USAF ACADEMY NATIONAL TRAINING PROGRAM

ALO Handbook

For USAFA and AFROTC Admissions Liaison Officers

1 September 2010

Updated monthly as part of the USAFA ALO National Training Program.
## TABLES OF FORMS AND INSTRUCTIONS

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ALO Program Overview

A. Purpose

The Admissions Liaison Officer (ALO) program is an organization of Air Force representatives who identify, advise, recruit, mentor and evaluate candidates for the US Air Force Academy (USAFA) and applicants for Air Force Reserve Officer Training Corps (AFROTC) scholarship programs. ALOs also serve as Air Force team recruiters, directing individuals to Non-Prior Service (NPS), AF Reserve, and Air National Guard recruiters. Approximately 1,600 ALOs serve in all 50 states and around the world.

B. Mission

The ALO program is critical to meeting the Air Force’s need for a constant stream of talented new officers. This role supports our related missions:

ALO Mission - “Publicize Air Force Officer accessions programs and proactively identify, advise, recruit, mentor, and evaluate quality candidates who have the potential to succeed in the Air Force.”

AFROTC Mission - "Develop Quality Leaders for the Air Force."

Air Force Academy Mission Statement - "Educate, train, and inspire men and women to become officers of character motivated to lead the United States Air Force in service to our nation."

USAFA Admissions Office Mission Statement - USAFA Admissions seeks young men and women who possess the attributes and motivation to successfully complete the Academy experience of developing officers of character for service to the Air Force and our nation.

C. Basic Definitions

When working with students, it is important to know their status as it pertains to the admissions cycle.

Student – any person currently attending a middle school, high school, home school, junior college, or university

Prospect – a student whose name has been recorded by the Admissions Office – can be pre-juniors or juniors

Applicant – any student who begins the USAFA application process by filling out the on-line Precandidate Questionnaire (PCQ)

Tentative Candidate – an applicant whose preliminary screening of the PCQ indicates they meet the basic eligibility requirements and minimum selection criteria

Candidate – a tentative candidate becomes a candidate when they receive a nomination

Nominee – a candidate who has received a congressional nomination to an Academy

Appointee – is a qualified candidate who has been offered an appointment to the Academy

Cadet – a current student attending USAFA or a student in AFROTC
D. **Overview**

Your service as an ALO is critical to the USAFA admissions process and to AFROTC. It is your job to create and/or nurture an initial interest in the Air Force, sell the Air Force well, and keep that “spark of commitment to country and service” burning in the top fifteen percent of the nation’s high school students. ALOs, as the primary Air Force representatives in your communities, must know all about the Air Force Academy and AFROTC programs to be effective recruiters. Local marketing plans blend together and serve as the “road map” for the ALO force to identify and evaluate those individuals whom the Air Force will then train. Your recruiting efforts are an integral part of the development of leaders of character for the Air Force. Through a total team recruiting effort, we will provide our Air Force with the leaders our country needs in this ever-changing and complex world.

Each ALO must take a proactive role – you’re responsible for informing local potential candidates, parents, congressional staffers, civic leaders, high school teachers, counselors and administrators, etc. about Air Force officer career opportunities. You’ll meet with these people individually as well as in groups to inform them about opportunities, admissions requirements, and application procedures. You’ll counsel and mentor candidates throughout the admissions and scholarship application processes. When candidates enter the Academy or AFROTC programs, you are encouraged to maintain contact and support them through graduation and beyond.

You will also represent the Air Force at college nights, science fairs, service clubs, Parents’ Club meetings, congressional events, high school awards ceremonies, and other public activities. Occasionally, ALOs speak on radio, TV, and before civic groups to explain the Academy and AFROTC to the public. (Before talking with any reporters ALOs must call USAFA/PA at 719-333-7731 (alternate 719-333-7593) to receive situational awareness updates on potential area specific issues.) You’ll sponsor cadets in public speaking appearances and counseling sessions when they are home on leave from the Academy and AFROTC. You may also be called upon to help with arrangements for visiting Academy representatives.

In addition, ALOs recommend educators for the Educators Program. This program brings teachers and counselors to the Academy and gives them a better understanding of USAFA’s mission and the type of person who has the potential to succeed as a cadet.

In order to accomplish these duties, ALOs generally must work numerous unpaid hours per month. Active duty ALOs can sometimes get their commanders’ permission to work this additional duty on Air Force time while other ALOs must schedule this duty into their personal schedules. The ALO Force is comprised of Primary Duty ALOs (active AF Reservists), Additional Duty ALOs (AF Reservists or ANG with primary duty assignments to other units), active duty AF officers, retired military members and civilians. All are fully trained as ALOs to represent the AF. Primary Duty and Additional Duty ALOs work for retirement point and may receive man-days (paid orders) when available. Retired military members and civilians may be compensated for any tours (training, conferences, meetings, etc) dedicated to ALO work. All ALOs are expected to spend personal time and money to accomplish ALO duties. Prospective ALOs need to decide if they are willing to accept these responsibilities.

The Air Force Academy and AFROTC are highly aware and appreciative of the professional results achieved by the ALO force. The Admissions programs work only because ALOs are committed to getting the job done. The ALO candidate evaluation is vital to the selection process and therefore this job is trusted only to motivated, professional people. Welcome to the Admissions Liaison Officer Program and thanks in advance for facilitating our mission!

E. **History**

Here is some background information on the ALO program.

1. **USAFA**

Since the Air Force Academy had no alumni when it was established in 1954, Air Force Reserve officers were recruited to be spokesmen or “foster alumni.” Known originally in 1957 as “Operation Spokesman,” this plan evolved and later received official recognition as the Air Force Academy Liaison Officer Program.
The first call for ALO volunteers met with immediate and enthusiastic interest. By early 1958, over 300 volunteers had been screened and assigned and there was a steady flow of interest from others throughout the country. In July 1958, the Academy Cadet Registrar established a new staff agency called the Candidate Advisory Service (CAS) to train and organize these volunteers into a competent and effective group of admissions counselors.

In July 1961, Headquarters Continental Air Command (CONAC) authorized 1,500 Part III Reserve Officer spaces for the ALO program. It was established as a full-time, Part III, nonpay Reserve assignment. The training category of this position permitted performance of ALO duties for point credit only, and at that time, annual tours of active duty. Simultaneously, Reserve Officers in Part I mobilization augmentee positions were allowed to assume ALO responsibilities as an additional duty. The United States was divided into 80 geographic areas with each assuming responsibility identical to that of a Recovery Group. One ALO in each area was chosen to act as the Liaison Officer Commander (LOC) of the group of Reservists assigned. The other ALOs in the area were responsible to the LOC. The goal was to place a minimum of two ALOs in each congressional district to serve all persons interested in the Academy.

Late in 1963, the Academy was informed that the entire Air Force Reserve program would be modified. Specifically, there would be no further expenditures for any Part III program (for active duty tours, man-days, etc.) and many officers holding Part III positions would be offered Part I assignments. The Superintendent and the Registrar's staff viewed the loss of active duty tours for Part III ALOs with serious concern. It appeared that the means to train new officers as admissions counselors would be lost. This led to a successful effort by the Academy to preserve the ALO program. In August 1964, an exception was made to the policy of no expenditures for Part III Reservists. In 1970, approval was obtained for ALOs to use man-days to perform school visits and other duties in the field.

In 1971, the ALO program was extended to overseas areas in Europe. In 1972, it was extended to the Far East, the Panama Canal Zone and Puerto Rico to cover areas where large groups of U.S. personnel were assigned. Also in 1972, female Reserve Officers were added to the ALO program. The number of female ALOs increased after women were appointed to the service academies in 1976.

2. AFROTC
Because AFROTC detachments were not manned to cover much more territory than the immediate vicinity of their campuses, it was quickly recognized that AFROTC required outside assistance when their program changed from mandatory to voluntary in the late 1960s. In 1969, the Air Reserve Personnel Center (ARPC) was approached with the idea of creating an Admissions Liaison Officer force for AFROTC. That program was approved in 1971.

The AFROTC ALOs worked in conjunction with the Admissions Counselor program, which was also initiated in 1971. Due to the enormous size of the AFROTC target audience, that ALO program was developed to give assistance in providing information, counseling, career guidance, and other aid to prospective applicants.

The July 1980 merger of the Academy and AFROTC ALO programs was the result of a proposal in the Air Force Suggestion Program submitted by an Academy ALO. AFROTC Headquarters agreed with the suggestion and worked with the Academy to make it a reality. The Academy Liaison Officer name changed to Admissions Liaison Officer. The merger reduced duplication of effort and the confusion created by multiple ALOs representing different programs calling on the same schools. The merger also gave ALOs the chance to discuss both AFROTC and the Academy to well qualified students. An AFROTC Program Liaison Office was established at the Academy. The Northwest regional office located at USAFA supports the ALO force.

F. The ALO Program Today
The ALO force is administered by the Admissions Directorate (USAFA/RR) at the Air Force Academy in Colorado Springs, Colorado.
1. **Director of Admissions (USAFA/RR) Responsibilities**

The Academy Director of Admissions plans, develops, and administers the admissions program, processes appointees, controls admission to the USAF Academy Preparatory School, and develops and directs marketing of the USAF Academy.

More specifically, the Director of Admissions is charged with doing the following:
- Supervising the offices and personnel in support of USAF Academy admissions
- Administering candidate recruitment, nomination, counseling, evaluation, and appointment programs, including the Air Force Admissions Liaison Officer program
- Providing evaluations of candidate achievement, cadet performance, cadet attrition, graduate performance and retention, and other aspects of the USAF Academy program, as appropriate
- Serving as Secretary of the Academy Board
- Advising the HQ USAFA/CC on matters relating to cadet admissions, evaluations, attrition, and projected enrollment

2. **Chief, Admissions Liaison Division (USAFA/RRA) Responsibilities**

- Direct the worldwide network of Admissions Liaison Officer program activities to support candidate-recruiting programs for the US Air Force Academy
- Provide counseling, recruiting, and scholarship evaluation support to the AFROTC program as set forth in the AFROTC National Recruiting Strategy.
- Develop and deploy the National Training Program (NTP) to ensure the consistency of ALO training efforts and adequately prepare every ALO to competently perform all assigned duties. Such a program will provide entry-level and follow-up ALO training; entry-level and follow-up Liaison Officer Director (LOD) training; and entry-level training for those additional duties deemed critical by RRA
- Publish handbooks, guides, training materials, and other directives necessary to effectively manage and implement the ALO program
- Coordinate and assist with developing media advertisement and recruiting publications for USAFA and the ALO force
- Coordinate all recruiting programs and initiatives conducted by the USAFA Admissions Office for educator visits, appointee orientations, candidate briefings and tours, and Summer Seminar
- Coordinate and monitor the USAFA Cadet Grass Roots program to support ALO community recruiting initiatives
- Provide administrative support for budgeting, contracts, travel orders, man-day management, awards, and Officer Evaluation System (OES)
- Develop and deploy an effective means for assessing program effectiveness, to include the performance of individual ALOs and the areas to which they are assigned
- Develop and deploy a system for determining and managing optimal end-strength levels for each ALO area

3. **USAFA Regional Director (USAFA/RRA) Responsibilities**

- Supervise ALO activities and implement the ALO program within an assigned geographic region. Help USAFA/RRA implement the ALO program
- Screen and review selection of new ALOs. Monitor performance and conduct of all assigned personnel
- Train, manage, and evaluate each assigned area LOD. Develop, manage, and conduct initial and recurring ALO training programs at USAFA
- Review and coordinate on all Officer Performance Reports (OPRs), Promotion Recommendation Forms (PRFs), Letters of Evaluation (LOEs), and Awards and Decorations for assigned ALOs
- Coordinate marketing and production analysis of areas within assigned area
- Monitor administration and quality of candidate applications and evaluations. Specifically, perform a quality control review of AF Form 4060, *USAFA Candidate Evaluation/AFROTC College Scholarship Evaluation*, written within assigned region
- Represent USAFA at public events as spokesperson on national and area programs
- Coordinate with AFROTC Regional Directors of Admissions (RDA), Assistant RDAs (ARDA), and HQ USAFRS deputy group commanders on joint recruiting issues, activities, plans, policies, or problems
• Coordinate on all reports submitted to RRA by senior consulting Liaison Officer Directors
• Perform other duties as specified by RRA

4. Liaison Officer Director (LOD)
• Each Area is assigned a Liaison Officer Director (LOD) who is in charge of all ALOs within that area. Refer to Chapter 15 – LOD Handbook for details on the LOD duties and responsibilities.

G. The ALO Force Profile
The size of the ALO force varies due to turnover; however, the force is usually approximately 1600 officers worldwide. The ALO force consists of Reserve, National Guard, Active Duty, retired officers, former officers and civilians with all levels of experience. Those ALOs working towards retirement are assigned to a category based on their controlling status of assignment.

1. Primary Duty ALOs
Primary Duty ALOs make up a significant percentage of the total ALO force and consists of Reserve officers assigned to the 901st Air Reserve Squadron, a Category E unit. Primary Duty ALOs perform Air Force duty only in support of Academy and AFROTC recruiting. Although they do not fill a wartime Reserve AFSC, they are required to maintain readiness qualifications (medical/dental/fitness/security clearance). At any given time, there are approximately 750 Primary Duty ALOs in the force.

2. Additional Duty ALOs
Additional Duty ALOs make up approximately sixty percent of the total ALO force consisting of officers from other primary Reserve units, the Air National Guard and Active Duty, as well as Retired Air Force officers, and civilians.

3. Organization of the ALO Program
The continental United States, Western Europe, and Pacific areas are divided into five geographic regions and sixty seven areas for command and control purposes. Each area is assigned a Liaison Officer Director (LOD). Admissions Liaison Officer areas usually correspond to state boundaries and vary in size according to the population of each state. Very populous states, however, are subdivided by population distribution into separate areas. Each ALO can expect to be assigned specific responsibilities, based upon Educational Testing Service (ETS) codes, high schools, and other factors as determined by the LOD. The five major ALO regions and their assigned states are as follows (see pictorial below):
Region 1 (Northeast) – Connecticut/Rhode Island, Delaware/Maryland, District of Columbia, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Vermont, Virginia, and West Virginia, plus Europe, Africa, the Middle East, and all APO AE addresses

Region 2 (Southeast) - Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee, plus Central and South America, and the Caribbean

Region 3 (North Central) - Idaho, Illinois, Indiana, Iowa, Michigan, Minnesota, Montana, Nebraska, North Dakota, Ohio, South Dakota, Washington, Wisconsin, and Wyoming, plus Canada

Region 4 (Southwest/Central) - Arizona, Arkansas, Kansas, Louisiana, Missouri, New Mexico, Oklahoma, and Texas

Region 5 (West/Northwest) - Alaska, California, Colorado, Hawaii, Nevada, Oregon, Utah, and, plus the Pacific and all APO AP addresses

H. ALO National Training Program (NTP)

To standardize training efforts across the ALO program, the National Training Program (NTP) was created in January 2001, and has been updated and revised many times since then. The NTP is divided into four parts:

1. Phase I Initial Training

Phase I Training is mandatory initial training for all new ALOs. Once Phase I Training is completed, the ALO is considered fully qualified. The Phase I Training Checklist can be found on ALOWeb. The LOD or Area Training Officer (TO) will maintain a training record on each ALO in the unit and will make sure that a training date is reflected for each ALO on ALOWeb. All ALOs who entered the program prior to the NTP program creation will have a Phase I training date of 1 Jan 2001 entered in ALOWeb. A certificate of completion of Phase I ALO Training can be downloaded via ALOWeb by the LOD for presentation to the new ALO.
2. Phase II On-Site Training

Phase II Training is targeted towards ALOs who have completed Phase I Training and have at least one full admission’s cycle in the ALO program. Priority is given to those ALOs who have never visited the USAFA campus. Typically, six classes of twenty ALOs per class, are offered each fiscal year (approximately 120 slots). The class is an intense three-day program held at USAFA in Colorado Springs, CO, with a travel day on each side for a total of five days.

LODs nominate ALOs, in priority order, for Phase II Training each year via Phase II nomination. After LOD nominations are made, the NTP director will balance the class selection with ALOs from all areas. Individuals selected for a class are notified via email and given detailed attendance instructions. If, for some reason a selected individual cannot attend, the NTP director will go to the next ranked individual within the area in order to fill the class and maintain selection balance. Final class selections will be reviewed by USAFA/RRA to ensure training program intentions and requirements are being satisfied.

3. Continuation Training

Every ALO is responsible for most of their own Continuation Training throughout their ALO career. The Area Training Meetings (held at least once per year) are part of ALO Continuation Training and one way for an ALO to stay current. ALOs should also visit the local AFROTC Detachment(s), monitor ALOWeb, and read Advisory Panel Newsletters, AF Times, etc.

Area Training Meetings

The LOD schedules the Area Training Meeting each year. Training topics are at the discretion of the LOD and/or Area Training Officer (TO) based on the various needs and experience level of the unit ALOs. Occasionally, special training topics are required by USAFA/RR to be covered at area meetings. LODs or the assigned officer may brief on school assignments, Parents’ Club activities, congressional interaction, athletic recruiting, supplies, man-day allocations, Educator Orientation, OPRs, and other ALO topics.

USAFA and AFROTC Regional Directors (RDs) and local recruiters often attend these meetings to brief current topics of interest. The RDs need to know well in advance, if their presence is requested at an area meeting. Congressional staff members can occasionally attend area meetings, if requested by the LOD. Area meetings generally mark the start of a new recruiting cycle and ensure currency and standardization of ALO training.

AFROTC Detachment Tour

Continuation Training should include an annual visit to an AFROTC, preferably on an AFROTC training day. These visits will both clarify AFROTC scholarship application procedures and give ALOs a feel for the operation of a college-level AFROTC unit. The ALO should arrange this visit directly with the detachment or through the Area Training Officer or LOD. It’s often a good idea to take several ALOs from the area on the same visit. Area students interested in AFROTC could be invited as well, if the situation allows.

In addition to the detachment tour, AFROTC offers a limited number of funded tours for ALOs to attend AFROTC Field Training Encampments. ALOs can apply through their LODs. This tour is especially useful for non-AFROTC graduates.

4. Specific ALO Additional Duty Training

Training for specific ALO Additional Duties such as Diversity Affairs Coordinator, Grass Roots Program Coordinator, etc. will be defined and posted on ALOWeb.

I. ALO Additional Duties

Volunteering for one or more Additional Duties allows ALOs to cover essential tasks that every area must perform in order to function as a unit. They also supply input for OPRs and indicate potential for greater responsibility. The LOD is responsible for assigning additional duties based upon mission requirements and individual preferences.
Below is a list of additional duties normally required in each area. These titles should be used in OPRs when referencing ALO Additional Duties.

**Liaison Officer Director (LOD)** - The LOD is primarily responsible for all ALO activities within their assigned area. They initiate all assignment actions within their area, direct and monitor all ALO activities, and are ultimately responsible for the actions and results within their area.

**Deputy Liaison Officer Director (DLOD)** – A DLOD may either direct a sub-area within the unit and/or manage important additional duties. It is up to the LOD to determine how many DLODs their area requires, however every unit should have at least one DLOD to assist the LOD and take over LOD duties if necessary.

**ALO Recruiting Officer (RO)** – The RO contacts potential ALOs and provides them with ALO Program information. The RO may also rocess ALO Application Packages for the LOD to submit to USAFA.

**Area Athletic Contact (AC)** – The AC manages the area’s Junior Falcon Hunt Program and offers support for the USAFA Athletic Department. In addition to tracking area inputs, the AC conducts periodic training and briefings to ensure that ALOs comply with NCAA requirements. The AC may also serve as the area’s main point of contact for the USAFA Department of Athletics, recruited athletes, their parents, and coaches.

**Awards and Decorations Monitor (AD)** – The AD monitors all ALOs within the unit and informs the LOD of their medal eligibility. The AD may also collect ALO input and draft decorations for the LOD to review and submit to USAFA for approval.

**Boy's/Girl's State Coordinator (BG)** – The BG coordinates efforts with schools to find quality students for these two programs sponsored by the American Legion. ALOs may also work at these events as adult supervisors.

**Civil Air Patrol Liaison (CA)** – The CA works with area CAP units to assist with unit activities.

**College Fair Coordinator (CF)** – The CF coordinates College Fair events throughout the area.

**Congressional Liaison Officer (CL)** - The CL is the liaison between the area and its political offices.

**Diversity Affairs Coordinator (DAC)** – The DAC works to identify, counsel, and assist qualified ethnically diverse students (refer to Chapter 7 – Diversity Recruiting for the definition of diversity) for USAFA appointments and AFROTC scholarships; serves as a special assistant to the LOD for diversity recruiting and admissions; plans and organizes special initiatives for reaching and recruiting diverse students; trains all area ALOs in diversity recruiting techniques and concerns; serves as the single point of contact between USAFA, AFROTC, civic organizations, and other ALOs on Diversity Admissions; and works in conjunction with the USAFA Diversity Recruiting Office to assist the USAFA Admissions Advisors with trips and associated events targeting the local area.

**Educator Program Coordinator (EO)** – The EO administers the local Educator Orientation Program for the area.

**Executive Officer (XO)** - The LOD may designate an officer as XO to perform administrative duties such as OPR coordination, man day management, ALO correspondence, newsletter distribution, etc.

**Grass Roots Program Coordinator (GR)** – The GR coordinates official Grass Roots cadet visits, matches cadets with ALOs and ensures school visits are set up for cadets when they visit.

**Information Management Officer (IM)** – The IM works with the LOD to ensure the area computer and information technology needs are met.

**LEAD Officer (LS)** – The LS works with local Military Base Education Offices to assist Airmen and sister service military enlisted members in applying for USAFA, AFROTC, and prep school programs.
**OPR Monitor (OP)** – The OP collects ALO input and drafts primary duty ALO OPRs for area LOD. Drafts are sent to LOD for review and submission to USAFA. This function may be performed by an XO.

**Candidate Fitness Assessment Coordinator (PE)** – The PE is responsible for facilitating the Candidate Fitness Assessment (CFA) within the area. The PE is in charge of finding facilities, providing equipment, monitoring test layout, and training other ALOs to conduct the CFA. The PE may also be in charge of certifying test results. The PE serves as the single point of contact with USAFA Selections (RRS) on CFAs.

**Physical Fitness Testing Leader (PTL)** – The PTL conducts annual fitness testing for all Primary Duty ALOs in the unit and ensures all scores are sent to the Readiness management Group at USAFA. The PTL may also become a certified unit fitness program manager (UFPM) through an AF Health and Wellness Center (HAWC) in order to be able to enter fitness scores into the AF Fitness Management System (AFFMS)

**Parents’ Club Liaison (PC)** – The PC assists the local USAFA Parents’ Club in all matters relating to the ALO program and assists the Plans and Programs Office (USAFA/XP) as requested.

**Public Affairs Officer (PA)** – The PA performs or oversees all public relations functions involving the mass media (i.e., TV, radio, newspapers, etc.) and coordinates local publicity as requested by USAFA/PA, AFROTC, and other agencies.

**School Assignment Officer (SA)** – The SA ensures that ALO duty assignments are accurately reported to USAFA and are updated as necessary. As directed by the LOD, the SA develops a local production plan to assure adequate coverage of all secondary and college level schools, military units, AFROTC Detachments, AF Recruiters, Youth, and Civic organizations. The SA also monitors workload assignments to match ALO abilities and time constraints to maintain a reasonable balance.

**Special Projects Officer (SP)** – The SP performs one-time duties as directed by the LOD.

**Summer Seminar Coordinator (SS)** – The SS locally coordinates the Summer Seminar program for the area at direction of the LOD; maintains a solid base knowledge of program requirements and web site tools; and keeps unit updated on any program changes and application requirements.

**Supply Officer (SO)** – The SO is responsible for requesting, receiving, and distributing most ALO supplies for unit members. The SO consolidates local requests and requirements so that supplies can be obtained in a timely manner. Supplies include media products, forms, postage, and publications.

**Team Recruiting Officer (TR)** – The TR coordinates between AFROTC and AF Active Duty, ANG, and Reserve Recruiters to ensure efficient communication and a good working relationship to improve overall recruiting efforts of students interested in the USAF.

