve 2: Water purification in the field

(1) Have Cadets use the water purification tablets more as opposed to just using the filter.

c. Improve 3: Cleanliness of mess kit

(1) Teach Cadets the importance of keeping a clean mess kit and give them more opportunities to use and clean their mess kit.

d. Improve 4: Uniforms for Cadets

(1) Look into having the Survival Cadets wear ripstop BDUs when out in the field to avoid ripping and damaging the uniforms.

5. Executive Summary. (summarize how summer camp went)

This year's Survival Training Course was made and done very differently from previous years and overall it went very well. The Cadets stayed out in the field all week long and learned everything through practical application. The instructors taught and informed the Cadets on certain things, such as what you can and can't eat, making traps and snares and how to treat wounds and injuries with the supplies they had on them or could find in the field. Throughout the week the Cadets worked together to get through the course. Even with the small tips, pointers, and assistance from the instructors, the Cadets did a lot of things on their own. They learned to just use a map to get from one point to the next, shelter building, searching for and gathering food, filtering and purifying their own water and knowing when to work together to keep their morale up and to keep everyone strong and motivated to make it through the course. By the end of the week the Cadets were exhausted and ready to be rescued, having the Coast Guard come in and rescue them was a big highlight and relief for them all. The Cadets came home feeling proud with a lot of knowledge to now pass on to others and an experience they'll never forget.

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