**Training Officer (TO)** – The Area TO is responsible for ensuring that all Phase I Initial Training requirements are completed for all ALOs in the unit and should let the LOD know who is eligible for Phase II Training. The TO also may conduct unit continuation training, which typically takes place at area meetings.

**Website Manager (WM)** – The WM is responsible for creating, updating, and maintaining the area Website if the unit has one.

### J. ALO Planning Calendar

The activities involved in the ALO Program follow a predictable annual USAFA/AFROTC Admissions cycle. This section gives an overview of the events which typically occur at the same time each year, along with suggested ALO activities in italics; however you may modify your activities to meet local needs.

#### Jun/July

- Candidate Kit Instructions are mailed by USAFA to students when the Pre-candidate Questionnaires
are received, screened, and approved

- Update your ALOWeb profile if necessary and keep it current

**August**

- Candidate medical exams begin (or earlier)
- Candidate interviews begin (or earlier)
- Contact candidates and begin scheduling/conducting interviews
- Remind candidates to turn in Academy, Congressional, and AFROTC application packages before deadlines
- Contact high school counselors and remind them of the congressional deadlines
- Set up school visits
- Review yearly plan: area meetings, events and overall strategy
- Contact your cadets at USAFA to let them know you are still supporting them

**September**

- First deadlines for 4060s occur
- Congressional Liaison Officer contacts Congressional offices/staffers for coordination
- Congressional selections for nominations begin on 1 Sep - check with individual offices for deadlines - most congressional offices do not accept requests for nominations after 31 Oct
- Visit your high schools
- Continue conducting candidate interviews and submitting 4060s
- Introduce Summer Seminar information to your juniors

**October**

- Early selections begin for USAFA
- Candidates typically interview with congressional nominations panels
- Attend College Nights/Fairs and Congressional Academy Nights/Days at your high schools and communities (or earlier)
- Continue conducting candidate interviews and submitting 4060s
- Continue to coordinate with USAFA for Thanksgiving Grass Roots Program

**November**

- Congressional offices start announcing nominees
- AFROTC Scholarship Boards meets Dec-Mar
- Continue conducting candidate interviews and submitting 4060s

**December**

- Deadline for AFROTC scholarship applications – 1 Dec
- Summer Seminar on-line application opens - 1 Dec
- AFROTC Scholarship Board meets Dec-Mar
- Continue conducting candidate interviews and submitting 4060s

**January**

- AFROTC deadline – 15 Jan (applicants can still update ACT/SAT scores and official high school transcripts)
- Summer Seminar evaluations begin
- Deadline for completed USAFA Precandidate Questionnaire (PCQ) online – 31 Jan
- AFROTC Scholarship Board meets Dec-Mar
- Continue conducting candidate interviews and submitting 4060s
- Encourage applicants for Summer Seminar; online application window closes 28 Feb
February
- All application-related documents must be received by USAFA no later than 1 Mar
- Offers for enrollment in the Academy Preparatory School begin 1 Feb and end in early July
- Falcon Foundation offers begin 1 Feb and continue until mid-June or until all 100 scholarships have been accepted
- AFROTC Scholarship Board meets Dec-Mar
- *Continue to encourage applicants for Summer Seminar; deadline for application is 15 Mar*
- *Ensure completion of all interviews/CFAs to allow student to meet USAFA Regular Selection Board*

March
- Regular USAFA Selections are made this month. Appointments are very scarce after Regular USAFA Selections.
- New admissions cycle begins with assignment of students to ALOs
- Students from Pre-Junior data base and Summer Seminar applicants are entered in the data base as prospects or applicants
- Juniors should begin USAFA and AFROTC applications as well as request Congressional nominations (online applications open 1 Mar)
- AFROTC Scholarship Board meets Dec-Mar
- *Start spring high school visits and emphasize that juniors should start the application process*
- *Continue to encourage applicants for Summer Seminar; deadline for application is 15 Mar*
- *Encourage all appointees to attend Appointee Orientation in April*

April
- Majority of regular USAFA appointments announced/congratulatory letters sent to appointees
- Qualified/No Vacancy letters sent to candidates that are not selected
- Summer Seminar results announced
- Supplemental AFROTC Scholarship Selection Board meets, if required
- Appointee Orientations at USAFA
- Former cadets reviewed for reentry
- Appointment offers made to international students
- *Coordinate with Appointees’ High Schools to present appointments and scholarships at Awards Nights*

May
- AFROTC admissions cycle begins 1 May
- Letters of Acceptance for AFROTC scholarships required NLT 30 May
- USAFA Appointees must accept/decline appointments by 1 May
- USAFA Qualified Alternates may be offered appointments
- USAFA Graduation
- *Attend High School Awards Nights to present appointments and scholarships*
- *Send thank you letters to high school counselors for their help and support*

June
- Summer Seminar and Falcon Sports Camps sessions are held
- Area Parents’ Clubs usually have an event (Appointee send-off) for the entering class
- New class enters the Academy
- *Contact Appointee parents to congratulate*

July
- New class enters the Prep School
- *Review supply needs for next admissions cycle*
- **Conduct administrative clean-up, if needed**

### Ongoing Events

- **Mentor Students**
- **Identify Junior Falcon Hunt candidates**
- **Correspond with Parents' Club**
- **Contact cadets**
- **Continue Diversity recruitment**
- **Schedule career Days**
- **Follow-up on LEAD Contacts**
- **Contact recruiters**
- **Submit ALO administrative requirements (Form 40As, OPRs, PRFs, Decs, points, etc.)**

### K. **Tips for ALOs**

There are some specific things that every ALO should be aware of and they are listed below:

#### Applications

- **Do** keep your LOD informed and advised when a problem or concern comes up (e-mail is most effective).
- **Do** be an expert on your students’/applicants’ status - follow up immediately on any open item.
- **Don’t** tell students they can apply to Congressmen from two or more states. Their eligibility is determined by their state of legal residence.
- **Don’t** say things that make it sound like USAFA, Congressional Staff, etc., don't know what they’re doing: "I can't understand why you weren't selected." or "You should have gotten a nomination." This is the kind of thing that causes congressional inquiries.
- **Don’t** steal the congressional privilege of being the first to announce an appointment or nomination to candidates or any other person. The congressperson’s office is given several days to make its announcements before the information is posted on ALOWeb. Once you see it there, you are free to contact the student with the information.
- **Don’t ever** call a Congressional Representative or Congressional Staffer personally and request a nomination for a candidate.

#### Public Relations

- **Do** be a positive and solid ambassador for the Air Force when recruiting and representing USAFA and AFROTC.
- **Do** tell students what it is like at USAFA. It's tough, demanding, fast-paced, and harder than they can imagine, especially the first year, but they can make it through!
- **Do** evaluate educators before recommending them for an Educator Orientation tour. They should be at least a little bit open to our programs.
- **Don’t** make promises or "bold statements" to students or parents, which would lead them to think or assume that they will get into USAFA or the Prep School.
- **Don’t** ever lead parents or students to think or feel that you can personally get them into USAFA.
- **Don’t** allow more than a few weeks to elapse without some kind of contact with your student.
- **Don’t** go to school visits without calling the counselor or principal to make an appointment well in advance and recheck just prior to the visit.

#### Legal Considerations

- **Don’t** use official mail for personal purposes.
- **Don’t** accept USAFA mailings COD (supplies, etc.). The government prepays all shipments to ALOs.
- **Don’t** commit the government to pay for anything. Only Accounting and Finance can do that. Utilize appropriate procedures (such as the AF Form 9 or SF Form 44a).
**Recruiting**
- **Do** visit junior high and middle schools and advise younger students on how to prepare for USAFA/AFROTC.
- **Do** coordinate with your Recruiting Service counterparts before visits or events. They may come with you for team recruiting.
- **Do** have ALO business cards with you - always. You never know when you'll meet a good contact or a promising prospect.
- **Do** ensure parents are aware of USAFA/AFROTC/USAF opportunities. Family support is important for all candidates.
- **Do** support the Diversity Recruiting Office when one of their Lieutenants visits your area.
- **Do** give the Diversity Recruiting Office’s toll-free number (1-800-443-3864) to minority students and advise them to call.
- **Do** advise the Diversity Recruiting Office when a visit or other event will attract a significantly diverse population.
- **Do** make sure the Diversity Recruiting Office knows about the top students at your assigned high schools who fit the diversity definition.
- **Do** encourage all quality students in your area to apply for Summer Seminar - USAFA’s #1 recruiting tool!
- **Do** visit your local AFROTC detachment as often as possible - ideally once a year.
- **Do** talk with recruited athletes and treat them like any of your other candidates.

**Professionalism**
- **Do** submit ALL paperwork to USAFA and your LOD ON TIME!
- **Do** keep track of your own career progression such as OPRs, Awards and Decorations, points and PME.
- **Do** comply with USAF personal appearance and uniform standards.
- **Do** comply with your cadet's schedule and time limits, if you are visiting them at USAFA.
- **Do** make your supply needs and requests known to your Supply Officer well in advance of your requirements.
- **Don't** interact with the news media without talking to USAFA/PA (Public Affairs) first.
- **Don't** just tell a candidate that you are not the ALO that he/she is looking for; help the student find the correct ALO.
- **Don't** ignore requests for help, put off contacts, or make promises you can't keep.
L.  REVIEW QUESTIONS FOR CHAPTER 1

Please complete this self-test after reading this chapter. The correct answers can be found immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. ALOs are responsible for informing potential candidates, parents, congressional staffers, civic leaders, high school teachers, counselors and administrators about Air Force officer career opportunities. (page 1)
   A. True
   B. False

2. What organization at USAFA plans, develops, and administers the admissions program, processes appointees, controls admission to the USAF Academy Preparatory School, and develops and directs marketing of the USAF Academy? (page 3)
   A. The Liaison Officer Director
   B. The Regional Director
   C. The Commandant of the Academy
   D. The Academy Director of Admissions

3. Additional Duty ALOs make up approximately sixty percent of the total ALO force consisting of officers from other primary Reserve units, the Air National Guard and Active Duty, as well as Retired Air Force officers, and civilians. (page 4)
   A. True
   B. False

4. For command and control of the ALO Force, into how many geographic regions is the ALO force divided? (page 5)
   A. Three
   B. Four
   C. Five
   D. Six

5. Which of the following is not part of the required ALO National Training Program? (page 6)
   A. Phase I Initial Training
   B. Phase II On-Site Training
   C. Phase III ALO Training
   D. Continuation Training

6. Which of the following is NOT an Additional Duty for an ALO? (page 8)
   A. Deputy Liaison Officer Director
   B. Snacko
   C. Executive Officer
   D. Area Training Officer

7. According to the ALO Planning Calendar, in what month are the majority of regular USAFA appointments announced and congratulatory letters sent to appointees? (page 10)
   A. April
   B. March
   C. January
   D. May
ANSWERS

1. A
2. D
3. A
4. C
5. C
6. B
7. A
AFROTC Scholarships

The Air Force Reserve Officer Training (AFROTC) Scholarship selection process is similar in many ways to the USAF Academy selection process. However, there are some key differences and it is important for all ALOs to become as familiar as possible with both processes to ensure that all regulations and guidelines are adhered to. Please read this section of the handbook carefully and refer to the ALOWeb for additional information.

AFROTC offers several different programs, but the one the ALO will most likely be involved with is the Air Force ROTC High School Scholarship Program (HSSP). The objective of this program is to attract and retain high quality individuals whose leadership potential, personal and physical qualities, and academic specialties meet USAF accession objectives. Air Force ROTC scholarship offers are based on merit and not on financial need. Typically, seventy percent of the HSSP scholarships are offered in technical (engineering and scientific) majors and thirty percent in non-technical majors. To activate an Air Force ROTC scholarship, a student must be enrolled full-time in a collegiate-level Air Force ROTC program at a college or university that offers an Air Force approved degree in the specified major. To retain the scholarship, the student must meet certain academic and military retention standards.

Students not selected for the HSSP, may be able to later apply for the In College Scholarship Program (ICSP) which is also a competitive program. Refer to the ALOWeb and/or www.afrotc.com for more information on the many different types of ROTC scholarships that are available and the eligibility requirements for each. The information in this chapter of the ALO Handbook will cover the requirements and process for the HSSP.

A. **Eligibility Requirements**

Applicants must meet the following requirements to compete for an AFROTC scholarship:

- Be a United States citizen or able to obtain citizenship by the last day of the first term of the freshman year for 4-year offers or the first term of the sophomore year for 3-year offers – scholarship activation cannot occur prior to obtaining citizenship
- Be a high school graduate or have an equivalent certificate
- Be 17 years old prior to scholarship activation
- Be under 31 years old as of 31 December of the year of commissioning - if the applicant has prior active-duty military service, they can write or call the High School Scholarship Section for details on extending the age limit
- Cannot be enrolled full time at a college or a university prior to the fall academic term except for joint high school/college programs
- Cannot have any dependents (children, spouse, dependent sibling, etc.) without appropriate waivers
- Take the College Entrance Examination - either ACT or SAT is acceptable
- Meet Academic Eligibility requirements
- Take the Physical Fitness Assessment (PFA): There is no minimum requirement for this assessment during the application process, but the applicant must take and pass the Physical Fitness Test (PFT) prior to scholarship activation. Both of these events consist of push-ups, crunches, and a 1.5 mile run. There is no abdominal taping, but height and weight are recorded

Typically, to be eligible for AFROTC scholarship consideration, an applicant should achieve an SAT composite of at least 1100 or ACT composite of at least 24, attain a cumulative GPA of 3.0 or higher, and have a class ranking in the top 40%. The majority of scholarship recipients have also completed some advanced placement and/or honors courses. If the applicant does not meet the minimum academic requirements noted above, he/she can still apply if he/she has other outstanding leadership credentials. If the applicant is low in one area (for example, ACT/SAT) but is strong in another (for example, top 10% of class) they may still be eligible.
NOTE: AFROTC does not mix and match test scores. The ACT or SAT test scores must be attained in one testing session. ACT or SAT test scores must be taken no later than 31 December of the year prior to entering ROTC - tests taken past the 31 December deadline will not be considered or processed.

DEADLINE: Scholarship applications must be submitted online by midnight on 1 December of the year preceding entry.

B. Lengths and Types of Scholarships

Air Force ROTC offers 3 and 4-year scholarships via the HSSP. The application process for both of these is the same. The 4-year scholarship recipients activate their scholarships in the fall of their freshman year. The 3-year scholarships are activated in the fall of their sophomore year. All 3-year scholarship designees must complete AFROTC training during their freshman year in order to maintain eligibility.

There are three types of scholarships that can be awarded from AFROTC:

1. Type-1

   A Type-1 AFROTC scholarship pays full college tuition, most fees and $900 per year for books. Approximately 5% of 4-year scholarship winners will be offered a Type-1 scholarship, and almost all of these will be for students majoring in technical or engineering fields. Below are the acceptable majors:

   Technical:                 Engineering:
   Architecture                Aeronautical
   Computer Science            Aerospace
   Mathematics                 Architectural
   Meteorology (Atmospheric Science) Astronautical
   Physics                     Chemical
   Chemistry                   Civil
   Operations Research         Computer
   Electrical                  Electrical
   Engineering Science         Engineering Science
   Environmental               Environmental
   General                     General
   Industrial                  Industrial
   Mechanical                  Mechanical
   Metallurgical               Metallurgical
   Nuclear                     Nuclear
   Systems                     Systems

2. Type-2

   Pays college tuition and most fees up to $15,000 per year and pays $900 per year for books. Approximately 20 percent of 4-year scholarship winners will be offered a Type-2 scholarship (mostly in technical fields, as listed above, although there are specific eligible foreign language majors (see below) and some non-technical majors). If a student attends an institution where the tuition exceeds $15,000 per year, then he/she pays the difference. All 3-year scholarships are Type 2.

   Foreign Languages:

   Arabic                          Japanese
   Chinese                         Pashtu
   Persian-Iranian                 Russian
   Persian-Afghan                  Turkish
   Hindi                          Urdu/Punjabi
   Indonesian                      Azerbaijani
There are many colleges and universities that will offer subsidies to AFROTC scholarships. Some will cover the remaining tuition costs, room and board, and/or stipends. A listing of schools that offer these subsidies can be found at [www.afrotc.com](http://www.afrotc.com) under High School Scholarships, then Subsidy List.

### 3. Type-7

An AFROTC Type-7 Scholarship pays full college tuition, fees and $900 per year for books, but the student must attend a college/university where the tuition is less than $9,000 per year, or a public college/university in which the student qualifies for the in-state tuition rate - a student may not activate a Type-7 scholarship at a non-qualifying school and pay the difference.)

If a student receives a Type-7 offer but wishes to attend a college/university where he/she does not qualify under the guidelines above, the student can convert the 4-Year Type-7 scholarship to a 3-Year Type-2 scholarship.

### C. Additional Benefits

All scholarship cadets (upon activation) receive a nontaxable monthly allowance during the academic year. Currently, the monthly stipend is $300 for freshmen, $350 for sophomores, $450 for juniors and $500 for seniors

All scholarship winners are authorized travel pay from their home to the AFROTC detachment at the university they will be attending. This money is paid when the scholarship is activated. The student must be enrolled at the college for 45 days before stipends and/or travel pay can be disbursed.

### 1. Pre-Med, Nursing and Other Medical-Related Majors

If a student is applying for one of these majors, he or she will compete for a nontechnical scholarship. If a student receives and activates a scholarship in one of these majors, be advised that he or she is not guaranteed that specialty upon commissioning. After completing freshman, sophomore or junior year, the AFROTC cadet must compete on the prehealth, nursing or biomedical science corps designation boards to receive the Air Force designator for that specialty. The designator guarantees that a cadet will enter that specialty upon commissioning. If a cadet is not selected on one of these boards, he or she will retain the scholarship, but will enter the Air Force as a line officer upon being commissioned and be accessed into a specialty based on the needs of the Air Force.

### D. The Application Phase

Applicants must apply online at [www.afrotc.com](http://www.afrotc.com). The deadline for applications is 1 December. In addition to completing the application online, the interested student must submit the following no later than 12 January:

- SAT/ACT scores - Applicant may mark the test registration form by using AFROTC Code 0548 to send results directly to Air Force ROTC.
- Official high school transcripts
- Physical Fitness Assessment (PFA) Letter of Certification
- Counselor Certification
- Personal statement
- One-page résumé (have the applicant bring a copy to the interview AND send one in to High School Scholarship Program Section/RRUC - the address for RRUC is listed at the end of the chapter.)
NOTE: It is highly recommended that all mail sent to the High School Scholarship Section be sent via return receipt mail. The address can be found at the end of this Chapter.

1. The Physical Fitness Assessment (PFA)

AFROTC uses the PFA as an indicator of the applicant's physical fitness. The applicant must complete the PFA before he/she can be eligible for the AFROTC scholarship interview. The PFA is not the same as the Candidate Fitness Assessment (CFA) required for application to the service academies. It consists of push-ups, crunches, and a 1.5 mile run.

Scheduling - Applicant coordinates the PFA with AFROTC Detachment personnel, his/her ALO, or a high school official who will administer the exam and certify results. The official can be any faculty or administrative official in the applicant's high school (teacher, counselor, athletic coach, principal, etc.). The applicant should discuss the PFA with the administrator so that he or she understands the requirements of the PFA, how it is conducted, and how to complete the paperwork.

Exemptions - AFROTC will accept two types of exemptions for the PFA: the applicant has already completed a PFA for another commissioning source; or the applicant has a documented physical injury (e.g., a broken arm, leg, etc.), that would preclude him/her from completing the PFA.

Qualifying Scores - There are no minimum requirements for the PFA--that is, the applicant cannot "fail" the PFA. The only requirement is that the applicant attempts each event and has the ALO or high school official certify the results. The PFA will provide a good indication of how much work the applicant needs to do before enrolling in AFROTC as a college freshman.

Results - After completing the PFA, the applicant's administering official must date and sign the results. The applicant must then send a copy in with the application.

It may take as few as 1-7 days to process an application or as long as 6-8 weeks depending on the application volume. Upon receipt of the application by the High School Scholarship Program Section, the applicant is assigned a technician based on his or her last name. Once the application is processed, a letter is generated notifying the applicant of his or her eligibility status. Ineligible applicants receive a letter listing the reason(s) for ineligibility. Ineligible applicants are instructed to check their eligibility status via the on-line tracker. Eligible applicants receive a letter advising them of their status and informing them that detachment personnel will contact them within 30 days to schedule a personal interview (the 4060 Interview). The applicant’s administrative detachment is notified to schedule the personal interview. The applicant’s current status is posted on the ALOWeb.

E. The Interview Process

The interview remains the single most important aspect of the scholarship selection process. An ALO must understand what is required when they are assigned an AFROTC interview. Although the ALO will be notified via the ALOWeb that they have a 4060 to do and, in general, the interview is the same, there are several important differences between an ROTC and a USAFA Form 4060. ALOs should review and fully understand AFROTCI 36-2019, Chapter 2, and AFI 36-2249.

Just like 4060 interviews for USAFA, the ROTC interview is the primary vehicle the ALO has to determine the overall qualifications of a scholarship applicant. As described in AFI 36-2249, the interview is used to assess the “whole person” by evaluating the scholarship applicant on the dimensions (identified on the Air Force Form 4060, USAFA Candidate Evaluation/AFROTC Scholarship Evaluation) critical to an Air Force officer. During the interview, the ALO should ask questions that will elicit from the applicant behavioral examples that will allow you to rate the applicant's leadership experience, personal character and qualities, people skills, motivation and commitment to serve in the USAF, physical fitness, and overall potential to succeed as an officer in the USAF. For planning purposes, the typical interview will take 60 to 90 minutes to prepare and conduct. ALOs should complete the 4060 as soon as possible after the interview.
NOTE: The AFROTC 4060 only allows space for a maximum of 33 lines of text. More information on conducting an AFROTC Interview and filling out the AF Form 4060 can be found in Chapter 10.

During the interview, review with the applicant any involvements with civil, military, or school authorities or law enforcement officials as outlined on the AFROTC. The applicant must be advised that HQ AFROTC must waive some civil involvements before they can meet a scholarship selection board and that any future involvements may result in loss of scholarship or disenrollment. Go over the alcohol and drug policies of the Air Force, types of AFROTC scholarships, weight and physical fitness requirements, marriage and dependency limitations, etc., as outlined in the AF IMT 2519, AFROTC HSSP. During the interview, complete and sign the AFROTC IMT 35, along with an affidavit (if required), and the AFROTC IMT 23.

NOTE: The forms listed above are located on the ALOWeb, however many AFROTC Detachments will provide these forms to the applicant.

Use the AFROTC to screen applicants for drug use. As a minimum, make sure to explain each item on the checklist and verbally emphasize to the applicant that any future drug use (including marijuana) may be disqualifying for Air Force enlistment, scholarship or commissioning. Have the applicant provide details on any admitted drug use by completing the AFROTC Applicant Drug Use Statement (page 2 of the certification) in his/her own handwriting.

For scholarship consideration in the HSSP, the waiver authority for experimental use of marijuana, amphetamines, barbiturates, non-prescription steroids and chemical inhalants is HQ AFROTC. The unit commander can also attach a memorandum for record to the AFROTC Applicant Drug Use Checklist if he/she desires to elaborate on issues raised during the interview regarding admitted or suspected use of illegal drugs and request that such issues be considered by HQ AFROTC before granting a waiver for further scholarship consideration.

If an applicant indicates use of other illegal drugs or narcotics, to include, but not limited to, cocaine, club drugs, crack, hallucinogens, and opiates, have the applicant complete the AFROTC IMT 23 and the AFROTC Applicant Drug Use Statement (page 2), terminate the interview, and inform the applicant that he/she is ineligible—waivers will not be considered. Forward the completed AFROTC Applicant Drug Use Checklist with a letter of explanation indicating termination of the interview to HQ AFROTC/RRUC.

Make sure that the applicant is briefed on the following topics:
- USAF policies involving civil involvement and drug/alcohol abuse
- Any future use or experimentation with drugs may, regardless of scholarship status, make them ineligible to activate or retain a scholarship or obtain a commission
- Scholarships are offered on the basis of Air Force need
- The different types and lengths of available scholarships
- Weight and physical fitness standards required for activation
- Marriage and dependency limitations
- Applicant must be enrolled in AFROTC classes and Leadership Laboratory beginning with the first term of their freshman year regardless of the length of the offer

NOTE: The ALO (or the AFROTC Det) will need to perform a height and weight check so that information can be entered on the 4060.

Once the interview is finished, the ALO should submit the completed AF Form 4060 on the ALOWeb and then submit the following to HQ AFROTC/RRUC (address in section J):
- **AFROTC** (with AFROTC Form 4, if applicable)
- **AFROTC**, with applicant's statement, if applicable. The applicant must initial Parts II and III and sign the form in the presence of a witness. The witness can be an ALO or School Official and the witness must also sign the form.
- **AFROTC** (Law Enforcement Inquiry), after it has been reviewed and signed by appropriate corroborating official.
F. Selection Phase

As soon as the complete application is received, it is sent to the next Scholarship Selection Board.

Scholarship Selection Boards convene from December through April each year. Each board is comprised of one or more 3-person panels depending on the total number of applicants meeting each board. In general, each panel will score up to 400 records. For example, if 1200 records were meeting a selection board, the board would consist of 3 panels. Board members are selected on a voluntary basis and are usually AFROTC Professors of Aerospace Studies (PAS). For multi-panel boards, one board slot is reserved for an ALO.

An applicant can receive up to 400 total points on a board. Board scores are comprised of a panel score (up to 300 points) and an academic composite score (up to 100 points). Panel members score applicants based on demonstrated leadership, motivation and commitment to serve in the USAF, physical fitness and appearance, personal character and qualities, and overall potential to succeed as an officer in the USAF. In determining a score, panel members review a board folder on each applicant. Information in the board folder includes the AF Form 4060, non-academic portions of the AFROTC Form 123 (the scholarship application), personal statement by the applicant, letters of recommendation, the AFROTC Form 23 and the AFROTC Form 35.

Once a panel score is determined, HQ AFROTC determines the academic composite based on the applicant's academic record from grades 9-11.

The academic composite is comprised of six criteria:

- SAT-Equivalent Composite Score
- Class Rank
- Cumulative GPA (4.0 Scale)
- SAT-Equivalent Math Score
- Number of AP or Honors courses completed in math and science
- Number of AP or Honors courses completed in liberal arts

Once the Board evaluates the applications and establishes an order of merit, HQ AFROTC matches successful applicants with available scholarships. Scholarship offers are based on an applicant's board order of merit and major choices.

Depending on the choice of major, an applicant may get his/her second or third academic major choice, even though he/she had an offer in the first choice. For example, if an applicant had a 3-year Type II in his first choice (non-technical), but had a 4-year Type VII in his second choice (electrical engineering), he/she would get an offer in electrical engineering. HQ AFROTC continues down the order of merit until all offers in all academic categories are exhausted.

NOTE: Scholarships are awarded as technical, non-technical, and language. The “tiers” that were used in the past are no longer in use. As always, scholarship offers are based on the needs of the Air Force.

Sometimes a student who applies for a scholarship through more than one ROTC program is notified of a scholarship offer by another service prior to Air Force notification. The student is given a deadline by the other service to accept or decline the scholarship. A student may accept the early scholarship offer, and decline later if an Air Force offer is made, and the student prefers the Air Force. Obviously, the reverse is also true—a student may also accept and later decline the Air Force scholarship. Once declined, the scholarship cannot be reinstated. The statement of intent is non-binding; a student is not obligated until he/she actually enlists in the fall.

Any student accepting a 4-year scholarship is sworn into the Air Force Reserve prior to scholarship activation. The student also signs a contract agreeing to an active duty service commitment (ADSC) in return for the scholarship. This ADSC is 4 years of active service and 4 years of inactive service. Rated career fields (Pilots, Navigators, & Air
Battle Managers) result in longer ADSCs (8 -10 years). The student has until the beginning of his/her sophomore year to decide if he/she will honor the contract with no penalty or payback required for a breach of contract. After that point, any breach of AFROTC contract can result in a call to active duty in enlisted status (at the conclusion of college studies) or the reimbursement of scholarship payments.

G. Applicants’ Status
ALOs can check a student’s status by going online to www.afrotc.com and going to “Scholarships”, then “Apply Now”, then “Application Tracker”. The Application Tracker requires the last name and last four of the student’s social security number to get the student’s most current status.

If the student feels the website is incorrect or needs additional information he/she can contact the assigned AFROTC technician at 866-423-7682 or e-mail csp@maxwell.af.mil.

H. Scholarship Notification
Scholarship recipients are notified in writing after the scholarship selection boards meet. Boards are scheduled for December, January, February, March, and April (if needed) and results are released within about 30 days of the board.

Remember to counsel applicants who do not receive a scholarship about the In-College Scholarship Programs (ICSP) that are available. There are scholarships available to qualified cadets on a competitive basis. Sometimes, Express Scholarships are made available based on the needs of the Air Force. There are also the Nurse Scholarship Program (NSP), Historically Black Colleges and Universities (HBCU) Scholarship Program, and the Hispanic Serving Institutions (HSI) Scholarship Programs available. There is more information about these programs on www.afrotc.com.

I. Presentation
It is not a requirement for the student to actually accept an AFROTC scholarship for the ALO to do the presentation. Presentations aim to meet two objectives:

- Recognize the winner's achievements
- Provide a visible "blue suit" as a recruiting tool to hopefully motivate others to look into their Air Force options, be it USAFA, AFROTC, OTS or enlisted.

As long as the winners sign the Statement of Understanding that it is a tentative offer based on meeting other qualifications (DODMERB medical exam and PFT), they can request a presentation. ALOs should recognize that they serve the program needs even when a scholarship is presented to a student who won’t activate the scholarship. Sample presentation speeches can be found on ALOWeb.

J. Scholarship Activation
Scholarship designees will receive a package containing a detailed set of instructions. They will need to complete a medical exam, take and pass the Physical Fitness Test (PFT), and take the Air Force Officer Qualifying Test (AFOQT) at some point prior to entering the Professional Officer Course in ROTC. Check current AFROTC website for guidelines. They’ll also need to submit the AFROTC Form 123 - Statement of Intent and a legible copy of his/her Letter of Admission (LOA) from a school offering both the College AFROTC Program and a bachelor’s degree in the academic major in which the scholarship designee’s scholarship has been offered. The LOA must be submitted NLT 30 May of the year of entry.

The information here is designed to guide the applicant through the process of entering AFROTC. Completion of this checklist does NOT guarantee entrance into or a scholarship for AFROTC. If the scholarship designee does not
meet the deadlines or does not request an extension justified by extenuating circumstances, the designee's scholarship offer will be withdrawn.

NOTE: Any published standard in this ALO Handbook is subject to change at any time by AFROTC. ALOs should refer to the latest AFROTC Scholarship information to ensure they are current.

1. The DoDMERB Examination
To activate a scholarship, the designee must complete a medical examination for certification by DoDMERB. DoDMERB is the medical certifying authority for all service branches.

Scheduling Physicals
The instructions a designee receives will contain a telephone number to call for scheduling the physical. The examination will be as near to the designee's home as possible. It is important that the designee keep the scheduled exam date. The designee should be prepared to pay for his/her own lodging and travel expenses to and from the medical facility.

Evaluations
The results of the medical examination are forwarded by the examining facility to DoDMERB for evaluation. If additional medical information or remedial action is required, DoDMERB will inform the scholarship designee.

Rebuttal of Medical Disqualification
If the scholarship designee is medically disqualified for an AFROTC scholarship, the designee has the option to rebut the disqualifying condition, at his/her own expense, by sending additional medical information, test results, etc., to support his/her claim. A successful rebuttal must prove that the condition does not, or if appropriate, did not exist. The rebuttal must address the specific reason for disqualification (e.g., history of psoriasis as opposed to a disqualification for a current condition). Send all rebuttal information directly to DoDMERB.

Medical Waiver Consideration For Disqualifications
Upon initial medical disqualification for the AFROTC Program, DoDMERB will perform an automatic review of the medical file to determine if waiver processing is appropriate. There are certain medical disqualifications that have been determined by the AFROTC waiver authority to be non-waiverable. If the scholarship designee's condition is found to be waiverable and additional information is required to support the waiver, he/she will be notified by DoDMERB to accomplish further testing. DoDMERB must receive the additional testing in order to forward the file to the waiver authority.

If the condition is found to be a non-waiverable disqualification, the designee will be informed of this in the initial letter of disqualification from DoDMERB and further medical processing will be discontinued unless the designee successfully rebuts.

2. Civil Involvement
The designee must be cleared of any civil involvement with law enforcement authorities regardless of the designee's age at the time of the involvement or adjudication. The use of illegal drugs at any time after interviewing for an AFROTC scholarship will result in loss of scholarship eligibility.

3. Reimbursement for Travel
Upon activation and enlistment, the Air Force will reimburse the designee for transportation costs from the designee's home to the AFROTC unit. Payment for travel can only be reimbursed for the designee's first trip to the AFROTC unit. Required paperwork will be completed upon the designee's arrival. Advance payments cannot be arranged. Travel from a residence outside the continental United States is subject to special regulations; arrangements must be made in advance through the AFROTC unit as soon as possible. The designee will send proof of citizenship (copy of birth certificate) to the unit and request travel processing, if he/she resides overseas.
4. Physical Standards
Scholarship winners should consult the Air Force weight standards chart and the Physical Fitness Test (PFT) requirements for AFROTC included in the scholarship package. *These standards are required of all cadets.* The designee will be required to meet the standards before the designee can activate the scholarship, and the designee must continue to meet the standards to retain the scholarship.

5. Designees Accepting the Scholarship Must Understand
After accepting a scholarship, a 4-year active duty obligation and 4 additional years of inactive reserve obligation are incurred. No guarantee is made for a career field that will specifically utilize the designee's academic degree.

The designee should contact the designee's local AFROTC detachment for information regarding requirements for an operational career (pilot, navigator, battle manager, and missile operations) or a non-line career (e.g., physical therapy, nursing, occupational therapy, legal, medical, physician assistant and pharmacy).

At the end of the designee's freshman year or spring term, the designee must achieve a 2.5 term grade point average (GPA) and a 2.5 cumulative GPA. Failure to meet these academic requirements as an AS100 (first year) cadet will result in scholarship termination and disenrollment from AFROTC with *no recoupment* of scholarship moneys or call to active duty. If this happens after the start of the designee's sophomore year, the designee will be liable to repay the scholarship moneys spent on the designee, or be called to active duty at the option of the Air Force. Designees must meet all other scholarship and contract retention standards as prescribed in AFROTC instructions.

**NOTE:** AFROTC scholarships do not pay room and board. However, many schools have programs to assist with room and board.

K. **AFROTC College Scholarship Section Contact Information**
Students should consider the AFROTC College Scholarship Section as the designee's official source of information regarding the designee's scholarship status and DoDMERB as the designee's official source of information regarding the designee's medical status. If the designee receives conflicting information from another source, ask the College Scholarship Section for clarification.

The AFROTC unit at the university the designee plans to attend will inform the designee of additional processing requirements. Also, respond promptly to requests for additional information.

**Mailing Address:**
Headquarters Air Force ROTC/RRUC
551 East Maxwell Blvd
Maxwell AFB AL 36112-6106

**Fax numbers (use either number listed below):**
334-953-4384
334-953-7769
L. REVIEW QUESTIONS FOR CHAPTER 3

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. In order to be eligible to compete for an AFROTC scholarship, which of the following must be true? (page 1)
   A. Be a United States citizen or able to obtain citizenship by the last day of the first term of the freshman year for 4-year offers or the first term of the sophomore year for 3-year offers – scholarship activation cannot occur prior to obtaining citizenship
   B. Be a high school graduate or have an equivalent certificate
   C. Be 17 years old prior to scholarship activation and no more than 31 years old as of 31 December of the year of commissioning
   D. All of the above

2. Which of the following is not a requirement for the AFROTC Physical Fitness Assessment? (page 1)
   A. Push-ups
   B. Crunches
   C. 1.5 mile run
   D. Abdominal circumference

3. What type of AFROTC Scholarship pays full college tuition, most fees and $900 per year for books. (page 2)
   A. Type-1
   B. Type-2
   C. Type-7
   D. Type-9

4. What type of AFROTC Scholarship pays college tuition and most fees up to $15,000 per year and pays $900 per year for books? (page 3)
   A. Type-1
   B. Type-2
   C. Type-7
   D. Type-9

5. What type of AFROTC Scholarship pays full college tuition, fees and $900 per year for books, but the student must attend a college/university where the tuition is less than $9,000 per year, or a public college/university in which the student qualifies for the in-state tuition rate? (page 5)
   A. Type-1
   B. Type-2
   C. Type-7
   D. Type-9

6. If an applicant indicates use of other illegal drugs or narcotics, to include, but not limited to, cocaine, club drugs, crack, hallucinogens, and opiates, the ALO should terminate the interview, and inform the applicant that he/she is ineligible for an AFROTC Scholarship. (page 7)
   A. True
   B. False

7. After accepting any AFROTC Scholarship, the student incurs an active duty service commitment of 4 years active duty and 4 additional years of inactive reserve. (page 9)
   A. True
   B. False
ANSWERS

1. D
2. D
3. A
4. B
5. C
6. A
7. A
Advising, Counseling, and Mentoring

This chapter provides guidelines for advising potential applicants, candidates, and appointees, as well as keeping high school counselors, parents, and other groups informed and educated about USAFA and AFROTC programs and scholarships. Included is information that is generally not found in other sources about how to work with the various people ALOs encounter, as well as a summary of information geared towards educating candidates and preparing appointees for cadet life.

A. Centers of Influence

An ALO’s area of responsibility covers more than just interactions with high school students and counselors. There are many opportunities for ALOs to reach out to other groups of people and to develop good Center of Influence (COI) networks that may not be immediately obvious. Each group may need to be approached in a slightly different way, but the point remains that everyone can benefit from a good working relationship.

1. Educators

For obvious reasons, close and cordial relations are absolutely necessary with educators, particularly at the high school level. Science and math teachers are key contacts. Get them fired up about the opportunities available to their students in the Air Force and they can become great allies and provide excellent inroads to their schools.

All LODs must insure that each ALO has schools assigned and that they are maintaining contact with them on a regular basis. Units should maintain school phone lists and points of contacts for all area schools. LODs should encourage ALOs to work in conjunction with Air Force Recruitment Services (AFRS) to provide a full spectrum of military options for area schools. LODs must also work with unit ALOs to develop strong community ties to foster trusting working relationships.

2. Coaches

Two things give coaches a lot of satisfaction: winning, and having their athletes recruited by colleges. ALOs should work with coaches to find out if they have athlete-scholars who can play Division I sports and meet the academic requirements of a service academy. A relationship established over time can convince coaches that ALOs are there to help and serve, not badger. ALOs must treat all student athletes the same as they would any other candidate. Do not ask specifics about a student’s athletic abilities or ask for any game films on prospective candidates. Let the USAFA coaches handle recruitment once the ALO has identified the athlete. (Please see Chapter 8 - Athletic Recruiting for more information!)

3. Administrators

Although often beset by other priorities, establishing a strong professional relationship with a principal or school system superintendent can open many otherwise closed doors. ALOs should go out of the way whenever possible to introduce themselves to the decision makers within the school systems they serve and let them know what ALOs have to offer.

4. Minority Group Leaders

Leaders of minority groups are usually excellent sources for providing diversity referrals. They basically have the same goals as ALOs: to provide the best educational opportunities for deserving students living within the area. Organizations which have traditionally been helpful in referring qualified applicants include: NAACP, The Urban League, Tuskegee Airmen, American Indian Science & Engineering Society, Organization of Black Airline Pilots (OBAP), clergy leaders, etc.
5. Media
Establishing and maintaining good relations with the media is very important. Although each medium has certain strengths and weaknesses, all are valuable for reaching segments of society that might otherwise not be reached. Initiatives in public relations must be in concert with the national media plan. For details on working with the media (newspaper, radio, TV), work through the closest Air Force Base Public Affairs Office (PA). Before arranging a media event, contact the Regional Director to determine if it should be coordinated through USAFA Public Affairs.

6. Youth Organizations
The primary value of working with various youth organizations is in reaching potential leaders who may not have considered an Air Force career or who perhaps felt it was out of their reach for any number of reasons. Although the list of organizations is endless, below are a few significant ones that tend to have a strong impact on individuals who desire to attend a service academy:

- **Boy Scouts and Girl Scouts of America** - Many of the best USAFA cadets have been Scouts. One outstanding predictor of success at the Academy is having achieved Eagle Scout or Gold Award.

- **Boys and Girls State** - A highly selective program conducted each year around the US and sponsored by the American Legion. Young leaders are brought together for several days each year to conduct mock government sessions while learning about opportunities in government, business, and industry.

- **Civil Air Patrol** - An official civilian voluntary auxiliary of the USAF, CAP has both adult and youth programs. Members wear official Air Force uniforms when performing CAP functions. The adult program centers on “Search and Rescue” (similar to the Coast Guard Auxiliary) while the cadet program concentrates on aerospace education and leadership development. These students tend to do well in BCT and adapt quickly to the fourth class system.

- **Young Marines** - Young Marine units are located in nearly every state. Each unit is an independent community-based program led by dedicated adult volunteers. Many of these volunteers are former retired, active duty, or reserve Marines who believe passionately that the values they learned as Marines had a positive effect on them.

- **Sea Scouts** - A division of Boy Scouts of America, Sea Scouts is a co-educational program offered to young adults to promote better citizenship and to improve members’ boating skills and knowledge through instruction and practice in water safety, outdoor, social and service experiences.

The important point to remember about these groups is that their primary missions are paramount and will often take precedence over any affiliation with you. The time they have to offer may be limited. However, like the ALO force, these groups also have a vested interest in getting the best and brightest young people into the US Air Force!

- **Air Force Active Duty Units** - Normally, these units are limited to Air Force bases and stations within an ALO area. Aside from being a resource for active duty ALOs, active duty units can assist with program needs on a case-by-case basis when requested. Some ALO areas have even enacted an official “host tenant” agreement with their resident AFB.

- **Air Force Reserve** - Reserve units are often receptive to providing long-term support to ALOs. This may be due to the stability of personnel and the significant numbers of reservists serving as Additional Duty ALOs.

- **Air National Guard** - As with the Air Force Reserve, ANG personnel largely support the ALO program, especially when cooperative recruiting efforts are mutually beneficial.

- **AFROTC** - The ALO program would not exist without AFROTC. Cooperation between ALOs and resident AFROTC detachments is crucial to providing the best support to area students seeking AF college opportunities.
AFROTC - RDAs have overall responsibility for recruiting within designated areas and should be key ALO points-of-contact. RDAs are integrated into the ALO program as additional duty ALOs.

Professor of Aerospace Studies (PAS) – A PAS can be very helpful, particularly if ALOs have shown interest in supporting his or her detachment. It is worthwhile to discuss with each PAS ways in which area ALOs can assist the detachment’s efforts.

Headquarters AFROTC - Most Headquarters contact will be through the RDA, Area Commandant, PAS, or the AFROTC liaison at USAFA. Occasionally, ALOs are invited to participate on scholarship selection boards as well as other similar opportunities.

JROTC - AFJROTC, Army JROTC, and Navy JROTC can be good sources for future scholarship winners. These high school programs focus on citizenship skills and can include many young people who are very serious about a military career.

Air Force Recruiting Service (AFRS) – The Air Force Recruiting Service’s primary mission is to recruit skilled and educated non-prior service personnel for the active Air Force. The AFRS is also frequently tasked with recruiting both scholarship and non-scholarship students for AFROTC detachments. ALOs and recruiters are not competitors and both will benefit from a team relationship at the lowest echelons. An established reciprocal relationship provides a full spectrum of military options for high school students.

Other Service ALOs - Our sister services have programs similar to the USAF ALO Program. Although often viewed as competitors, each service academy has outstanding programs unique to its particular military branch. LODs should encourage ALOs to use a team recruiting approach and be willing to help applicants understand all military opportunities available so they can pursue the program that best fulfills their goals.

Army Field Force (West Point) - To reach a counterpart, dial 1-800-822-USMA, select “Field Force Member” and follow the menu prompts to speak to a regional representative who can provide contact information for Field Force members working in an ALO’s specific area. The website is: http://www.usma.edu.

Navy Blue & Gold Officers (Annapolis) - To reach a counterpart, dial 1-800-385-5969, and ask for the Blue and Gold Officer (BGO) Area Coordinator for the state. The website is: http://www.usna.edu.

Coast Guard Academy - Check for guidance on the website: http://www.cga.edu/.

Merchant Marine Academy - Check for guidance on the website: http://www.usmma.edu

8. Air Force Affiliated—Benevolent Private Organizations

This category of organizations is accorded semi-official status because they exist for the purpose of supporting Air Force missions. In addition to being an extension of the ALO recruiting force, these organizations can be a source for professional and financial support.

Air Force Association - Often consists of high-ranking retired officers and influential community leaders. Many chapters seek causes or projects to support. LODs should work with area chapters to gain support for career programs hosted by ALOs.

USAFA Parents’ Clubs - Parents’ Clubs exist for parental and cadet support. LODs should maintain close contact with these clubs to provide information and moral support to area USAFA families as well as participate in Parent Club functions such as Appointee Orientation or Appointee Dinners/Send-Offs.

USAFA Association of Graduates - Many chapters are located near metropolitan areas and Air Force bases. These members are often willing to support their alma mater financially as well as provide valuable access to graduates and potential ALOs.
Silver Falcons - This group of retired ALOs is an often overlooked resource. Although many are not able to carry the average workload of an ALO, they might love an opportunity to be included with active ALOs in limited but helpful ways.

9. Political Leaders
At the risk of overstating the obvious, political leaders and their staffs must be approached with the utmost respect and care. As representatives of the government and the people whom we serve, we owe them every possible courtesy. Never presume to tell them how to do their jobs.

Members of Congress and their staffs - Each Member of the Senate and the House of Representatives has nomination authority to every service academy. Many times, this function is delegated to office staffers as an additional duty and on average, staffers have less than two years experience in their job. USAFA encourages LODs, or their designated representative, to contact the assigned congressional offices at least once each year to offer assistance and support within the constraints of the law.

State and Local Officials - Frequent or regular contact is not likely, but certainly possible. Treat them with respect, as with any citizen, but never commit USAFA, AFROTC, or anyone else to any type of special consideration (such as an escorted tour) without prior coordination with the office concerned.

10. Service Organizations (Kiwanis, Optimists, Lions, Rotary, etc.)
Although generally not a major centers of influence for ALOs, occasional visits, presentations, etc. can lead to some unexpected and surprising results, especially when an ALO is a member.

B. High School Counselors
ALOs cannot do their jobs without the invaluable help of the counselors or other points of contact within their high schools. The best way to educate counselors or teachers about USAFA is to encourage them to attend the USAFA Educators Orientation and to visit the Academy Admissions and AFROTC websites. Once there, they can become an ALO’s strongest supporters. Here is how to help counselors get their best students admitted to USAFA or AFROTC:

First and foremost - keep them informed! The key to being a valuable resource to high school counselors is to make sure they are aware of upcoming events. Anytime ALOs send mail to students, they should also send a copy to the counselors with a list of the students contacted. Ask the counselors to make copies of these letters and distribute them to any other interested students; add these new names to the correspondence list. Routine communication throughout the school year will help keep the ALO program on the counselors’ minds. Short notes, phone calls, or e-mail reminders of upcoming events are greatly appreciated. The key to success is to communicate often and to communicate well. Sample correspondence letters can be found on ALOWeb.

Junior year:
- Letters to students and counselors about the Summer Seminar Program
- Letters to students and counselors suggesting juniors take college entrance exams and emphasizing deadlines for Congressional nominations and the AFROTC High School Scholarship Program (HSSP)
- Letters to students and counselors discussing the upcoming USAFA Grass Roots events

Fall/Winter of Senior year:
- Introduction letter to any students not contacted yet
- Reminder letter to students telling them of upcoming USAFA and AFROTC deadlines
- Letters to students and counselors discussing the upcoming USAFA Grass Roots events
- Letters to students about scheduled school visit(s)

Spring of Senior year:
• Letters informing counselors, department heads, coaches, and students of Falcon Sports Camps
• Letters thanking the counselors for their support during the past year and information on next fall’s USAFA Educator Orientation

C. Policy on ALO Duties When a Family Member Applies to USAFA

The purpose of this policy is to provide basic guidelines when an ALO’s son/daughter (including step-children who live with him/her) or other blood-relative is in the application process. Because it is imperative to protect the ALO Force, the Admissions office, and the Air Force Academy itself with regard to the selection process, these guidelines must be followed. While the Air Force Academy and Admissions office respect the integrity of the ALO force, there is no need to bring undue pressure to the process by leaving the ALOs without specific direction for this circumstance. A policy letter is posted on the ALOWeb in the Toolboxes section as Policy Letter on ALO Duties with Family Members Applying. This guidance addresses the completion of 4060s and other ALO duties, conducting the CFA, and participation on congressional panels.

If an ALO has a son or daughter (including stepchildren) applying to USAFA, the following guidelines apply:

• Inform the LOD and provide the SSN of the child. LODs will forward the info to the Regional Director so all candidate data can be masked from that LOID.
• Do not complete the 4060 interview on your child and, during that application cycle, LODs will ensure that the ALO does not complete other 4060 interviews.
• Conduct all other ALO duties normally, to include maintaining all schools. When a student expresses interest and needs dedicated counseling on USAFA, work with the LOD to assign them a different ALO.
• An ALO can conduct the CFA for his/her child, but will not do so without at least one other candidate participating. If no other candidate is available for testing, another individual will administer the CFA.
• If an ALO sits on a congressional nomination panel, and his/her child is seeking a nomination from that source, the ALO will excuse him/herself from the panel for that cycle.

If an ALO has another blood relative, such as a grandchild or niece/nephew, applying to USAFA, the following guidelines apply:

• If the candidate resides in your assigned area, do not complete his/her 4060 interview
• Conduct all other ALO duties normally
• An ALO can conduct the CFA for their child, but will not do so without at least one other candidate participating. If no other candidate is available for testing, another individual will conduct the CFA.
• If an ALO sits on a congressional nomination panel and their blood relative is seeking a nomination from that source, the ALO will excuse him/herself from the panel for that cycle.

D. Advice for Students and Parents: “How to Earn an Appointment or Scholarship”

Parents and students are usually hungry for information about the opportunities available to their sons and daughters. It’s never too early to begin preparing students—pay attention to the junior high and middle schools that feed assigned high schools and start there! Both AFROTC and USAFA programs seek well-rounded candidates with strong college preparatory backgrounds. This means finding potential candidates early so there’s still time to help them strengthen their resumes (and maintain their motivation). Students who only start to work on an Academy appointment in their senior year of high school are generally not very competitive unless they have already followed a rigorous college prep course of study and have been very active in other activities.

A student’s typical bottom line question is, “How do I get in?” The following guidelines can help ALOs in their recruiting efforts and when working with USAFA and AFROTC applicants.

1. Middle School & Junior High

• Start thinking about what you want to do with your life and where you want to go to college. Is the military something you might be interested in?
• Work on developing good study habits.
• Your grades are ALWAYS important. What you do now can set the stage for you in high school.
• Get online and start looking at the USAFA, Air Force, and AFROTC websites.

2. Freshman Year
• Strive to get the best grades possible throughout high school. Your grades count from your freshman through senior year!
• Plan your high school courses so that you’re on a college preparatory track. As a minimum, take:
  o Computer Science: Minimum of 1 year.
  o English: 4 years, including written composition.
  o Foreign Language: Minimum of 2 years.
  o Mathematics: 4 years of college-prep, including algebra, geometry, and trigonometry.
  o Laboratory Sciences: 4 years, including biology, chemistry, and physics.
  o Social Sciences: 3 years, including history, economics, government, and behavioral sciences.
• If you’re a scout, work towards obtaining your Eagle Scout or Gold Award
• Get involved in extra-curricular activities that promote/demonstrate leadership skills.
• Be involved in organized athletics and/or maintain a personal fitness program.
• Begin building a relationship with your ALO.
• Leave your information on the USAFA/AFROTC websites. For USAFA, request an application online. That will put you on the mailing list (Pre-Junior program). From www.academyadmissions.com, click on the “Apply Now” button at the bottom left corner of the page. The direct link is: https://admissions.usafa.edu/secure/Online/Eligibility.htm. (This is not necessarily obvious for new juniors or younger because they are not actually applying at this point).
• Work hard to develop good study and time management skills.

3. Sophomore Year
• Get the best grades you possibly can.
• EXTRACURRICULAR ACTIVITIES are critical. However, it’s not the quantity as much as the quality of your involvement. Work towards becoming the leader of your organization.
• Run for student government.
• Work on a committee.
• If available, join the Junior AFROTC, Explorers or Civil Air Patrol, if it interests to you.
• Actively participate in community service or civic-related clubs and activities.
• Be active in your church.
• Compete in a varsity sport.
• Get involved in what really interests you – drama, music, coaching, forensics, etc. Different and unusual interests (within reason) can help your application stand out.
• Use your summer wisely. Try to get a summer job, attend summer leadership workshops, or participate in activities that will help build up your resume.

4. Junior Year
• Continue to strive to get the best grades possible.
• Establish regular contact with your ALO.
• Find reading material, computer programs or school courses to prepare you for the college entrance exams.
• Make sure you take either the PLAN or PSAT in the fall.
• Apply for USAF’s Summer Seminar (SS) online via the Academy Admission’s homepage. You must have taken at least one of the college entrance exams or the PLAN/PSAT to be eligible for the SS program. The deadline for applying for SS is posted on the web and may change from year to year.
• Write to your representatives in the spring requesting nomination packages. They’ll ask for letters of recommendation and a transcript so make sure you get them before the summer break.
• Take both the ACT and SAT exams. The scores you achieve as a junior are the scores you will use to compete for congressional nominations. The college entrance exam dates in the fall of senior year are usually after the congressional deadlines. Have your scores sent directly to the Academy and the schools where you intend on using an AFROTC scholarship should you receive one.
• Compete for leadership positions at school, in church, scouts, athletics, etc.
• Make sure you have started your AFROTC and USAFA applications before you go on summer break.
• Work on both your Academy and congressional application packages during the summer so that they are completed as much as possible before you go back to school in the fall.
• Begin building your resume with your ALO.
• Continue with your athletic programs and training. Strive to get yourself into peak physical condition.

5. Senior Year
• Turn in your congressional package to both senators and your representative before their deadlines if you didn’t do so during the summer. The first congressional deadline can be as early as the end of September and most congressional offices do not give extensions to their deadlines.
• Finish your USAFA and AFROTC applications now! ROTC closes the on-line application by 1 December of the current cycle. USAFA online PCQs must be completed by 31 January of the current cycle and all application-related documents must be in by 1 March. If you wait, you may not have time to add requested information or fix mistakes.
• Run for as many leadership positions as you can in the fall. In most clubs or organizations, the seniors hold the positions of authority. Now is your time to hold one of those positions.
• Keep taking the college entrance examinations-- you can only help yourself by continuing to try and improve your scores.
• Work on your physical fitness and focus on what’s required of you on the CFA.

6. Post High School
• Follow the same advice about grades, athletics, and leadership roles.
• Go to college full or part time. Build college credits in core courses, particularly English, math and science. Earn the best possible grades to show your ability to handle college courses.
• Enroll in AFROTC if possible. Look into the In College Scholarship Program.
• Consider enlisting in the Air National Guard or Air Force Reserves while attending college if you’re certain you want to serve in the military. There are slots reserved for airmen to gain admission into the Academy that go empty every year. Enlisting on active duty is a whole different ballgame, however, and is normally not the best route to USAFA for students who can go directly to college instead.
• Continue building and updating your resume.
• Reapply as early as possible and keep your application updated with new accomplishments.
• Stay in shape!

7. A Note about Parents
Remember how important it is to help make a candidate’s parents feel comfortable with their child’s decision. There’s nothing that can make an ALO’s job tougher than parents who won’t take phone calls from ALOs or who spend hours “wearing down” their child’s decision. Be available to help educate them about life as an Air Force officer and answer their questions honestly. Many ALOs hold their first informational interview with the potential candidate and the parents together to discuss Academy life, the admissions process, AFROTC, and the Air Force in general. After that, meetings are generally with only the candidate, but be attuned to any concerns or questions on the part of the family.

There are also parents who just want to have more information whether they agree with their child’s interest in the Air Force or not. Most candidates are still minors and under their parent’s legal charge for a reason! ALOs can help educate parents to see if the Air Force will be a good fit for their son or daughter.

On the other end of the spectrum are the parents who “push” their kids into the Academy. Be wary of parents who initiate and continue to be the main drivers in the process. Gently remind them that the Academy evaluates
candidates on their ability to work the admissions process themselves. Work closely with the student to ascertain his or her own level of interest in attending.

E. Advising & Counseling Applicants & Candidates

To properly advise candidates, ALOs need to gather the right information about their students and guide them in the right direction. Although the following sections largely pertain to USAFA candidates (and USAFA 4060 write-ups) the guidance can be followed for AFROTC applicants as well.

Before doing formal 4060 interviews and evaluations, important information transfers must take place. Ideally, ALOs should strive for at least three counseling sessions with their candidates prior to the interview. Try for as many “quality” sessions as possible whether they be face-to-face or via the phone or internet.

1. Obtaining Information

An ALO’s objective is to obtain accurate information about an applicant and to determine if he or she is an appropriate fit for AF commissioning programs. The goal is not to “break” applicants under pressure so they withdraw, or to write an exaggerated Form 4060 designed to get them an appointment. Each meeting with the applicants/candidates is a chance to learn more about them, ascertain their skills, answer their questions and motivate them. Maintain notes from each meeting to help write accurate evaluations.

Ideally, ALOs should meet face-to-face with their students on a regular basis in addition to other forms of communication. Prior to senior year, meeting each semester is encouraged. By senior year, ALOs will most likely communicate via phone or e-mail more frequently (1-2 times a month) as their students complete application packages and prepare for final interviews.

2. Questioning Techniques

Attempt to set young people at ease whenever possible by asking questions about hobbies, interests, etc. Often, by getting them talking about comfortable topics, they’ll provide a significant amount of information before you have to ask. Ask questions that require more than a "Yes" or "No" answer. Use open-ended questions that encourage the applicant to respond with his or her thoughts in an essay format. Instead of asking "Do you want to become a pilot, navigator, or missile officer?" ask, "What sort of career fields would you like to pursue?" Stay away from "Why" questions. For example, instead of asking, "Why do you want to go to the Academy?" a better way to ask the same thing is "What do you hope to achieve by attending the Academy?" This will shift the focus toward the real issues of motivation and interests.

Non-Directive Leads

These examples of non-directive leads are used at the Academy to allow cadets to think through things for themselves. These same questions are also useful in eliciting meaningful responses from applicants.

- How do you feel about...?
- Tell me about your family
- How do you suppose you could find out more about...?
- What was your reaction?
- How does this affect you?
- How do you suppose it will work out?
- What are the other possibilities?
- What have you tried thus far?
- What if that doesn't work?
- What do you think is best?
- What have you figured out so far?
- Will you fill me in on the background?
- What seem to be your greatest obstacles?
- In what way?
- Where do we go from here?
- Can you give an example?
- What is your ultimate objective?
- How would you describe yourself?
- How would you summarize your schoolwork so far?
- How do you explain this to yourself?
- What has school been like for you?
- How does it look right now?
- What else would you like to discuss?
- Anything else?
Interpretation
Learn to "read between the lines." Usually, candidates will tell ALOs what they think they want to hear. This may be especially true if parents are present. If an answer seems pat, have them elaborate. When they reach the end, summarize what they've said. Candidates under adult pressure to apply may hint at the subject hoping that their ALO will “discover” the truth.” Watch for such clues as mismatched body language, comments such as “My parents want …”, and glowing words about another university.

Effective Listening
Aside from forming an overall impression, be sure to really hear what the applicant has to say. Expressions, appearance and eye contact are all sources of additional input.

Don’t be in too much of a hurry to tell applicants what they need to know about the Air Force, or the Academy application process and experience. Have them explain to you what they already understand (or think that they do) and then correct any misperceptions. This is a good way to see how much the student has already learned about USAFA and the Air Force. It can be a good indicator as to how much homework they’ve done and provide a clearer picture of what still needs to be explained.

3. Motivation Toward the Air Force
This is the bottom line and one of the main reasons the ALO force exists in the first place. Regardless of the words candidates use, ALOs need to put their finger on each student’s underlying motivation.

Appropriate Motivation
Motivation toward the Air Force is perhaps the single most important aspect to observe. ALOs must ensure that their candidate’s desires are realistic and compatible with an Air Force career and nurture that interest. Below are some common reasons students give about why they’re applying:

"I want to be a career AF officer." Although this can be a valid answer, this response should arouse some suspicion. It’s not likely that a high school-age person could reasonably make a lifetime career commitment. Many are not even sure what they want to do for the next four years. Many cadets graduate and become officers without any certainty of remaining for a full career. A comment like this does not necessarily mean that a student isn’t sincere, but he or she may just need some more information and counseling to help put things into perspective. Military "brats" may have a better handle on the true meaning of this statement.

"I want to become an astronaut/pilot/scientist/engineer/etc." These reasons are realistic and generally adequate as well as fully compatible with an Air Force career. The important counseling point in these cases is that the Academy and AFROTC can lead to these goals but there are few guarantees. The primary purpose of the Academy and AFROTC is to prepare future military officers and leaders.

"I want to play ball for the Academy." Provided the applicant has realistic expectations about cadet life, reasons such as this one can be adequate to survive and even succeed at the Academy. The Air Force is willing to take chances on potential applicants with the expectation that some may choose to leave, while many will become motivated toward a career in the Air Force. Encourage this candidate to add other goals to his or her athletic dreams. “I want to play ball at AFA and get a great education and later serve as an Air Force officer” shows more depth to their cadet goal.

Parental Pressure
“I don't really want to go to the Academy. This is all my parents’ idea.” Pressure from parents always has and always will be a factor that ALOs must assess with their applicants. Statistics prove that unless an applicant wants to be at the Academy on his or her own initiative, attrition is virtually certain. Very few applicants of this type change their mind once they arrive. There are far too many opportunities to quit or be kicked out when the desire is missing.
At some point, talk with the applicant away from parental influence. Even if this doesn’t happen until the 4060 interview, make sure the applicant gets a chance to talk about any parental pressure. There’s nothing wrong with meeting parents or having sessions with them present. However, it’s vitally important to determine whose motivation is really driving the application. An opportunity to disclose something like this won’t make a difference to applicants who really want an appointment or scholarship but it will provide an out for the applicant who really doesn’t want to go this route and wants to withdraw from consideration. In order for a student in this situation to tell the truth, ALOs may need to explain that this information does not need to be disclosed to his/her parents because the AF Form 4060 is not releasable to anyone.

Inappropriate Motivation

Interpreting skills are vitally important here. Some typical warning signs to look for include:

"I want to become a doctor/lawyer/fly off an aircraft carrier/command a submarine/be an airline pilot/etc." Each of these reasons may be questionable because there are many better ways to achieve these goals than by attending the Academy or accepting a ROTC scholarship. In the case of becoming a doctor or lawyer, the student should realize that these programs are extremely competitive and very limited. In the next two items, Annapolis or NROTC are far better alternatives. While cross-commissions and exchange programs do exist, they are not the norm. ALOs are in the business of preparing Air Force officers, not naval officers or airline pilots.

"I want a free education." Nothing in life is free. This motivation is marginally acceptable but ALOs certainly need to look further to determine an applicant’s rationale for going this route.

Motivation is the trickiest of subjects. Motivations vary; they change, and can be unrealistic. The bottom line is that applicants need to be self-motivated and becoming an Air Force officer must be what they really want to do. Below are some USAFA Resignation Letters from ex-cadets about the poor choices they felt they had made in attending the Academy. The following statements may help spot some inappropriate reasons for applying.

"I wish to leave the United States Air Force Academy because I do not like it. I have given it time to see if I like it, and I don't. I wish to attend another university and play baseball. I feel, if I stay here, my athletic ability as well as my academic ability will suffer. Thus I will not perform up to standards. I have thought hard on this, and it is what I want. I have constantly been told "it gets a lot better after the fourth-class system". It really isn't all the fourth-class year that I don't like. I don't like the whole idea of the military altogether. I thought that during the academic year it wasn't going to be so military. I was wrong. The problem I am having with academics is that I cannot concentrate on studying, and I don't have time to study. I came here for the athletics and not the academics. So far, all I see is that I have no time to study. I need more than 3 hours a night to study. At this rate, I might pass the tests, but I'll never learn to the extent that I wish to learn. I've really made up my mind, and I want to leave. I do admit that I have learned a lot by the experience of BCT."

"My reason for leaving is I dislike the military. The way that I see it, there are two types of people: military and nonmilitary. Before I came here, I did not know exactly what type of person I am. Now, however, I realize that I am not a military person. The following are two reasons why I should leave as soon as possible: It would be for the best of my squadron and I still have time to enroll in a civilian college. This is not a "snap" decision. I have thought in depth about this for the extended period of 5 weeks."

"Since I can remember, I have always wanted to be a fighter pilot. I never thought of other aspects of being an officer in the Air Force. In my 2 months here at the Academy, I have talked to many pilots, retired pilots, officers, and cadets from military families. I never realised how demanding a military career could be on a family life with frequent moves, deployments, and even remote. My love for planes is not greater than the things out of life other than being an officer."

"I was recruited for the hockey team. The coach made all contact with my father and not with me. My father then did the paperwork and pressured me to come to the Academy after I had already been accepted to two other schools and had made other plans. I do not want to be an Air Force officer and never wanted to be; that was my father's goal and not mine. I feel that it is time to start my own life and what is going to make me happy and not others."
"I am resigning from the Academy because I have come to find that I do not want to live the life of a cadet. I now realize that I came here more to please my family and friends rather than for my own personal reasons. I realize that a person must want to be here for themselves, not to please others. I do not want to become a cadet and live under all their regulations. I think that the Academy is a wonderful institution, if you want to be here that is, and I do not want to be here. It would be very difficult for me to perform to the best of my ability if I do not have the desire to be here. I also cannot honestly take the cadet's oath because I have mental reservations about being here. For all these reasons, I do hereby submit my resignation from the United States Air Force."

"My decision to leave the Academy is very complicated and I have given it a lot of thought over the past week. I have wanted to go here for a long time and thus, I prepared well for the application process during high school. I have decided that the Academy and the military are not for me. I came here only thinking of the positive things because I only had my mind focused on pilot training after graduation. I had the thought that my 4 years would go by fast and then I would be flying for the USAF. The only reason why I came here was for pilot training afterwards. I thought I was willing to accept the military life to reach this training. I was wrong. One must want to be an officer and be willing to serve the Air Force as the Air Force sees fit. I want to be able to do what I want to when I want to do it. This is not the place for such thoughts. I told myself that I would only come here if I was going to fly. I have realized how much I value academics and how if I were to go to pilot training, my 4 years of study would not be put to use. I want to go to a school where I have freedom to study what I want and be able to run my own life. If I stay here at the Academy, I will be very unhappy and will not have all my concentration on the program because of my lack of enthusiasm. To put it simply, I have made a mistake and now I would like to correct it. I simply do not belong in the military. It is something that is not for everyone and especially not for me. The Academy's program is too structured to fit my personality."

"I came to the Academy with many misconceptions. I am a recruited athlete and love sports. In making my decisions to come to the Academy, my biggest inspiration was the pre-med program at the Academy. I was under the belief that this was a fairly extensive and popular program. It was not until second basic cadet training that I found out that the pre-med program at the Academy was probably the most difficult and concentrated at the Academy. It requires near perfect grades in the most difficult and time consuming classes, which, in addition, must be taken as winter overload or summer classes. I thought about quitting during basic (after I had discovered this). I felt deceived and deprived of my goal. But by that time, basic was nearly over and I was ready to give academics a try and measure that in making my decision to stay or leave. Academics are tough. That is what I have found. I have lived off 5 to 6 hours of sleep since classes started, and I am still just getting by. I am trying to be realistic by making this decision to leave. In a civilian school I would have the time to concentrate on and learn the things I have to learn. I feel the result would be a stronger base to start my medical career. Furthermore, I feel I would be a better and happier Christian by going this route. Sir, I have spent a long time in making this decision and I have tried to look at it from all aspects. I'm a realist, and this decision is the best one that fits in with my goals in life. Please grant my request for resignation."

4. The Gentle Turn-Off

For every successful applicant, there are other fully-qualified applicants who must be turned down. The vast majority of them have passed all the various screening requirements including the evaluation. Certainly those who can improve their chances during the next admissions cycle should attempt to do so, if they really desire an Air Force commission. However, there are many highly motivated applicants who will never become truly competitive and many that are not suited for any type of military service. These cases require a gentle but firm turn-off. That is, someone needs to point them in another direction. The Air Force is not for everyone and this is especially true of the Academy. Although motivation can compensate somewhat for ability, there are limits. Be prepared to turn these students towards another goal and not just away from USAFA or ROTC.

5. Continued Follow-Up/Mentoring

Advising doesn’t end when college begins, so encourage appointees and scholarship winners to stay in touch. Many ALOs correspond with their Academy and AFROTC cadets through graduation and some have maintained contacts throughout entire careers. Correspondence with cadets will provide a wealth of insight and updates about Academy and AFROTC life that ALOs can pass on to current candidates. These relationships can also provide a way to bring
cadets back home for area Grass Roots programs. Additionally, cards and e-mails can be a great source of support, especially during that challenging first year.

Air Officers Commanding (AOCs), the officers in charge of USAFA cadet squadrons, usually welcome ALO support and invite inputs. Especially early on, ALOs probably know their cadets better than anyone at USAFA and so may be able to help with adjustment problems. This is an excellent method by which ALOs can support the primary Academy mission: “To educate, train, and inspire men and women to become officers of character motivated to lead the United States Air Force in service to our nation.”

6. Generic Advice for Applicants
a) Do not delay in completing anything that’s asked of you - Take a personal interest in the status of your selection folder and ensure all required documents are on file. The Academy will not always remind you of what you still have left to complete. It is up to you to ensure your folder is complete.

b) Keep perfect records of everything for yourself - Every form you complete, every e-mail you send/receive, every phone call or other conversation you have regarding your application should be documented. Don’t ever say, “I don’t know who told me that.”

c) Enroll in solid college prep classes - Work hard to get the best possible grades. Advanced Placement and Honors classes can help your application scores.

d) Take leadership positions in extracurricular activities - Activities such as scouting, school government, JROTC, CAP, varsity sports, church, community groups, jobs etc. are important since a great portion of your overall score is based on leadership in your extracurricular activities. The Academy wants someone who has definite leadership potential.

e) Take the SAT/ACT “Early and Often” - Take both tests and take them at least once or twice in the spring of your junior year. The Academy uses the highest category score (verbal and math) on any single type of exam so it’s always to your advantage to retest. It will not reflect negatively on your record to have taken the tests many times. Your guidance counselor can help you compare your ACT and SAT test scores. If you score much higher on one type of test, focus your efforts on improving that test (SAT or ACT). AFROTC will use the highest total score from any test date but does not combine scores from different tests. Consider using a good prep book, computer program, test taking prep class, etc. to prepare for these tests.

f) Get into Good Physical Condition - The key to competing well on the Candidate Fitness Assessment (CFA) and at the Academy is being in the best physical shape that you can be in. Those who play one or more sports may not require any additional physical fitness training but don’t just assume that your sport is enough.

The best advice for the CFA is to take the test as described in the Catalog, then start a conditioning program based on the results. Stick with it. Talk with your examiner about taking a practice test first to gauge where you need to continue improving. Remember, the CFA is pass/fail, but each event is scored and your total CFA score WILL be a factor in your USAFA application. AFROTC currently requires a physical fitness assessment test that is the same as the Air Force fitness test (check the annual ROTC guidance for the current policy).

g) Schedule your medical exam AS SOON AS you get the notification - Carefully and accurately answer the medical questions but DO NOT self-diagnose problems. For example, occasional wheezing as a youth is not asthma until a specialist diagnoses it. Be honest, but don’t record conditions that are not confirmed in your medical records.

NOTE: It is best not to undergo any type of eye surgery until you are a cadet at the Academy as this can make you ineligible for an appointment! Procedures to change refraction currently disqualify you for all military programs. This includes radial keratotomy (RK); photorefractive keratectomy (PRK); laser in-situ keratomileusis (LASIK); similar surgical/nonsurgical alteration to the cornea (e.g. orthokeratology); and any other experimental operations. Waivers may be considered for both PRK and LASIK, however, the waiver applicant must meet very strict pre-operative and post-operative criteria. A waiver will not be considered until
12 months following the procedure to ensure full healing. Refractive errors in spherical equivalent of greater than +/-8.00 diopters are disqualifying and greater than +/-10 are not waiverable. Refer to the Academy Admissions website for the most current information on eye surgery and waivers as this information does change from time to time.

Contact DoDMERB if there are any problems at all with your medical status. There’s a chance to work through medical problems but it takes a long time. All waivers for USAFA begin with a letter requesting a waiver. Review of files for students needing a waiver for AFROTC is performed automatically. Rebuttals for errors or incorrect information reported to DoDMERB on the physical should be sent directly to DoDMERB for both USAFA and AFROTC. Substantiating evidence for rebuttals include additional medical information, test results, etc. supporting the claim, and will be gathered and sent to rebut the disqualifying condition. The rebuttal must address the specific reason for disqualification. A rebuttal is generally a faster process and often precludes the need for a waiver and/or a waiver request. Candidates track their medical status via the DODMERB website.

h) Prepare for congressional interviews - Prepare by mentally covering the types of questions they are likely to ask you. Find an adult who hires employees and ask him or her to do a practice interview, with emphasis on why you are seeking a military career. Your ALO can also pre-screen you and provide feedback.

Understand the question behind the question and answer it. For example, "What do you think of all the emphasis on sports?" deserves more than "Cool!" The real, hidden question is "Do you understand that competition and teamwork in sports should be important to you now, will be used to train you in leadership at the Academy, and is a great background for your career?" A better answer than "Cool!" might be "Oh, I'm looking forward to that. I love the two teams I'm on, I know the Academy will use sports to teach us teamwork and leadership, and I know that we'll all be better officers for it one day."

Concrete examples beat wishful platitudes. Offer on your own, specific examples of past outstanding performances to answer the interviewer’s questions. Wishes, general statements, future hopes, promises, and "I plan to do that in the spring" won't go over well.

Take charge and play to your strengths. If you have an accomplishment that really needs to be emphasized to help the interviewer differentiate between one candidate and the others, do it! Help the interview along. Move from a related question to that ace-in-the-hole accomplishment without the interviewer pushing you.

Rank your Academy choices. Realize that you’re being interviewed for all three major service academies, as well as the Coast Guard and Merchant Marines. You also may not be nominated to your first and only choice. Be familiar with each academy you’ll consider. Know how to answer the question, "How do you rank order the service academies and would you consider going to your second choice if we don't offer you your first choice?"

Summarize. There's no need to let your interview finish on a "Well, that's all the time we have.” Be ready with a one-sentence summary of why you're the one. Don't let the interview just die. This is a job interview. Ask for the job when they ask if you have anything to add!

Here are some sample questions. Give this list to your practice interviewer.

Why an academy?

Rank the service academies. Why do you rank them this way?

If not an Academy, how about ROTC? Why or why not?

When and how did you first get interested?

Describe your typical daily schedule.

How does your family feel about this?

Which parent or other adult has the most influence on you?

Have any relatives or friends of the family attended one of the academies?

Who do you know in the military? What have you learned from them?

What will you do if no academy appointment is offered? Why?
What will be your major? Why?
What will be your career? Why?
How long do you think you’ll remain in the military?
What’s the importance of integrity in the service? Examples?
Favorite subjects in school?
Describe your extracurricular activities.
What do you read for enjoyment? Why?
What community service do you do? Why?
How would your best friend describe you?
What’s your best quality?
Who motivates you the most?
What do you do if you’re given an order you consider immoral?
What’s the single most difficult task you’ve had?
Define integrity.
Define leadership.
Who is your favorite leader? Why?
Describe your leadership style.
Are you a good follower?
What is your best leadership example? Your worst?
Your hardest leadership experience?
Explain the Academy’s Honor Code.
Describe your sports participation.
What are your major life goals?
What have you done to research more about the Academy? The Service?
What is the best thing you have to offer to the Academy?
Describe a time you tried to lead but failed. What did you learn?
Describe your worst stress situation.
Give examples of how you’re a self-starter.
To whom do you look for good advice?
How do you manage and organize your time?
What’s the purpose of the US military?
What changes has the US military been through recently?
What changes will the US military soon have to adjust to?
What would your harshest critic tell us about your potential at an Academy?
If you were offered both, would you take a full civilian scholarship or a USAFA appointment?
If you could do one thing over in your life, what would that be? Why?

i) Academy Visit Programs - Serious pre-candidates and candidates for USAFA should make every effort to visit the Academy. Advise them on the programs that are available.

j) AFROTC Detachment Visits - The PAS at each detachment is a focal point for AFROTC visits. Any student, parent or counselor interested in visiting an AFROTC detachment is welcome to do so. Unannounced visits are permissible; however, appointments are highly encouraged to ensure detachment cadre and cadets are available. Depending on the day, it may be possible to observe an AFROTC class or Leadership Laboratory in addition to the normal orientation briefing presented by a detachment officer.

F. Appointment & Scholarship Presentations
Presenting appointments and scholarships at an Awards Night is one of the most rewarding activities for ALOs and provides some of the very best publicity for the Academy and AFROTC.

1. Presentation Checklist:
- For USAFA, notify the Appointee after receiving a certificate and make arrangements for a formal presentation at his/her high school awards banquet, ceremony, etc. Recruited athletes may receive their
certificates directly from USAFA. Contact them to arrange the presentation and be sure they bring the certificate.

NOTE: For USAFA, this is a Certificate of Appointment not a Certificate of Acceptance. If the Appointee declines the appointment, he/she is still entitled to receive the certificate. Similarly, an AFROTC scholarship winner can accept the scholarship award without obligation, but once it is officially turned down, the scholarship cannot be reinstated. Take the publicity when possible.

- Ask the Appointees if they’d like a news release and, if so, ask if they’ll attach a photo. Send them the sample release with the address of the local paper. They should add the photo and mail it to the paper.
- If you receive a certification in error, quickly forward it to the proper ALO after a heads-up phone call keeping the LOD in the loop. Give the other ALO time to make their arrangements or contact the USAFA Regional Director if an Appointee is not from the local area.
- If unable to make a formal presentation, make arrangements with another ALO in the area or coordinate with the local AFROTC officer or recruiting service officer to fill in. Make every effort to ensure the student receives the certificate at an awards ceremony if they have accepted the appointment.
- Contact the local AFROTC detachment(s) to see if they need ALOs to help present scholarships certificate and follow the same procedures for the Scholarship winners as for Appointees.
- If the Appointee/Scholarship recipient does not want a formal presentation, send the certificate to them.
- ALOs should provide feedback to LODs whenever running into problems with this program.
- Always rehearse the presentation speech prior to the assembly!
- Dress well in perfect Class A’s or a business suit and tie.
- Arrive early to visit with the educators and other presenters. They are all impressed by full ride scholarships with guaranteed careers so make sure they know how the process starts. They may know many more good students in their school to contact.

2. Presentation Speeches & News Releases
Sample presentation speeches can be found on ALOWeb. These speeches are revised slightly each year, so refer to the ALOWeb for the most current version. Tailor speeches to the situation and personalize as much as possible.

G. Mentoring & Preparing Appointees
Make every effort to prepare appointees for their first six months at USAFA. Regardless of how they got selected (through interview, Blue Chip, LEAD (for airmen), or a moved from another state) try to get all area appointees together for a day before they start BCT. The week immediately after high school graduation is usually the only time to gather appointees and families before they squeeze in that last summer vacation. A generic agenda is shown below but should be tailored to each area’s unique situation. Schedule half a day’s worth of events, preferably at a local Air Force base.

<table>
<thead>
<tr>
<th>Start with parents and Appointees together:</th>
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<tbody>
<tr>
<td>Provide a group introduction.</td>
</tr>
<tr>
<td>☐ Listen to a cadet (home on leave) panel talk about Academy experiences.</td>
</tr>
<tr>
<td>Listen to cadet parents with introduction to the Parents' Club☐.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Split the group into Appointees with Cadets and parents with parents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadets and Appointees go to a separate location to talk about life as a Basic.</td>
</tr>
<tr>
<td>☐ Consider sending them to the gym with the cadets to administer a Physical Fitness Test. Be sure the Appointees are ready for it and bring their gym gear.</td>
</tr>
<tr>
<td>☐ Parents take a tour of the base (hosted by a military parent or an ALO) while talking about family support for cadets, leave, E-mail, Parents Weekend, etc.</td>
</tr>
</tbody>
</table>

| Get back together for lunch and last questions. |
| ☐ Make sure names and contact info are exchanged. |
Emphasize that ALOs are there for the Appointees and want to stay connected with them and their families. Provide a good email address and encourage regular communication, but especially if things start going wrong.

H. USAFA Background Information

Whether an ALO attended the Air Force Academy or not, he or she owes it to his or her appointees to provide as much information as possible about what they’re about to experience. ALOs absolutely MUST read the USAFA Catalog since it contains a detailed information about cadet life covering the subjects most frequently raised by candidates. ALOs will learn even more, of course, by staying in touch with their cadets.
I. REVIEW QUESTIONS FOR CHAPTER 4

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. Which of the following are considered Centers of Influence that ALOs should target for forming relationships? (page 1)
   A. Educators
   B. Coaches
   C. Administrators
   D. Minority Group Leaders
   E. All of the above

2. ALOs should work with coaches to find out if they have athlete-scholars who can play Division I sports and meet the academic requirements of a service academy. (page 1)
   A. True
   B. False

3. ALOs should ask coaches specifics about a student’s athletic abilities and ask for game films on prospective candidates. (page 1)
   A. True
   B. False

4. Establishing and maintaining good relations with the media is very important, however Initiatives in public relations must be in concert with the national media plan. For details on working with the media (newspaper, radio, TV), work through the closest. (page 2)
   A. Air Force MWR Office
   B. Officers Club
   C. Air Force Base Public Affairs (PA) Office
   D. Veterans Affairs Office

5. Which of the following statements is true regarding the AF Recruiting Service (AFRS)? (page 3)
   A. Their primary mission is to recruit skilled and educated non-prior service personnel for the active Air Force.
   B. The AFRS is frequently tasked with recruiting both scholarship and non-scholarship students for AFROTC detachments.
   C. ALOs and recruiters are not competitors and both will benefit from a team relationship at the lowest echelons.
   D. An established reciprocal relationship provides a full spectrum of military options for high school students.
   E. All of the above

6. If an ALO has a son or daughter (including stepchildren) applying to USAFF, they cannot interview or do the 4060 for their own child, but they may still conduct interviews with other applicants during the school cycle. (page 5)
   A. True
   B. False

7. All ALOs should read the USAFA Catalog each year. (page 15)
   A. True
   B. False
High School Visits

Years ago, college-bound students congregated in the guidance office to look at college catalogs and chat with counselors about which schools were right for them. In today’s busy high schools, this one-on-one mentoring is often a thing of the past. Even the best counselors can be overwhelmed by the prospect of managing several hundred student graduation and college application requirements. This is where the ALO force can make an impact.

A. Understanding School Visits

ALOs need to be very respectful of their counselors’ limited time and work with them to get the word out to their outstanding students about USAFA and AFROTC programs. Here’s a plan that can help with this endeavor.

1. Request a Visit

Plan school visits like a salesperson would. Do research and be methodical. If new to a school, find out and be aware of any particular issues that the school faces. Consider if the staff and faculty have been receptive to communication efforts or if they have been unable to even return calls.

After researching each school, send an introduction letter (Letter introducing ALO to Counselors/Principals from Appendix D) to the Counseling Director or Head Career Advisor. Personalize the letter (call the main office for his or her name). Remember that some schools may have more than one counselor, so address each person to ensure they all get the information. Provide some background and describe the role of an ALO. Briefly mention USAFA and AFROTC leadership and scholarship opportunities. Be sure to include contact information and request an upcoming school visit.

After a week, follow-up with a phone call to schedule a visit. Once scheduled, request the counselor advertise the visit in the daily announcements, the guidance counseling newsletter, and on bulletin boards. If possible, ask for a private room with a scheduled block of time to meet with interested students. Some schools allow presentations during class time or even schedule an auditorium for large groups. Try avoid being relegated to setting up a table in the lunch-room or trying to catch passersby in the hallways. These situations generally do not generate promising leads and are not the most professional way of doing business. If given advance notice, counselors can help maximize time talking to students who are truly interested in officer accessions.

In the event that multiple calls and correspondence go unreturned and contact is simply impossible, get advice from the area LOD. It’s possible the school has an anti-military attitude or is just disorganized and may require a quick visit to drop off materials, make introductions, and to evaluate the school. This may be one of those rare schools where contact by mail is best unless specific students express interest.

NOTE: If truly being stonewalled, ESPECIALLY by any school that receives federal funding, pass the information on to the area LOD so that USAFA Admissions can be made aware of the situation.
2. Confirm Visit
Contact the guidance office the week of the visit to confirm the date and time. Sometimes a counselor has not coordinated a very large group of students or scheduled the meeting during testing or spirit activities. Try to reschedule to ensure reaching the widest possible audience. Double check with the counselor to see if the visit was publicized. Most schools require students to pre-register to meet with college counselors. Make sure the counselor understands that ALOs are college counselors and not Non-Prior Service (NPS aka enlisted) recruiters. This is a very important point. Many high school counselors and faculty are not aware of the differences between officer and enlisted ranks and ALOs vs. NPS recruiters. It often helps to explain that ALOs want to find talented individuals who are a good fit for USAFA and the Air Force and are not getting “credit” for the number of students recruited!

3. Counselors Can Have Preconceived Attitudes
Not all counselors like the military, but some will go out of their way to be supportive. Whatever the case may be, be persistent but gracious.

Be optimistic and ready for anything. Generally, anyone showing up at a counselor’s office means that counselor must do more work. Counselors are often very busy and that is why, at first, an ALO visit may not be appreciated. When counselors realize that ALOs can lift work OFF of their shoulders, give one of their prized students a big scholarship, and do part of their job for them, they may start warming up.

4. Timing Is Key
Selecting the right time of the school year, week, and day to make a visit is critical. Certainly nobody wants to see an ALO in his or her school the first two weeks in September or close to graduation. They are far too busy, just as they are on most Monday mornings and Friday afternoons. How about meeting a counselor at lunchtime and just getting to know them over a meal in the school cafeteria? It may be surprising to see who will make it to the lunch table--maybe a science teacher or coach with a good lead!

5. Analyze Resources
It is important for all ALOs to know that the guidance office is not the only game in town for locating good students. Many schools have JROTC class instructors (don’t discount other service programs) and coaches who know perfect candidates. Other resources include the Math and Science Department Chairs, Internship Offices and certain after school activities coordinators. Get to know these people. Ask the counselor for names and numbers.

B. Preparation

1. Dress Right
Each school has a different dress code. DRESSING RIGHT is situational. Do homework before visiting; take a look at faculty—are they in coats and ties or blue jeans? Ask the counselor if it is OK to wear a flight suit or blues, or if a USAFA/AFROTC polo and khakis are more appropriate. Whatever the “uniform,” ensure a neat and clean appearance. Keep in mind that dress blues often connote NPS (enlisted) Recruiters--sometimes the last person a college-preparatory school wants to see. Know the audience.

2. Have Plenty of Materials
Create a sign-in sheet (available in Appendix E) and have plenty of current business cards and pens available. Bring twice the handouts expected. When confirming the visit, get an estimated group size. Have the latest versions of marketing and media materials and brochures. Ensure that any personalized handouts are spell-checked and neatly reproduced. Stock AFROTC information and promotional items (obtain from local AFROTC Unit Admissions Officers (UAO)). Bring enough promotional items for interested students as well as counselors and faculty.
3. **Sign-In and Get Directions**
Today’s high schools are secured and controlled environments. Many have their own police patrols. The first stop should be the visitor's sign-in desk. Get directions if required and remember to sign-out and thank whoever helped set up the visit before leaving the building.

4. **Work with the Receptionist**
Receptionists (and in some cases, volunteers) guard their counselor’s time. Be punctual, courteous and prepared. Get to know them and always remember their names. In today’s world of electronic calendars, date books, and planners, it’s easy to document important names and numbers for future reference.

5. **Use Idle Time Well**
Always plan on having idle time and use it well. In the event that there are no students to meet, see if the counselor(s) can take time to get educated or updated on USAFA/AFROTC and the ALO program. Remember to mention the Educator Orientation. (See Appendix C and the ALOWeb for more information on this program.)

- Update folders with new USAFA/AFROTC literature, videos or DVDs, handouts, and business cards. Inform the counselors that the current Academy Catalog along with detailed information about the Academy and the Air Force is located on-line at wwwacademyadmissions.com and www.afrotc.com.
- With permission, put up a new marketing or special events poster (bring tacks or stapler).
- Review any new staff names and school address information to be added to ALO school folders.
- Find out who is in charge of the Graduation Awards Night Program and any college or activity fairs.

C. **Visit Mechanics**

1. **Target the Right Counselor**
While getting to know junior and senior guidance counselors is very important, it is never too early to work with freshman and sophomore counselors to help students start planning for the rigorous USAFA application process. Sometimes a military veteran or retiree on the guidance staff can also help articulate requirements. Finally, some of the best counselors to contact run school career centers. They know the “motivated kids” and have plenty of time to encourage them to investigate the Academy and AFROTC.

2. **Expect Just Five Minutes - Be Prepared for More**
With the hectic schedules counselors manage, it is only realistic to expect about five minutes of face time. Rehearse important points to get across. If meeting with a junior or senior counselor, quickly brief what a liaison officer does and an ALO’s role in counseling students--it often helps to point out the opportunity for a full scholarship.

If a counselor has 20-30 minutes available, make the most of this time. Have a laptop or an attractive hard copy briefing available for them to look at and/or keep. Make note of their questions afterwards and be sure to get back to them if needed.

Staple professional business cards to colorful USAFA and AFROTC handouts or brochures and leave plenty for counselors, other interested staff/faculty members, students or parents.

D. **Brief Smart**
Always present a professional image of the Air Force Officer Corps regardless of which uniform you are wearing. Do detailed research and practice presentations. Review the latest Academy catalog (especially the Q & A section in the back). Navigated the Academy, AFROTC, and Air Force websites and ALOWeb. Be sure to get necessary training/mentoring. If uncomfortable with a visit, ask an ALO mentor or DLOD to co-present.
Be interactive. Use a laptop computer to launch a USAFA promotional DVD. If internet access is available, log on to USAFA and AFROTC websites. Students can spend time visiting the site and even request more information on the spot. If using a counseling center’s computers, ask if it’s appropriate to bookmark the sites.

Be cautious and even-handed when addressing sister service academies, “hot” media issues, etc. Treat other service academies fairly and know their programs and priorities. Be able to answer basic questions about each academy by reviewing their websites before a visit. Be sure to review ALOWEB for appropriate approaches to sensitive subjects.

Keep up on basic college admissions issues. Read the paper, scan the internet, and review the annual top college list magazines for updates on college trends and directions. Try US News & World Report’s America’s Best Colleges, Newsweek’s How to Get Into College, or Princeton Review On-line.

Expect the unexpected. Occasionally parents, volunteers, faculty, and even enlisted recruiters attend briefings. Include them in your presentation but keep the focus on USAFA/AFROTC and the students’ needs. Don’t forget to mention the Educator Orientation to counselors. (See the ALOWeB for more information on this program.) Building interest early in the school year is the best way to ensure maximum participation.

3. Be Ready to Counsel

Every now and then a career or guidance counselor will volunteer to pull a student out of class for an introduction. Always plan extra time to say “yes” to such an offer. This could be a critical meeting for a future officer candidate. Sometimes, after a good first impression, the head guidance counselor may ask for a briefing to all his/her counselors on Air Force officer programs—be ready with a quick presentation and extra brochures. Ask the counselor who else should be contacted at the school (think Summer Seminar, Educator Orientation, Congressional Academy Day, etc.).

4. Get Invited Back

Many inexperienced ALOs report a lukewarm reception during their initial high school visits. It is important to start building a relationship with counselors and get involved to help students plan for their futures.

- Volunteer to come to the next Career Day, College Fair, mentoring activities, JROTC event, etc.
- Be realistic about ALO involvement levels. Some schools send few kids to college but love motivational speeches. Other schools regularly send graduates to the Academy and ROTC and have strong counseling systems in place. Carefully decide how to optimize and prioritize time for school visits.

E. Follow-Up

Without a doubt, the most important and productive relationships ALOs can build are with high school counselors. Be sure to follow-up and maintain regular communication.

Write a Thank You Letter - Thank you notes are a must! First, they are professional and show commitment.
Second, they are a great way of reinforcing an ALO’s message. Thank you notes aren’t just limited to counselors—jot a quick note to students contacted, if possible.

**Mention Next Visit or Event** - This is a good time to share information about a Thanksgiving USAFA Grass Roots event, a Congressional Academy Day/Night, Educator Orientation, or an AFROTC Open House at a local college in the months ahead.

**Volunteer Services** - Each letter should be accompanied by a *genuine* offer to help counselors at any upcoming event, including a career night or college fair.

**Make it Personal** - Always be sincere and genuine. Try not to use a form letter. Some ALOs use colorful USAFA postcards (from the campus gift shop) that often end up on their personal bulletin boards as an eye-catching display. If a volunteer or counselor went out of the way to help, mention that person by name.

**Keep Records** - The easiest way to track school information is to build folders for each assigned school. If taking schools over from another ALO, ask for their records as well.

Consider building color-coded folders based on primary (important feeder) and secondary schools. Include vital school statistics (ask for a current handout), like class size, Honors/AP classes, college acceptances, etc. Have primary and secondary counselor contacts (don’t forget about e-mail and websites), the name of the principal, mailing address, directions, etc.

Document visits. Write down what went well and what steps are needed next time. Maintain a list of graduates who entered USAFA and AFROTC. These kids tend to be well-known and their reputation(s) will make an ALO’s work easier. Keep copies of all correspondence in the folders. Each semester look over records and plan visits, mailings, and other contacts accordingly.
F. REVIEW QUESTIONS FOR CHAPTER 5

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. What is the most important thing to convey to the high school counselor when setting up a school visit? (page 1)
   A. ALOs are only interested in students who want to go to USAFA
   B. ALOs are only looking for students with GPAs over 3.8
   C. ALOs are college counselors and NOT enlisted recruiters.
   D. ALOs can get any student into the Academy

2. Which of the following is NOT true? (page 2)
   A. ALOs can lift work OFF of the counselor’s shoulders
   B. ALOs can give one of their prized students a big scholarship
   C. ALOs can do part of the counselor’s job by educating students on the various scholarship opportunities available through the AF
   D. ALOs can get any student into the Academy

3. Every now and then a career or guidance counselor will volunteer to pull a student out of class for an introduction. Always plan extra time to say “yes” to such an offer. (page 4)
   A. True
   B. False

4. The most important and productive relationships ALOs can build are with high school counselors. What is the best way to follow-up after a high school visit? (page 4)
   A. Write a thank-you note
   B. Mention your next visit or event
   C. Volunteer your services at the next college/career/parents’ night
   D. All of the above
ANSWERS

1. C
2. D
3. A
4. D
College Fairs

Every state and region organizes and coordinates college fairs differently. It is up to an area’s College Fair Coordinator and individual ALOs to know the resources and procedures necessary to attend these events. Most college fairs are held in the fall, but some states also host them in the spring. Regional, state and individual school websites can provide useful information on these fairs as well as scheduled events. At the national level, the National Association for College Admission Counseling (http://www.nacacnet.org/Pages/default.aspx) hosts larger college fairs in major cities around the country.

A. Preparation

A large part of making college fairs successful lies in careful preparation for the event. The following plan covers important tasks to accomplish prior to the fair.

1. Registration and Payment Rules

In many states, the AFROTC Regional Director for Admissions (RDA) is in charge of signing up for the college fairs in their area. Be sure to coordinate USAFA attendance at these since they are already funded by AFROTC. Most college fairs have pre-established rules concerning table set up and video usage. Review the rules to be most effective and in compliance.

PRE-REGISTRATION PROCEDURES: ALO’s/LOD’s desiring to attend a college fair will notify the school/college fair coordinators of the USAFA payment process and policy before registering. All payments are processed by the Admissions Office ONLY (719-333-2645). In accordance with AFI 64-117 para 3.6.4, all supplies, goods, or services purchased with Government Checks (accounts), must be available within 15 days of payment. If the institution is not able to work with USAFA’s payment policy, then the requesting participant will need to forfeit attending this event.

NOTE: If an ALO attends a college fair and pays the expense out of pocket, the MEMBER WILL NOT BE REIMBURSED per local policy from the HQ USAFA Finance Office. All registration fees must be paid using Government Checks or the Government Purchase Credit Card through the Admissions Office!

REGISTRATION PROCEDURES AND PAYMENT PROCEDURES: Responsibility rests with individual ALOs to ensure they are registered with the college fair coordinators for the events they wish to participate in. All completed registration forms will be sent to the area College Fair Coordinator and a copy sent to USAFA Admissions Office (Fax 719-333-4200).

Do not forward links or send self-generated e-mails requesting payment. Fifteen days prior to the event, a payment for the fair will be sent from the USAFA Admissions Office to the area College Fair Coordinator. Send in all registration forms in a timely manner. Late or past-date registration forms will not be accepted.

NOTE: Check the ALOWeb for the most recent information!

2. Set-Up Planning

A well-organized table will signal a professional program. Put a lot of thought into table set up. Consider the following:

   a. Blue table cover or USAF banner - Every area should have access to at least one of the standard USAFA/ROTC table covers for a typical 3-foot by 6-foot table. If an official banner is not available, use a white or blue tablecloth. Unit Supply Officers can sign out banners on a hand receipt.
b. Custom fact sheet - Which may contain the following information:
- Web Address: Students are computer literate and can benefit greatly from the USAFA, AFROTC, or local area websites (this is helpful for students who just stop by the table to pick up a flyer or brochure)
- Congressional Contacts: Helps student feel less intimidated by the congressional nomination process
- Business Card/Labels: Have cards stapled/photocopied on or labels adhered to sheet
- CFA (Candidate Fitness Assessment) Skills Day Schedule: Include if an area sponsors this event
- Blank Space for ALO’s NAME, NUMBER, and EMAIL ADDRESS: This is good in case a college fair covers a multiple-ALO territory

c. Jet model or helmet - One of these eye-catching displays can be a great conversation starter and set USAFA apart from other colleges by advertising one of the many careers opportunities available upon graduation.

d. Souvenirs/Incentives - If the college fair allows ALOs to give away pencils/pens, key chains, or buttons (some do not) check with Marketing and Media and/or the unit Supply Officer as well as local recruiters. Have some of the more desirable souvenirs available for top junior and senior prospects. Offer to circulate the recruiter’s cards and feed them college fair leads and they will gladly share some incentive items.

e. Media supplies - Bring plenty of Academy and AFROTC brochures. Check the USAFA Media Catalog to see which supplies are most appropriate for the college fair audience. The USAFA Viewbooks, Challenges, Prepare To Excel, Close-Up Brochure, A Closer Look, Admissions Handout, Admissions Calendar, and blue lanyards and pencils are some of the items available. Request these materials through unit Supply Officers. Don’t forget to request AFROTC brochures from the local AFROTC Unit Admissions Officer (UAO).

f. Business cards - Get some good calling cards and make sure they have email addresses and USAFA/AFROTC websites on them. This will save a lot of time when meeting students. These cards will be a personal expense as USAFA does not pay for them. ALOs can order USAFA business cards online or create individual designs and print them at home or at a local printing company. The average cost is approximately $35. Staple business cards and/or labels (with the same contact information) to some media products. This is just right for anyone (parents, aunts, uncles or friends) who is picking up something for a student.

g. Brochures - Organize display tables so that smaller products are up front and easily accessible and the larger, more expensive brochures are toward the back for the more serious students.

h. Summer Seminar brochures/flyers - If the college fair occurs in the fall, check with USAFA Plans and Programs for availability of either Summer Seminar flyers or brochures. Take a few minutes to explain this program and the selection criteria to interested juniors. Make sure to get their contact information and make a note that they received Summer Seminar information.

i. Sign-up sheets - Make these available to get the names, mailing addresses, phone numbers and email addresses of students contacted. Print out several copies and have two separate sheets on clipboards available for students to sign. Remind students to write legibly!!

3. Transporting Supplies
It may be a long haul from the parking lot to the college fair location. Get all supplies together in transportable containers well ahead of time. Consider using a cart or wheeled suitcase to move materials.

4. Dress Well and Show Up Early
The standard college representative will be in a suit and tie. This is usually not a time for a flight suit or open collar shirt, unless several ALOs will be attending the fair and can be in different representative uniforms. The bottom-line is to use good judgment and dress appropriately for the audience.

It takes time to get organized and ready for up to two hours of non-stop student/parent interaction. Don’t plan on any extra time to readjust the table arrangement once things get going. Arrive early to set up without rushing. Ask
the coordinator for the exact location of the USAFA/AFROTC table (ahead of time, if possible). Be sure to give the coordinator a business card and thank him/her for the opportunity to share USAFA/AFROTC college experiences.

**B. Expectations**

*Some Fairs May See 1,000+ Students* - Be prepared for a huge crowd of students and know that somewhere in that crowd are a few genuine, qualified future cadets. It is an ALO’s job to discover that needle in the haystack!

*Event May Last 90-120 Minutes* - Use time wisely. A top student may drift by the table just once so work fast. When that potential candidate walks by, take the opportunity to speak up and invite him or her over to talk.

*Be Realistic* - Having realistic expectations is important. This program is not for everyone, but ALOs should remain optimistic. A college fair that produces even one future cadet is a huge success. Plus, an ALOs presence alone may influence many other students who attend the fair.

*Trick or Treat* - At many fairs, busloads of unsupervised students will go from one college table to the next collecting every brochure available. Ninety percent of these brochures could end up in the trash within 24 hours. Watch for this and try to manage resources wisely. Again, it’s usually a good idea to reserve the more costly items at the back of the table and to hand them out as necessary.

*Expect Only 5-Minute Contacts* - Even the best students may only stay for about five minutes. Listen to their qualifications, give them good information and literature, and get their names and numbers for follow-up. At other times, three or more students might be waiting in line to talk. Be prepared to give the pitch to individuals as well as small groups and don’t let any good prospects get away.

**C. Rules of Engagement**

*Be Open* - Have fun with table visitors and try to talk with each one who wants to take brochures. A good challenge and goal is to meet each of these brave students who are courageous enough to stop by. *Be VERY careful to project a pleasant and non-judgmental attitude toward everyone who approaches the table.* Be conscious of the fact that the military and an officer in uniform can seem intimidating to some.

*Avoid One Prospect Monopolizing Too Much Time* - If someone is demanding too much attention, provide a business card and tell him or her to call in the near future with any further questions.

*Focus on College Bound Prospects* - Be alert for those “needles in the haystack.” Make eye contact with those sharp looking students who stop and look at the table from 15 feet away. In this case, the ALO may need to make the first move. Following is a recommended three-step process:

**“TARGET” Interested Students** - As mentioned earlier, even the best students can be shy or apprehensive about coming up to the USAFA/AFROTC table and talking about how much they want to be an Air Force officer. After breaking the ice with a sharp student, ask some of these questions to see if more time is warranted.

- *Are you planning on going to college?* -- Look for the first YES answer here. This is a no-brainer. It may seem silly, but it is shocking how many will say they want to enlist or go to a Vocational Tech School. Remember to focus on proper targets. If the student is interested in enlisting, then pass the name over to a recruiter. Target the potentially college bound students.
- *Could you use some scholarship money for college?* -- This is a definite YES answer and helps motivate and develop interest.
- *Looking for a leadership challenge?* -- This allows a transition to differentiate USAFA/AFROTC from the other schools in a less intimidating way. Any gutsy kid will give a third YES answer here. It is a little softer than saying something like, "Are you sure you want to go to a military school?"
"LOCK ON", LISTEN, and QUALIFY prospects - After TARGETing a college-bound student, find out if they are a quality prospect.

- *Tell me about yourself--grades, sports, leadership*-- LISTEN for signs of a hard working student, athlete, and leader worthy of an AF college scholarship.
- *What do you want to study in college?*--Learn about the student’s HOT BUTTON. If they want to be an elementary school teacher, it’s time to politely disengage. If they want to study engineering or become a pilot, that’s another story.
- *We counsel for USAFA and AFROTC scholarships*--This lets the better-qualified students know about the variety of educational experiences offered. See what they want to talk about.
- *What sounds good to you?*--Only now is it necessary to start chatting about specific programs. This is a sensible way to put the student first, save your energy for the right students, and motivate the best students.

"SHOOT" for Success. Get a Candidate - The third step on the Quality Candidate Checklist is to SHOOT for success and go for a CANDIDATE.

- *Shoot their name(s) onto your roster or application request*--After captivating those sharp students, get their names, numbers, and addresses on paper for a proper follow-up.
- *Shoot necessary brochures or handouts into their hands*--Leave the student with the correct media product to satisfy their needs. Make sure they have a custom flyer and business cards. Make them feel special; they have earned brochures and attention. Be different from the other college reps handing out catalogs.
- *Shoot for a one-on-one counseling session with parents*--A college fair is no place for a heart-to-heart counseling session. Get that invitation or commitment for a proper meeting. Insist on parental involvement. Big money demands adult supervision. Involving the parents benefits both the ALO and the entire admissions process.

Collect Application Requests during the College Fair - Most application postcards will probably not get returned from an event like this. When giving a student a USAFA O-125, Request for an AFA Academy Application/Information card or an AFROTC, get him or her to fill it out at the college fair and offer to mail it for them. If feasible, a laptop computer with internet access can be set up to allow students to submit their information on the USAFA/AFROTC admissions websites.

Check Contact Information Before Student Leaves - Look at the sign-in sheet (or Form O-125) to ensure that you have enough info and that you can read it! This will help everybody involved in the admissions process. Also, verify details like the ETS Codes and Lead Source Codes to ensure the Admissions Office assigns the candidate to the correct ALO. You can verify the ETS code.

**D. After the Event**

Forward Application Requests ASAP - Get the application/screening process going and cross check the names against the sign-up sheet.

Notify Other ALOs - Pass student names and contact information to assigned ALOs soon after the fair.
Notify Non Prior Service, ANG and Reserve Recruiters of Leads - Remember the importance of team recruiting. Be sure to pass the names of students interested in enlistment opportunities to local recruiters and ask if they have any potential USAFA/AFROTC candidates as well. By working with other AF representatives, all students can find the right place in the USAF.

Call Soon and Arrange a Counseling Session with the Students and Parents - Follow up with qualified students promptly and encourage them to continue with this worthy but rigorous application process. Learn to take a personal interest in each applicant.

Talk to the School’s Respective Guidance Counselor - Personally thank guidance counselors if they were involved in coordinating ALO college fair attendance. The guidance counselor knows their students well, so compare notes. Ask if any potential candidates were missing and if so, get contact information and follow up!
B. REVIEW QUESTIONS FOR CHAPTER 6

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. If an ALO attends a college fair and pays the expense out of pocket, the member will be reimbursed per policy from the HQ USAFA Finance Office. (page 1)
   A. True
   B. False

2. Which of the following items are ALOs allowed to have available on the display table? (page 2)
   A. Brochures, business cards and other marketing materials
   B. Helmet and/or model airplanes
   C. Souvenirs and other give-aways
   D. All of the above

3. During the event, if one prospect is monopolizing too much time, the ALOs should (page 4)
   A. Ask them politely to leave the table
   B. Hand them a brochure and tell them to read it
   C. Provide a business card and tell him or her to call in the near future with any further questions
   D. Ignore the student

4. After the event, ALOs should be sure to pass the names of students interested in enlistment opportunities to local recruiters and ask if they have any potential USAFA/AFROTC candidates as well. (page 5)
   A. True
   B. False
ANSWERS

1. B
2. D
3. C
4. A
Diversity Recruiting

A. Introduction

This chapter outlines diversity recruiting efforts throughout USAFA. It starts by listing key points from the newly adopted Cadet Wing Diversity. The Cadet Wing Diversity Plan contains the “action plan” which provides a synopsis of approximately 40 initiatives aimed at promoting diversity at USAFA. This chapter will focus on the initiatives where ALOs can have the greatest impact.

Some USAFA diversity statistics are presented and it is important to realize these statistics are informational and do not drive recruiting strategy. The goal is to “get the word out” on USAFA opportunities to diverse individuals (as defined by the Cadet Wing Diversity Plan), and to attract the best qualified candidates.

In this chapter, the structure and functions of the Diversity Recruiting Division (HQ USAFA/RRD) at the Air Force Academy are presented including the steps involved in planning a diversity regional recruiting trip. ALOs must play a proactive role in the planning and execution of these trips - ALO participation can mean the difference between an optimal recruiting trip and a mediocre trip.

1. Definition of Diversity

For Air Force Academy purposes, consistent with the Air Force approach to diversity, “Diversity” is defined as a composite of individual characteristics that includes personal life experiences (including having overcome adversity by personal efforts), geographic background (e.g., region, rural, suburban, urban), socioeconomic background, cultural knowledge, educational background (including academic excellence, and whether an individual would be a first generation college student), work background (including prior enlisted service), language abilities (with particular emphasis on languages of strategic importance to the Air Force), physical abilities (including athletic prowess), philosophical/spiritual perspectives, age (cadet applicants must be within statutory parameters for academy attendance), race, ethnicity and gender.

2. USAFA’s Diversity Goal

USAFA’s diversity goal for the cadet wing is to: Expand the diversity of the USAFA cadet wing to better educate and train future officers expected to serve a diverse and expeditionary force.

B. USAFA Cadet Wing Diversity Plan

The Faculty, Staff, Administration of the Academy, and the Leadership of the United States Air Force, relying upon hundreds of years of collective experience, academic research\(^1\), and the experiences of other universities\(^2\), believe that education of the highest quality at the university level can only be achieved in an academic environment that challenges young people by exposing them to a broad range of ideas and experiences. This environment must

\(^1\) See, among other sources, Diversity and Educational Outcomes in Higher Education: A Review in Light of Recent U.S. Supreme Court Decisions, Dean of Faculty – Department of Behavioral Sciences and Leadership – United States Air Force Academy, dated 12 November 2004.

\(^2\) See, among other sources, the University of Michigan Office of Undergraduate Admissions mission statement, “The University of Michigan seeks to enroll and graduate applicants who will develop and grow educationally and personally, and contribute to the University community, the State of Michigan, and the broader society. To that end, the role of the Undergraduate Admissions Office is to recruit, admit, and encourage enrollment of applicants who are academically excellent, accomplished in extracurricular endeavors, and broadly diverse. It is the University’s experience and judgment that this mix of students will foster the vibrant educational atmosphere that provides the best educational experience for all students.” Recruitment Activities Report, University of Michigan, Office of Undergraduate Admissions, 2005-2006.
provide them the chance to live with people of dissimilar backgrounds and, in doing so, compel them to examine their personal assumptions and philosophies in contrast to those of others. Such an academic experience can only be achieved in an educational setting composed of people of widely divergent backgrounds, experiences and talents. To create such an environment, and therefore assure the quality of education that we seek, USAFA must actively identify and recruit potential students who, by the collective impact of their individual diversity, will provide such an academic setting.

Academy cadets must also be trained to serve as leaders of an Air Force already composed of people from widely diverse backgrounds and experiences, which is projected to become even more diverse. This diversity is one of USAFA’s greatest strengths and a considerable leadership challenge.

The Air Force is an expeditionary military force that operates in a global environment in coalition with many different nations and must be prepared to respond to a wide variety of threats throughout the world. The Air Force mission brings Air Force leaders into contact with virtually every culture of the world and requires them to lead effectively in these contexts. Academy graduates must not only be intellectually prepared for officership, they must also be prepared in all other respects to lead a widely diversified military force operating globally with, or in successful opposition to, people of every culture and view.3

The Air Force Academy is a leadership laboratory where cadets learn leadership through demonstrated performance. It is organized in a structure similar to the Air Force itself, and progression through cadet ranks and positions allows cadets to exercise leadership skills within the institution at progressively more challenging levels. This provides exceptional opportunities to learn, but these opportunities are best realized when the cadet cadre itself is widely diverse. Only in such an amalgamated environment can cadets learn to bring out the best in each individual regardless of his or her background, and achieve organizational effectiveness by combining the individual strengths and perspectives each person brings to the organization. Recruiting a diverse cadet corps is as important for Air Force leadership training as it is for the quality of academic education.

C. **Cadet Wing Diversity Action Plan**

The Diversity Action Plan is USAFA’s roadmap to achieving greater diversity in the Cadet Wing. USAFA’s recent recruitment activities have been successful in many areas and serve as the foundation for the future. However, USAFA must institute new, bold initiatives to make significant progress toward increasing diversity. These efforts will focus on increasing interest in USAFA for a diverse4 group of highly qualified high school students across American society.

The following principles guide the Action Plan:

- Establish self-sustaining programs that identify diverse candidates
- Attract highly qualified, diverse candidates to the cadet wing
- Attract junior enlisted troops with leadership potential
- Attract applicants with strategic language skills and/or aptitude
- Attract first generation college students and low-income and otherwise disadvantaged high school students
- Continue to encourage and assist all Congressional Districts with their nomination efforts
- Continue with the admissions program that gives individualized consideration of constitutionally permissible diversity factors and ensure the collection of diversity factor data necessary for analyzing the effectiveness of the diversity recruiting efforts

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4 Whenever the term “diverse” refers to an individual or group of individuals, it means a person or persons who would enhance the diverse environment of the Academy, consistent with the definition of “diversity” located in The United States Air Force Academy Diversity Statement section of this plan.
Action Plan objectives are grouped into the following areas—Identifying Candidates; Target Populations; USAFA-Hosted Seminars; Outreach Efforts; Family, Community and Other Organizations; Educational Efforts; and Retention. Each of these areas contains specific, measurable objectives.

NOTE: Areas where ALOs can contribute significantly are italicized and bolded.

1. **Identifying Candidates**
   - **Marketing and Media** - Advertise in prominent minority and urban media outlets for USAFA Admission cycles
   - **College Board Research Modules** - Annually purchase College Board research programs by 1 October.
     The Enrollment Planning Service, Descriptor Plus and Student Search Service are essential tools used to identify and target high performing, diverse high schools. An excel spreadsheet has been posted to ALOWeb
     
     LOGON > ALOWeb > Toolboxes > Diversity Recruiting >> High Diversity Schools
     
     - Princeton Review Initiated Student Matching Service (PRISMS) - Continue to contract with the Princeton Review to identify qualified diverse candidates interested in engineering, aviation and military opportunities

2. **Target Populations**
   - **First Generation College Students** - Questions have been added to the USAFA class of 2012 application to determine if the student is the first to attend college
   - **Low Income Students** - Questions have been added to the USAFA class of 2012 application to identify students from underprivileged economic backgrounds
   - **Academically Disadvantaged Students** - Consider development of additional questions to add to the USAFA class of 2013 application to identify students from underprivileged academic backgrounds
   - **Enlisted Airmen Corps** - Request CSAF and CMSAF continue to promote USAFA and USAFA Preparatory School opportunities to the enlisted force. Annually send out an AF-wide message by 1 October each year asking commanders to identify potential airmen to apply for a commission through USAFA, and to encourage and assist them to do so. DRo has found that a very successful recruiting event can be done at base education offices. We recommend contacting the ABW/CCs, Senior Enlisted Advisors, Public Affairs and the base education office to assure maximum support and attendance. In addition, advertising in the base newspaper can also be used to draw in the base’s civilian populace
   - **Falcon Foundation Scholarships** - Continue to explore the use of annual Falcon Foundation Scholarships to assist socio-economically and/or academically disadvantaged high school students who need one more year of preparatory school to gain the academic tools to succeed at USAFA
   - **USAFA Preparatory School** - Utilize the USAFA Preparatory School to support diversity efforts consistent with this plan (see Chapter 14 for more information)
   - **Women Candidates** - Continue to produce attractive Marketing and Media materials that highlight opportunities for women both at USAFA and within the United States Air Force
   - **Racial/Ethnic Minorities** - Continue to seek out racial/ethnic minorities to diversify the USAFA applicant pool through all appropriate and reasonably available means

3. **USAFA-Hosted Seminars**
   - **Summer Seminar** - Continue to utilize the Summer Seminar program to target high performing, diverse students who would be USAFA direct entry, USAFA Preparatory School and Falcon Foundation candidates. Market the program to diverse charter math and science schools as well as national and local organizations that encourage high school students to attend college.
   - **Grass Roots Program** - Allow cadets in good standing to apply for USAFA Grass Roots opportunities, with a particular emphasis on attracting diverse cadets to these opportunities.
   - **Expand Diversity** - Seek to increase the allocation of gift funds received to be used to bring highly qualified, economically disadvantaged applicants to USAFA for a campus visit. Provide visitation
programs in both the fall and spring semesters. There are two visitation periods each year: one in December and one in January. ALOs should send their recommendations to the Diversity Recruiting Office at least one month prior to these visitation periods. This program has been very successful in the past and relies on good inputs from the ALO force. Historically, if a candidate attends the diversity visitation program, there is an 85-90% appointment acceptance rate.

- **Appointee Orientation** - Contact all appointees by 30 March and encourage them to attend USAFA Appointee Orientation held each year in April.

### 4. Outreach Efforts

- **Recruiting Visits** – Each year, the Diversity Recruiting Office (DRO) conducts approximately ten, two-week recruiting trips per Admissions region to high minority concentration and disadvantaged population centers with recent graduates who represent the diverse Air Force community. The DRO also focuses on areas with low Congressional nomination rates. Diversity recruiters attend college fairs, community colleges, high schools, middle schools, and community organizations. Diversity recruiters pre-identify top diverse candidates and offer in-home visits to parents and candidates. **ALO support is critical in optimizing the effectiveness of these recruiting trips**

- **Diverse ALO Force** - Work to ensure underrepresented areas have adequate ALO coverage. Take appropriate steps to diversify the ALO force, with an emphasis on diverse cultural background or understanding. **Consider ways to develop the ALO force into a dynamic recruiting team, including but not limited to**:
  - Expand/Improve the program for cross feed and coordination of best practices throughout the ALO force
  - Develop a marketing plan for ALOs, in partnership with the Air Force Recruiting Service and Diversity Recruiting Office, to develop interest in middle school students and high school freshmen in underrepresented areas
  - Augment the current ALO force, by appropriate means, with recent graduates who represent the diverse Air Force community

- **USAFA Band, Wings of Blue, Cadet Falconer, and Other Cadet Performances** - Target high profile performances by the USAFA Band, Cadet Falcons, the Wings of Blue, and other Cadet Clubs to diverse population centers and Congressional districts with low nomination rates. Continue to integrate recruiting efforts across mission elements when possible. **ALOs should leverage off the crowd drawing ability of these USAFA organizations and plan recruiting efforts to coincide with their performances/events**

- **Parents Club and Speaking Bureau** - Utilize USAFA/CMA’s Speakers Bureau and Parent’s Club speaking program to expose more students to USAFA opportunities in diverse population centers and Congressional districts with low nomination rates. **ALOs should coordinate with local Parents Clubs to gain access to receptive audiences and spread the word about USAFA opportunities**

- **International Cadet Program** – Seek to fill the 60 authorized international cadet positions

### 5. Family, Community and Other Organizations

- **Build Partnerships with National and Regional Youth Organizations** – Establish ties with organizations like the National Society of Black Engineers, Scholarship America, the Philadelphia College Opportunity Resources for Education (CORE), the Hispanic College Fund, and other similar organizations to expose students interested in attending college to USAFA opportunities. **ALOs can play a critical role in partnering with local organizations and taking advantage of their media outlets (e-mail, newsletters, web presence) to educate organizational constituents on the Air Force Academy**

- **USAFA Minority Alumni Organizations** - Seek assistance from USAFA alumni diverse groups like the AOG Way of Life Committee. Similar volunteer groups focused on Hispanics/Latinos, Asian Americans, and Native Americans could promote USAFA and AF opportunities in minority communities around the country. **USAFA Way of Life Alumni Group (www.usafaway.org) has volunteered to assist with diversity recruiting efforts. Recommend ALOs contact USAFA Way of Life Alumni Group to determine if there are any alumni in their areas to assist**
- **USAF Senior Leader Outreach** - Members of Air Force senior leadership who are representative of the diverse Air Force community should be encouraged to partner with local diverse high schools to serve as role models for students

- **Disadvantaged Youth Community Outreach** - Explore, with the Air Force Recruiting Service, the possibility of partnering with national and local organizations that provide academic related programs for disadvantaged middle school age children (e.g., providing a aviation component to a summer science camp). *ALOs are critical in developing these partnerships with local organizations*

6. **Educational Efforts**

- **Congressional Workshops** - Conduct three Congressional workshops each year in highly diverse urban areas and areas with historically low nomination rates to encourage attendance from district and state Congressional offices

- **Congressional Staffer Orientations** - Host two 3-day semi-annual Congressional Staffer Orientations at USAFA. Identify and invite staffers from Congressional Districts with historically low nomination rates and those serving on Freshman Congressional staffs

- **Educator Orientation** - Host two USAFA Educator Orientations each year. Invite 40-50 high school guidance counselors and superintendents educating them on USAFA opportunities for their students. Identify and invite educators from high performing, diverse schools and from Congressional Districts with historically low representation in the Cadet Wing. ALOs should contact USAFA/RROX to recommend attendees for this program. Most of the educators who participate in this program end up being life long supporters of USAFA

- **Candidates/Appointees** - Identify and attract diverse candidates and establish personal, regular contact with them. Provide advice on the application and nomination process as well as on what areas need to be improved on or completed. Continue to mentor diverse candidates who are appointed to either USAFA or the USAFA Preparatory School/Falcon Foundation Scholarship Program. Ensure institutional support available to cadets and applicants for the purpose of enhancing the educational diversity interests of USAFA is also available to any other cadet or applicant. *ALOs, Selections Counselors, and DRO all play an important role in counseling candidates and appointees*

7. **Retention**

- **USAF Diversity Steering Group** - An interdisciplinary panel including members of the cadet wing to address diversity across USAFA

- **Cadet Groups** - Continue to support the numerous cadet cultural clubs as a way to provide support to cadets and diverse cultural experience for the school. These clubs currently include the Way of Life Committee (African Americans), Los Padrinos (Hispanics and Latinos), Pacific Rim Club, Native American Heritage Club and the Prior Enlisted Cadet Assembly (PECA)

- **Faculty and AOCs** - Continue efforts to increase diversity, by appropriate means, across USAFA mission elements to include academic instructors, athletic department instructors, Air Officer Commanders, Academy Military Trainers Leaders and others; providing positive role models to cadets both at USAFA and at the USAFA Prep School

- **Academic Support Services** - Provide required academic counseling, study skills, reading enhancement, tutoring, Writing Center, and other academic support services, and actively encourage cadets who contribute to Academy diversity to make effective use of them
D. USAFA Diversity Statistics


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<td>19.0%</td>
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</table>

2. Class of 2011 Diversity Profile

Women

Two hundred and sixty-eight (268) women (20.8% of the class) were admitted with the Class of 2011

Minorities

The Class of 2011 includes a total of 288 minority cadets (22.4% of the class) with ethnic backgrounds as follows:

- Non-Minority: 999 – 77.6%
- Hispanic: 95 – 7.4%
- Asian/Pacific Islander: 104 – 8.1%
- African American: 71 – 5.5%
- Native American: 18 – 1.4%

Link to current Cadet Statistics on the ALO Web
E. Diversity Recruiting Office

1. Organization

The Diversity Recruiting Office (DRO) falls under the Selections Division (USAFA/RRS) of the Directorate of Admissions (USAFA/RR) at the United States Air Force Academy. The DRO is comprised of several permanent party officers (Director and five regional diversity directors) and several second lieutenants serving as regional diversity recruiters. Historically, actual permanent party manning has been much lower resulting in the regional directors oftentimes being “doubled up” and covering more than one region.

2. Primary Focus Areas

DRO focuses on three main areas: Outreach, Counseling, and Partnerships. Our outreach programs are aimed at finding qualified candidates not exposed to the USAFA. Our outreach programs are also designed to inform high school educators and administrators about the opportunities at USAFA. Through our counseling efforts we mentor candidates and facilitate the application process. Through our partnerships we provide mutual support and promote USAFA opportunities throughout our partner organizations.

3. Diversity Recruiting Office Trip Planning Process

The Diversity Recruiting Office conducts approximately 10 recruiting trips per region annually. Each recruiting trip is approximately 2 weeks in length. These trips are planned to coincide with college fairs, congressional nights and other local events. School visits are based on demographics, academic performance, past recommendations from previous trip reports, and inputs from local ALOs. Charter and magnet schools are a high priority. Emphasis is placed on visiting local Civil Air Patrol units and JROTC classes. In addition, recruiters will conduct home visits and partake in partnership events. On a typical trip, 2-3 schools are visited daily, 1-2 college fairs are attended and 900-1000 students are contacted.

4. ALOs are critical

ALOs are the critical factor in implementing the Cadet Wing Diversity Plan. They have unparalleled local area knowledge and are essential to the DRO trip planning process. ALOs make the difference between an exceptional recruiting trip and a mediocre recruiting trip. They are critical to maximizing market penetration in high diversity areas. If DRO were to send all of its Lieutenants on one more two-week recruiting trip, this would result in approximately 200 additional school visits. If every ALO could visit one more school, this would result in approximately 1,600 additional schools visited! If every ALO could dedicate one more day to visiting schools and visit three schools, that would yield an additional 4,800 schools! In addition, ALOs have an enduring presence that is necessary to foster long term relations with school counselors, administrators and educators, whereas DRO experiences 100% turnover every year with its assigned Lieutenants.

F. DRO expectations of ALOs

ALOs should coordinate itineraries for recruiting trips based on the Lieutenant’s inputs and ALO’s local area expertise. ALOs have the rapport and personal contacts with school officials. A lot of times DRO Lieutenants can’t get a foot in the door because school officials will only deal with their ALOs. ALOs are more aware of transit times between schools/events and can plan realistic timelines. For school visits, the order of preference for location is: 1) School auditorium 2) Advanced Placement classroom 3) JROTC class 4) Counseling Center 5) Last resort is lunchroom/hallway.

ALOs should accompany Lieutenants to the maximum extent possible. The Lieutenants are operating in foreign territory. ALOs are a lot more familiar with getting around their local areas. The Lieutenants are subject matter experts on cadet life. ALOs can complement this with their much wider knowledge of the operational USAF and their additional experience with the Admissions Process. ALOs should make every effort to keep the Lieutenants safe. Make sure they are given a local area orientation. Make them aware of any significant local area issues or “high threat areas.” There is a direct correlation between the success of a recruiting trip and ALO involvement.
G. REVIEW QUESTIONS FOR CHAPTER 7

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. USAFA’s diversity goal for the cadet wing is to expand the diversity of the USAFA cadet wing to better educate and train future officers expected to serve a diverse and expeditionary force. (page 1)
   A. True
   B. False

2. ____________ is USAFA’s roadmap to achieving greater diversity in the Cadet Wing. (page 2)
   A. How To Recruit Minorities
   B. Guide to Diversity
   C. Diversity Action Plan
   D. Recruitment Guide

3. The definition of diversity includes first generation college students and low-income and otherwise disadvantaged high school students. (page 3)
   A. True
   B. False

4. The Diversity Recruiting Office conducts approximately 10 recruiting trips per region annually. Which of the following statements is false regarding these trips? (page 7)
   A. Each recruiting trip is approximately 4 weeks in length.
   B. These trips are planned to coincide with college fairs, congressional nights and other local events.
   C. School visits are based on demographics, academic performance, past recommendations from previous trip reports, and inputs from local ALOs.
   D. Charter and magnet schools are a high priority.
ANSWERS

1. A
2. C
3. A
4. A
» 8 «

Athletic Recruiting

A. Overview

The Air Force is committed to the Air Force Academy competing in Division I intercollegiate athletics. USAFA actively recruits for 27 intercollegiate sports, including 10 women’s teams, and USAFA’s leadership, including the Director of Athletics, encourages maximum efforts in athletic recruiting. While they are not athletic recruiters as defined by the NCAA, ALOs are critical to that effort.

1. Why Recruit?

Competition in Division I intercollegiate sports provides the most positive media coverage of any single activity conducted by the United States Air Force Academy. With over 500 public athletic contests held each year, USAFA is widely publicized in hundreds of cities and hometowns across the US. This publicity places the name “Air Force” and the Academy before the American public including thousands of potential cadets. To maintain overall competitiveness and provide this favorable publicity, USAFA needs student-athletes who can excel at a high level of competition while successfully meeting the many demands of the Academy. Publicity makes recruiting these athletes easier, helps to keep the candidate pool high, and provides a morale boost to the Cadet Wing and all members of the United States Air Force.

2. Definitions

- **Area Contact** - ALO assigned the additional duty of assisting the Athletic Department in identifying potential cadet-athletes and other sports-related activities.

- **Athletic Recruiter** - Representative of the Athletic Department trained and authorized to recruit student-athletes and restricted by NCAA rules on contact with Prospects. ALOs are **not** Athletic Recruiters.

- **Blue Chip** - A Prospect being actively recruited for any sport and who has been taken into the candidate phase at the Athletic Department’s request.

- **Monitored Athlete** - A Candidate whose admissions progress is being monitored by the Athletic Department.

- **Prospect** - A student who has started classes in the 9th grade. **All** Candidates are prospects!

B. Recruiting Restrictions

The Air Force Academy is a member of the National Collegiate Athletic Association (NCAA), the Division I Mountain West Conference and several other college athletic conferences. These organizations have recruiting rules and regulations that USAFA must follow. These rules specifically limit the number of recruiters who may be involved in the actual recruitment of student-athletes plus the number, types, and location of contacts that may be made.

NCAA rules specify that all contact with a prospective student-athlete, the prospect’s relatives or high school coach for purpose of athletic recruitment shall be made by authorized Academy staff members. **AS A LIAISON OFFICER, YOU MAY IDENTIFY POTENTIAL STUDENT-ATHLETES BUT YOU MAY NOT RECRUIT FOR ATHLETICS OR EVALUATE THE ATHLETIC ABILITY OF STUDENT-ATHLETES.**
Once the student-athlete has submitted an application or appears on your roster, you may conduct normal Liaison Officer counseling and mentoring. You may also include student-athletes in any activity which is open to all potential applicants equally.

When working with a prospective student-athlete, a representative of an institution’s athletic interests is governed by the same requirements as those placed upon institutional athletic staff members. Further, the institution is completely responsible for the actions of its athletic representatives. Because of this and other NCAA regulations regarding contacts by “representatives of athletic interests,” it is imperative that your actions as an ALO in no way be perceived as representing the Athletic Director or the athletic interests of the Air Force Academy. Specifically, ALOs are prohibited from recruiting a candidate for the specific purpose of participating in our varsity athletic program. In addition, providing a recruited student-athlete with transportation (i.e., to the CFA test site or medical examination), meals, financial aid, clothing, or material assistance of any kind is not authorized unless it is provided to all other candidates as well.

To summarize, Admission Liaison Officers are not authorized representatives of USAFA’s athletic interests and should be sure to treat all candidates equally.

**Off Campus Recruiting Contact**

In-person/off-campus recruiting contact by a representative of an institution’s athletics interests is prohibited; however, an exception is in place for an admissions program. Specifically, off-campus recruiting contacts made by an institution’s regular admissions program representative and directed at all prospective students, including non-athletes, are permissible. That means that ALOs are not restricted in non-athletic contacts with any student.

**C. Support Athletic Recruiting**

It is very important to the Academy’s athletic program that ALOs be supportive of the coaches’ effort to recruit top candidates for admission. In many cases, recruited athletes do not initially consider the Academy as one of their top college options, so the coach may be cultivating the athletes’ interest in the opportunities available at USAFA. A recruited athlete’s motivation and understanding about the Academy and the Air Force may differ significantly from that of other candidates. We ask that ALOs keep these factors in mind when interacting with and eventually evaluating a recruited athlete.

Encourage students to contact coaches directly and to fill out athletic questionnaires. Current coach’s contact information can be found at: [www.goairforcefalcons.com](http://www.goairforcefalcons.com).

**D. Junior Falcon Hunt**

**Junior Falcon Hunt** is the Recruiting Program developed by the Athletic Department to attract qualified student-athletes who can potentially compete successfully for the Academy at the NCAA Division I level.

The Athletic Recruiting Division of USAFA’s Athletic Department has sophisticated recruiting programs. The receipt of a recommended name and associated high school starts an automatic process designed to secure a copy of the high school transcript, provide a personalized screening of academic potential, and initiate contact with those prospects meeting our academic and sports prospectus requirements. All high schools in an assigned area should be screened each year for outstanding student-athletes. As an ALO, please be constantly on alert for outstanding
student-athletes. It is permissible for ALOs to ask the high school coach, principal, or counselor for names of any outstanding junior or senior Division I prospects with the potential to become a cadet-athlete at the Air Force Academy.

In conducting Junior Falcon Hunt, do not ask for any information other than the name of the prospective cadet-athletes, sport played, and year of high school graduation. Do not ask to look at game film or review a high school transcript. The Academy coaching staff will make a complete academic and athletic evaluation of all recommendations. When sending information, please include the following: school name/address/phone number, name of student, sport, and year of graduation. Send all Junior Falcon Hunt information through the ALOWeb or the appropriate coach at USAFA.

LOGON: ALOWeb > Toolboxes > Athletic Recruiting > Junior Falcon Hunt

E. Liaison Officer Director (LOD) Guidelines

Select an effective Area Contact (AC)
You must use the term “Area Contact” for the ALO assigned to work with the Athletic Department in order to avoid any confusion between athletic recruiters and ALOs and to standardize with USAFA/ADR. Please ensure that your paperwork and AC reflect this requirement.

Support your Area Contact
- Allocate time for your AC in area and regional ALO meetings
- Emphasize the importance of Junior Falcon Hunt to your ALOs
- Communicate regularly with your AC to include a current list of all ALOs and assigned schools
- Support Falcon Athletics!

F. Area Contact (AC) Guidelines

Area Contacts assist the Athletic Department in identifying qualified student-athletes and perform other sports related activities. Take responsibility for your area’s Junior Falcon Hunt, You Make the Difference!

Communicate with your LOD
- Regular contact
- Periodic, informal, brief reports
- Monitor ALO activity (stay positive)
- Obtain a current list of ALOs and assigned schools

Communicate with other ALOs
- Phone, Letter, Face-to-Face
- Area Meetings
- Explain status
- Report successes
- Encourage and thank ALOs
- Identify key Junior Falcon Hunt schools for each ALO

Communicate with the Athletic Department and coaching staff
• Feed names- Junior Falcon Hunt and other leads
• Ask for status reports for local student-athlete prospects
• Call the Assistant Athletic Director or Athletic Recruiting immediately when questions arise

Communicate with other solid lead sources
• Parents, Friends, others who can help
• Graduates (especially former athletes) - “Blue Blood”
• Community leaders and members of local athletic organizations

G. What Can I do as an ALO?

Recruiting Athletes to Attend the Academy: ALOs must treat potential athletes like any other candidates for the Air Force Academy.

NCAA Rule Exceptions:
• Family Rule exception - NCAA contact rules do not apply if the prospect is a family member.

• Established Family Friend/Neighbor Exception - contacts made with a prospective student-athlete by an established family friend or neighbor are permissible, it being understood that such contacts are not made for recruiting purposes.

• Inducements Not Authorized - An institution’s staff member, or any representative of its athletic interests, shall not be involved, directly or indirectly, in making arrangements for or giving or offering to give any financial aid or other benefits to the Prospect or the Prospect’s relatives or friends, other than expressly permitted by NCAA regulations.

NCAA Compliance Office at USAFA
Questions? Contact the NCAA Compliance Office at USAFA (719) 333-3088, DSN 333-3088, FAX 333-3838
H. REVIEW QUESTIONS FOR CHAPTER 8

Q. An in-person, off-campus recruiting contact by a representative of an institution’s athletics interests is prohibited. Would this regulation preclude all such contacts by a representative with a prospective student-athlete?
A. This rule would not be applicable to: Off-campus recruiting contacts made by an institution’s representative in conjunction with the institution’s regular admissions program for all prospective students, including non-athletes. In other words, ALOs treating all prospective candidates equally are not affected.

Q. Can an ALO supply a Prospect with Sports Camp or Summer Seminar information?
A. Yes.

Q. Can an ALO share or provide all the costs for a Prospect to attend Sports Camps?
A. No, this would be an extra benefit prohibited by the NCAA unless the friends and family exception applies.

Q. Can an ALO test the athletic ability of a Prospect?
A. No, other than to administer the CFA.

Q. Can the ALO talk to the high school coaches of a Prospect?
A. Yes, but only to the extent of asking who their top scholar-athletes are.

Q. Can an ALO attend a candidate’s athletic competition?
A. Yes.

Q. Can an ALO provide USAFA coaches video tapes of a Prospect’s athletic competitions?
A. No!!! (Unless the family exception applies.)

Q. Can an ALO pay for a Prospect or a Prospect’s parents’ meal at a restaurant?
A. Only if they pay for all prospects unless the friends and family exception applies.

Q. Can an ALO or USAFA coach be present when a Prospect signs acceptance of appointment?
A. The ALO can be present, the Coach cannot!

Q. Can an ALO take a Prospect to an Academy sporting event?
A. No.
A. Overview

Summer Seminar is the largest Academy recruiting program. The success of this program is due to the outstanding interaction between the cadet cadre and the students who attend, and the Admissions Office’s leadership of the program. Summer Seminar captures elements of the entire USAFA experience, including academics, athletics and military training. SS is a unique opportunity to see what cadet life is about. It’s a great way for students to gain a clear understanding of the commitment necessary to attend the United States Air Force Academy and to become Air Force officers.

Each attendee is assigned to an element with an upper class cadet as an element leader. This cadet acts as a mentor and guide. Attendees go to classes taught by the USAFA faculty members who instruct cadets. Workshops are available in subjects ranging from aeronautics to the humanities. Attendees live in cadet dormitories and eat at Mitchell Hall. They participate in a variety of physical fitness activities from morning PT to a practice Candidate Fitness Assessment.

During the program attendees become “Doolies for a morning”, experiencing a taste of what it’s like to be a 4th class cadet, or Freshmen at the Academy. Attendees take part in activities to include marching, room inspections, military knowledge tests, team building physical challenges, and some of the strenuous physical training that 4th class cadets undergo.

B. Admissions Office

HQ USAFA/RRA
2304 Cadet Drive, Suite 211
C. Session Dates

Sessions are always held during the Academy’s first summer period, to prevent conflict with cadet graduation and in-processing/BCT. The session dates may pose a problem for students whose school year runs through June but, unfortunately, there is no flexibility for the dates.

D. Registration Fee and Transportation

Attendees are responsible for arranging their own transportation to and from Colorado Springs, CO. Most students fly commercial, but the student may drive him/herself, or be brought to the USAF Academy by parents or another responsible individual(s). A limited number of attendees may receive financial assistance for travel, based on need. Contact the POC for details if you have a candidate who may meet the criteria.

The first and last days of the program are travel days. Briefings start at approximately 6:00 PM on the first evening so travel should be scheduled to arrive at the Colorado Springs Airport NLT 4:00 PM. On the last day there is no formal program and travel should be scheduled to depart the Colorado Springs Airport by 12:00 noon. The Academy provides transportation to and from the Colorado Springs Airport. No transportation is provided to or from the Denver Airport.

The registration fee is set each year based on projected expenses, and is currently approximately $360. This fee pays for the attendee’s room and all meals, as well as workshop supplies. Summer seminar “uniform” clothing and other items useful during the program are also provided.

E. Minimum Eligibility Requirements

Applicants must:

- Be juniors going into the senior year of high school
- Be U.S. citizens
- Be in very good physical condition
- Applicants must provide their second semester sophomore or first semester junior cumulative GPA (on an un-weighted 4.0 scale).

- Self-reported scores from one or more of the following tests may be required.
  - PSAT
  - PLAN
  - SAT
  - ACT

EXCEPTION: If the student has not been given the opportunity to take one of the tests, the student should then call the POC and explain the circumstances. The exception will be annotated on the student’s application.

F. The Application Process

The SS application is a completely on-line process. Students are directed to go to www.academyadmissions.com, then to Admissions, and Summer Seminar.
Once a student completes the application and pushes “submit,” a message appears that tells him or her that the application is now on file at the Academy. This is the student’s official notification of application.

For the ALO, once the application has been submitted, the student will automatically appear on the ALOWeb under Reports (Summer Seminar). ALOs can see only the students assigned to them through the ETS code. LODs can view all the applications submitted from their areas.

Students are evaluated and selected on a “whole person concept;” to include academics, athletics, and extra-curricular activities. Selection for the program is highly competitive. Due to limitations on time and facilities, less than half of the applicants can be accepted for the program.

Selections are done on a rolling basis, as are notifications that students do not currently meet the minimum standards for the program. If students do not receive a notification of their status within a few weeks of submission, it means they are still under consideration. Students are notified of selection or non-selection NLT 1 April.

**NOTE:** Not being selected for SS does not mean that a student won’t be qualified for the Academy. At the same time, selection for and attendance of SS does not ensure an appointment to USAFA. SS is not a pre-selection tool.

**G. ALO Interaction**

Interviews and write-ups are highly recommended for SS applicants. Be honest and comprehensive. Not every student “is the best in the universe”. Consider the student’s physical ability to do a rigorous program at 7,000 MSL during the summer. *It is not a summer camp; SS is run like a military training activity.* If a student is not right for the Academy, don’t recommend him/her for SS so we can give that slot to a student who is a better fit.
H. REVIEW QUESTIONS FOR CHAPTER 9

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. USAFA will arrange transportation for all students selected to attend Summer Seminar? (page 2)
   A. True
   B. False

2. ALO interviews are required for Summer Seminar applicant. (page 3)
   A. True
   B. False
ANSWERS

1. B
2. B
Evaluating Candidates: The Interview and AF Form 4060 Process

It is a requirement (per AFI 36-2249, Evaluating USAF Academy (USAFA) Candidates and Air Force Reserve) that each qualified applicant for USAFA and AFROTC Scholarships be given a personal interview. Because evaluating a person’s past behavior is often the best way to determine what he or she will do in the future, it is imperative that ALOs conduct worthwhile interviews that give adequate information to clearly evaluate and write an AF Form 4060 on the candidate. The Academy and AFROTC selection boards need ALO input! ALOs are the eyes and ears “out in the field” that can really determine a person’s potential. The ALO rating is often the critical discriminator for the selection panel’s final decision.

In 2007, a study was conducted by cadets at USAFA on the relevance of ALO Ratings. The Ops Research Department conducted a study to analyze the correlation between success at USAFA and the ALO 4060 evaluation. They did a statistical analysis of the cadets in the classes of 2000 to 2006 to see if cadets who performed well throughout their four years at USAFA had received higher ALO ratings. The results showed a positive trend between higher ALO scores and cadets being in the top 200 military order of merit. In addition, the cadets who had received a higher ALO score were less likely to be involuntarily discharged during their time at USAFA. The statistical significance of the results reinforced the value of the 4060 scores to the admissions process. Conversely, lower 4060 scores were predictive of cadets’ difficulty with the Academy’s academic program.

This chapter covers the Interview and Rating Processes in detail. This is the ALO’s guide on how to conduct an Interview and fill out an AF Form 4060.

A. Candidate Interviews for USAFA

Air Force Instruction 36-2249 covers interviews academically and all ALOs should definitely read it.

LOGON: ALOWeb > Toolboxes > Publications

However, as with any area relying so heavily on human judgment, ALOs probably won’t learn the skills they need to make an accurate assessment from a book. Use a note sheet or use the interview template at the end of this chapter and get with an experienced ALO for guidance. ALOs should be sure to have their first draft write-up reviewed by another ALO before submitting the final AF Form 4060 on-line.

Once the final AF Form 4060 has been submitted online, the Regional Director (RD) will conduct an electronic review. The RD will either accept the evaluation or send it back along with feedback for changes needed prior to resubmission. ALOs should monitor the ALOWeb status menu until they receive the “Accepted” notice from USAFA.

B. Candidate Interviews for AFROTC

ALOs may be asked to conduct AFROTC interviews. In many cases, the Professor of Aerospace Studies (PAS) or detachment officer at the local detachment will conduct AFROTC interviews; however, if demand is exceedingly high or travel distance is too great, the local PAS may forward the AF Form 4060 request via ALOWeb to the supporting LOD. The LOD will then complete the interview or assign the interview to an ALO within the unit.
AFROTC interview requests usually come one at a time and may have short suspense times (about two weeks). The LOD will monitor the assignment to ensure an ALO is available to meet the interview suspense. Often, the candidate requiring an AFROTC interview will already have conducted a USAFA interview with an ALO. Assuming the ALO followed the recommended interview checklist and already discussed AFROTC with the candidate and completed required AFROTC forms, all that may be required by an ALO is an update discussion with the student. Information already gathered in the first interview can be imported to the AFROTC 4060 since both USAFA and AFROTC use the same AF Form 4060. Students applying only to AFROTC will require a comprehensive interview with the ALO.

1. Differences in USAFA and AFROTC Data/AF Form 4060 Inputs
Narrative Limits - AFROTC limits the total narrative on the AF Form 4060 to 33 lines at 65 characters per line. There is no line limit for each narrative block, so long as the total number does not exceed the 33-line maximum. ALOWeb will show how many lines have been used each time a Form 4060 is saved (but not submitted).

Additional Blocks to Fill on AF 4060 - AFROTC requires the block to be checked indicating if the applicant will need a waiver for experimental drug usage. Also, AFROTC requires the height and weight of the applicant to be annotated on the last line of the narrative. The template will automatically calculate the maximum allowable weight (MAW) for the applicant based on the height and weight entered by the user.

2. Additional AFROTC Interview Requirements
AFROTC is a continually changing program. Please refer to current AFROTC guidelines posted on the ALOWeb. You can find the AFROTC HSSP Interview Checklist and all of the required forms on the ALOWeb.

LOGON: ALOWeb > Toolboxes > AFROTC >> Scholarship Interview Forms

Because there is typically less ALO contact with AFROTC-only applicants, ALOs may want to spend a bit more interview time addressing AF issues/expectations. The following is a list of required forms for an AFROTC interview:

- **AFROTC Form 35** - This form covers the same subjects the USAFA Form 146 covers in the Candidate Kit. Depending on the information provided on the AFROTC Form 35, the completion of an Affidavit (AFROTC Form 4) and Corroboration (AFROTC Form 14) may be required. Reference AFROTC 36-2011, paragraph 1.6.1.8.2 or the ALOWeb, ROTC section
- **AFROTC** - This form is the AFROTC version of the AF Form 2030 used by the Academy. However, it is a different form so ALOs need to have the AFROTC form for AFROTC interviews. Reference the College Scholarship Program Detachment Guidebook on the ALOWeb for guidance on the Drug Use Checklist

Finally, there are a number of required briefing items for an AFROTC interview. The LOD and/or Training Officer will be working closely with the local AFROTC detachments to keep current with their interview requirements. There is always ROTC information posted on the ALOWeb. Be sure to ask the LOD or Training Officer for updated guidance prior to completing the first ROTC interview of the cycle. The AFROTC system is ever-changing to meet the needs of the Air Force, so be thorough. Be sure to review all the information contained in the AFROTC College Scholarship Program Detachment Guidebook located on the ALOWeb. In addition, the local detachment’s cadre can also answer any interview questions or concerns.

C. Conducting an Interview

1. Develop Effective Interview Skills
Effective interviewing depends on more than just using the right questions. An interviewer must apply specific skills to glean the most accurate data from the applicant. Some of these skills and techniques may apply immediately, while others develop through experience in interviewing. These qualities include displaying a sincere interest in the interviewee, developing the ability to understand people, dedication to improving interviewing skills, withholding bias, effective listening, and an awareness of the effect of body language and other forms of nonverbal communication. The good interviewer is also not misled by physical appearances, knows when to seek advice,
recognizes and makes adjustments for personal prejudices, avoids generalizations, recognizes and respects the attitudes and ideas of others, and answers questions in a straightforward, frank manner.

2. **Prepare Before the Interview**
   - Schedule the interview at a mutually convenient time
   - Review applicant data (it is often helpful to review a student’s resume, transcripts, and/or letters of recommendation in advance)
   - Review the USAFA/AFROTC Form 4060
   - Understand the mandatory briefing items (AFROTC only)
   - Let the student know what is expected in a formal interview (i.e. appropriate interview attire, etc)
   - Check candidate’s application status on ALOWeb

3. **Determine the Environment**
   - Ensure the setting is private, uninterrupted, and quiet, yet open to public, school, or parental viewing
     - High School Counseling office (ALOs can combine this with a school visit or a counselor meeting)
     - AFROTC Detachment
     - Recruiting Office/Center
     - Public Library
     - On-Base office, conference room, or auditorium
     - Restaurant or Coffee Shop – only if there is an appropriate amount of privacy
     - Hotel Lobby/Restaurant
     - Local College/University
     - ALOs may go to a student’s home, but take care to ensure confidentiality and avoid an isolated environment
   - Use good judgment to avoid any situation where an ALO could later be accused of something improper
   - Check out beforehand any new location to ensure that it is an appropriate setting
   - Make the setting friendly and comfortable
   - Eliminate any obstructions that prevent eye contact with the applicant
   - Be cognizant of factors like temperature and glaring sunlight
   - Minimize distractions – phones, outside noise, etc

4. **Conduct the Interview**
   - Establish rapport - know and refer to the applicant by name
   - Stand and step forward to meet and greet the applicant when the individual enters the interviewing area - shake the interviewee’s hand
   - Ask the applicant to be seated - try to make the applicant feel at ease
   - Give the applicant direct and undivided attention and begin in an interested, friendly way
   - Choose questions carefully - avoid questions that can be answered by “yes” or “no”
   - Offer the student the opportunity to let you know if they are not interested, but feel pressured to interview (in a confidential setting)
   - Follow the Suggested Interview Template (provided at the end of this chapter)
   - **Listen** - Be an active listener. Self-imposed note taking is an effective way of promoting active listening. Listen for subtle clues such as avoiding certain questioning areas, attempted digression to other topic areas, reluctance to answer questions, and changes in rate of speech, pitch, or volume, and evasive or poor eye contact
   - **Observe** - The way an applicant feels about a subject or an experience may be indicated by facial expressions, tone of voice, gestures, or nervous movements. Use the verbal and nonverbal information collected from listening and observing an applicant during the interview as indicators of follow-up areas. Observe and record these nonverbal clues: eye contact, use of hands (gestures or nervousness), body movements and repositioning in the chair, perspiration, and ability to enjoy humor
   - **Take Notes** - With practice and organization, interviewers can easily improve note-taking skill. The
following guidelines may simplify the job:
  o Record key words. Remember “Action, Impact, Result” components need not come in a set order, but ensure you have all the components
  o As the applicant responds, first record actions
  o Next, record situation or task specifics
  o Finally, deal with the results of the actions
  o Use personal shorthand - any shortcuts used to make note taking easier provide a payoff in mental concentration and energy that can be applied elsewhere
  o Take notes openly - during the introductory remarks, explain that you’re going to take notes and tell the interviewee not to be distracted by it
  o Use the student’s resume to take notes, if available, to allow you time to record the “so what” of the activity or elaborate on what the activity entailed

5. Conclude the Interview
   • Review notes against the interview plan to ensure data is complete
   • Be sure the mandatory items were briefed (AFROTC only)
   • Brief the applicant on the details of AFROTC, and any other current types of scholarships
   • Explain future actions (mention Academy congressional nomination interviews, if appropriate)
   • Briefly describe the selection process to the applicant
   • Provide a rough timetable of events for the scholarship selection or the appointment notification process
   • Wrap up and ensure the applicant leaves the interview feeling good about themselves and the Air Force
   • Let applicant know any way they can make themselves more competitive, and that they may send in any updates
   • Take post-interview actions
   • Review interview notes
   • Evaluate data
   • Record the results promptly after the interview before they are diluted by other business

D. Air Force Form 4060 for USAFA/AFROTC

THIS FORM IS CRITICAL! When a USAFA Selection Panel member opens a candidate’s file, they see a score sheet/summary of qualifications on one side of the folder and the AF Form 4060 directly opposite it - all other forms, letters of reference, awards, resumes, and medical evaluation, writing samples etc. are behind the AF Form 4060. This form is equally important to AFROTC. Do it right! Review this information every so often to stay on track. ALOs should ask for feedback from their RD, Mentor, Training Officer, or LOD on how their ratings compare to other ALOs.

1. Assurance of Privacy

The interview evaluation form (AF Form 4060) is exempt from disclosure under the Privacy Act of 1974 and, therefore, is not releasable. It is not releasable under the Freedom of Information Act. It will never be shown to candidates, parents, congressmen, or anyone else outside of the admissions and scholarship systems. Do not inflate scores! How well candidates are informed and the quality of the Forms 4060 reflects directly upon the ALO. It’s better to never see an appointment or scholarship than to have them wasted on candidates who fail.

At some point, ALOs will meet an otherwise qualified applicant who is being pressured to apply but who doesn’t want to be at the Academy or be in the military. If the applicant refuses to mail in a withdrawal card, due to parental pressure or for some other reason, ALOs can still conduct an interview in a normal fashion maintaining candidate confidentiality. When completing the 4060, the ALO should select “No longer interested”, and then put comments explaining the situation in the comment box. These comments will be saved to document why the applicant is no longer interested.

5 AFI 36-2249, Evaluating USAF Academy (USAFA) Candidates and Air Force Reserve Officer Training Corps (AFROTC) College Scholarship Applicants, paragraph 1.3.2.
ALOs must gain an accurate picture of their candidates over time and tie it together with a professional, thorough interview. The Form 4060 should reflect the ALO’s best judgment. Don’t exaggerate or inflate. Don’t play favorites. Most importantly, an ALO should trust their instincts when evaluating candidates.

*ALOs are responsible for all Forms 4060 assigned to them. When an ALO is assigned a Form 4060 on a student via ALOWeb, they should do it in a timely, thorough, and honest manner. ALOs should never let their evaluation be the last item needed for a candidate’s application to be complete. Tardiness may hold up a candidates’ ability to meet early boards.*

2. **The Dos and Don’ts of writing a Form 4060**

If ALOs follow this list, the Selection Panels/Boards will get the accurate human evaluation that they require. More importantly, ALOs will not have to re-write the 4060. Once submitted, the 4060 it goes to either the Regional Director (RD), for USAFA candidates, or to the Professor of Aerospace Studies (PAS), for ROTC candidates, of the controlling detachment. Both entities have the authority to accept or send the 4060 back to the ALO for re-working.

**DO:**
- Proofread all your 4060 write-ups!
- Develop an accurate picture of the student - take the “Action, Impact, Result” answers and transcribe them into meaningful lines in the 4060
- **Be concise!** This is *required* on both the AFROTC and USAFA 4060s
- **Use bullet format – NO Narratives!** It can hurt the student’s chances if the 4060 is too verbose and hard to read – the crucial points won’t get across to the Selections Panel
- Focus on Overall Recommendation, Leadership and Personal Qualities, Motivation and Commitment to USAF, and Physical Fitness and Appearance
- Use the explanations of the numeric ratings in each area of the 4060 to accurately place your candidate
- Ensure that the narrative reflects the numeric ratings
- Give the bottom line appraisal of the candidate in the Overall Recommendation
- Address the student’s motivation and staying power
- Examine the candidate’s actual behavior and associated results
- Address work experience and the student’s impact and his/her level of responsibility
- If disadvantaged, explain the family background, home situation, or other extenuating factors. What makes this student special? What challenges have they overcome? Remember that leadership can take place in many situations—elected positions, employment, and difficult family situations
- Address details that will be meaningful to the Selection Panel
- Print a hardcopy or save an electronic copy

**DON’T:**
- Rate a student higher just to give them a boost in the admissions process
- Continually use phrases such as, “My #1 candidate in all my years as an ALO.” If it’s true, great, use it; but remember that not all of your candidates can be #1!
- Rehash grades, extracurricular activities, or other information already reported on the application
- Focus on a student’s academic performance or base rating son ACT/SAT scores or high school GPA
- Simply list the number of hours per week the student works; instead identify significant responsibilities and achievements
- Restate positions such as team captain or club president, etc; instead, detail what the candidate did as captain or president, how they were chosen for that position, what impact they had, etc.
- Refer to gender, race, or specific religious affiliation
- Ramble
- Give ratings that are unsubstantiated
3. Filling in the AF Form 4060
The following examples are from the on-line practice 4060 available on ALOWeb under the ‘Toolboxes’ menu heading.

Top Section of AF Form 4060
The template on the ALOWeb comes to you with the candidate’s name, address, social security number, and your information already filled in.

- AFROTC Only: complete appropriate reply to “A waiver is/is not required.” Follow Detachment Guide rules.
- Military Service of Parents or Guardian: If either parent or guardian served time in the military, fill in the appropriate service, years of service, and highest grade.
- Current Status of Parent or Guardian: As appropriate.
- USAFA Only: Fill in the number of times you counseled this candidate and the number of years that you have been an ALO. If you’ve counseled your candidate infrequently, it will naturally reduce the credibility of your rating. This interview should be one in a series of meaningful contacts with your candidate. The recommended minimum number of contacts is three. Counseling sessions can be anything from sitting down with the student face to face for a long discussion to answering his/questions over the phone or via e-mail. Also count any times you may have spoken to that person in a group setting at school or elsewhere.

Scoring Section of AF Form 4060
The evaluation categories measure and evaluate critical character dimensions. When totaled, they become one of the point scores in the candidate’s evaluation profile. ALOs score each area with a “1” to “5” score, with “5” being the highest. AFI 36-2249 covers these measures in detail. Keep in mind that this evaluation should never be inflated, but should accurately reflect the person as a whole.

A solid “4” is a strong candidate. Do not rate someone with straight 5’s just because you think he or she should get an appointment. A student has to really earn an all-5’s rating and the write-up should reflect exactly why that candidate deserves to be rated so highly. Likewise, ALOs should amply explain lower scores as well so that Selections will have an accurate picture of the candidate.

- Character/Core Values - this section asks the interviewer to probe for character-type information. A “Tips” block exists to assist ALOs. Interview questions should get the candidate to elaborate about who has influenced his/her ethical make-up, what level he/she would be able to support the Air Force Core Values and examples of his/her personal experiences/actions that display his or her character. This block is meant to encourage more emphasis on learning the candidate’s core values and determining if he or she is in-sync with the AF Core Values of Integrity, Service before Self, and Excellence in all we do. This block, above all others, requires the interviewer to corroborate candidate information with additional sources such as school counselors, teachers, and employers
- Self Confidence - a trait necessary to excel, it is easy to assess during the interview. Eye contact, tone and inflection of voice, mannerisms, and eagerness to tell about oneself all contribute to overall impressions of the applicant’s self-confidence
• **Human Relations** - is closely related to both the character and leadership dimension as it highlights a candidate’s respect for and ability to work with others. The interviewee must show concern for others’ feelings, a willingness to help others, an openness and understanding of other cultures, and an ability to be effective working in diverse groups.

• **Planning and Organizing** - establishing a course of action to accomplish a specific goal. Good planning/organizing and time management skills are required of everyone, but particularly of those in leadership roles. Take a look at how well the candidate returned phone calls, completed his or her application, and how prepared he or she was for meetings/interviews. Ask how the candidate organizes themselves in order to meet their goals.

• **Communicative Skills** - the ability to express oneself effectively in individual or group situations and includes gestures and other forms of nonverbal communication. Focus evaluations on the clarity and delivery of communication, as well as the content. Observe oral communication throughout the interview. Does the candidate speak clearly and use proper grammar? Is he or she able to present ideas in a logical, engaging manner? Does the candidate understand basic customs and courtesies? If a candidate is a poor communicator, be wary as this can cause an overall downgrading in other areas and the ALO may need to dig deeper to determine factual candidate information.

• **Leadership** - the ability to influence others to accomplish established goals. Because many personal traits reflect an applicant’s leadership potential, rather than trying to delineate all those characteristics, we have grouped them under one all-inclusive trait—leadership questions that may relate to leadership initiative, leadership influence, or ethical decision making. Decide if the student demonstrates a willingness to lead by enthusiasm, assertiveness, and participation in activities

• **Motivation Toward the Air Force** - one of the most important dimensions in evaluations because it indicates whether or not applicants are likely to complete AFROTC or the Academy and fulfill their active duty service commitments. Persistence and consistency are two ingredients to look for when assessing motivation. Motivation is the inner drive that propels a leader. Ensuring the candidate has personal goals consistent to what the USAFA and AFROTC will support should be a factor here

Refer to the explanations of the numerical scores shown in the ratings blocks on the 4060 when determining a candidate’s score in each area. (See the following figures.)
• **My Recommendation For Selection** - The last rated area, the ALO’s recommendation, carries the most weight. The score here should roughly follow the average of the individual scores unless ALOs have explained the difference in the narrative. For example, a candidate may be rated highly in most areas but low on the final recommendation because the ALO can see that the parents pushed the candidate to apply when he or she didn’t want to. That’s a situation the Selection Panel(s) counts on the ALO to highlight. The first seven areas receive anywhere from 0 to 40 points, depending on how the candidate is scored. The
maximum score that a candidate can receive for the first seven sections is 280 points. Section H, the ALO recommendation, carries up to 320 points. Read the form carefully and understand the word pictures associated with each rating. If the ALO works through all of the bullets first, the word pictures and ratings should be obvious.

**Narrative Section Form 4060**

It is advisable to fill out the bullets based on the interview first. Working through each of the 4 evaluation divisions (Recommendation, Leadership and Personal Qualities, Physical Fitness and Appearance, and Motivation/Commitment to USAF) should make the scores obvious. The bullets MUST support the scores from the previous section.

This critical section is reserved for the ALO’s candid comments about the individual. It is the same for both USAFA and AFROTC (although remember that AFROTC limits the total narrative from all sections to 33 lines.) A good technique is to draft this section before assigning ratings on the front. The bullets MUST support those numerical ratings.

**Recommendation**

Start the written evaluation with an overall recommendation for scholarship or appointment, any “bottom line” statements, gut instincts, etc., on the candidate. These examples help to reflect the grade given under the "Recommendation for Selection" section on the front side of the AF Form 4060:

- **(5) DEFINITELY OFFER AN APPOINTMENT/SCHOLARSHIP!**
  -- WOW--The best of my 20+ interviews!
  -- Absolutely outstanding in all dimensions--AF Core Values displayed in every action.
  -- USAF dependent--has wanted to be an officer and leader in USAF since junior high.

- **(4) OFFER AN APPOINTMENT / SCHOLARSHIP!**
  -- Extremely articulate, well prepared, and composed
  -- Lots of extracurricular activities, but limited leadership roles strong desire to serve country

- **(3) OFFER AN APPOINTMENT/SCHOLARSHIP IF NEEDED**
  -- Excellent personal character, but below average in other areas.
  -- Good communication skills, fairly active in school, but no real motivation for military service.

- **(2) DO NOT OFFER AN APPOINTMENT/SCHOLARSHIP!**
  -- Demonstrates integrity problems; no leadership potential.
  -- Totally unprepared; no knowledge of USAF or AFROTC--just wants a scholarship.

- **(1) DO NOT OFFER AN APPOINTMENT/SCHOLARSHIP!**
  --“Shaking in his boots” from the start.
  -- Lacked confidence, did not speak well; no leadership experience--looking for career in newspaper journalism; no military interest.

**Leadership and Personal Qualities**
This is where ALOs put the real meat from the interview. The bullets should include information on experiences and accomplishments, as well as statements about the personal character and other qualities the applicant possesses that will help him/her succeed as an officer in the Air Force.

**Motivation/Commitment to USAF**
This point is the same for USAFA and AFROTC. Why is the candidate applying for the appointment/scholarship? Why is he/she interested in the USAFA/AFROTC/USAF? What does he/she want to accomplish in the USAF?

**Physical Fitness and Appearance**
Include at least one bullet on the applicant’s physical conditioning, sports, workout habits, etc. A comment on how the student would look in a uniform is helpful. Avoid sexist comments – the board is looking for military bearing/professionalism.

**Bottom Section**

- **For AFROTC** - include the candidate’s height and weight on the last line of this section
- **Save only** - saves the work but does NOT submit to approving authority
- **Save changes and submit** - saves latest changes and submits form to USAFA Regional Director or AFROTC PAS. Form can no longer be edited or changed unless sent back to ALO for revision. Must enter ALO password prior to submitting which constitutes an electronic signature.
- **Candidate no longer interested** - Three scenarios to consider:
  - The “No Longer Interested” button at the form’s end is used when an individual refuses to conduct an interview or relays before or at the beginning of the interview that they are no longer interested in attending the AF Academy. **Be sure to add comments to explain why the candidate is no longer interested.** If the candidate later changes his or her mind, a 4060 can be re-initiated by USAFA Selections.
  - If an applicant states after the interview that he/she is no longer interested in USAFA or AFROTC; finish up the evaluation, complete the narrative inputs, score the candidate accordingly, and put a ‘1’ under “Motivation to USAF” indicating the student does not wish to pursue appointment. Obviously, the overall recommendation (block ‘H’) should reflect the student would not succeed, as he/she no longer wants to continue the process. Normally this would justify an overall recommendation rating of ‘1’. Be sure to note the sequence of events within the evaluation so that a record is kept for future reference.
  - If an ALO is unable to contact a candidate to conduct an interview; document within the evaluation the date of each attempt, and score the 4060 evaluation “No longer interested”. Be sure to highlight that the candidate is no longer interested in USAFA since there were numerous attempts to make contact with no response from the candidate. Be sure to make several attempts using various means of communication (e-mails, cell phone, home phone, etc.) in case some information is wrong or not valid.

4. **Points to remember for all Forms 4060**
- There should be no direct reference to the candidate’s academic record in the 4060. With the candidate’s prior academic record accounting for 60% of the selection composite, lowering the score on the 4060 puts the candidate into a “double jeopardy” situation. If there is a reference to academics and there is an inference that the 4060 score was lowered because of the academic history, the 4060 will be rejected
- Include the overall impression of the candidate. Should they be included in this Academy class or AFROTC scholarship award? Do they really want to go or is this something their parents want? If they
don’t make the Academy, should they be considered for the Prep School or receive a Falcon Foundation scholarship?

- Selections is especially interested in serious obstacles or disadvantages the candidates have overcome. Discuss poor economic situations, single parent households, disabled siblings, a need to work to support their families, a large number of high schools attended due to family moves, etc. Perseverance and success in spite of long odds indicates strong character

E. Interview Template

On the following page is a template for a candidate interview. It is not required that ALOs follow this plan, rather it’s intended as a guide to build an interview format. Review the questions ahead of time and fill in any information already known. The questions listed are designed to help paint an accurate picture of the candidate in the different areas on the 4060. Adjust the questions and order as needed for each candidate. As it is written here, if all the questions were asked, the interview could take an inordinately long time! A good guideline for a 60-90 minute interview is 20 questions.
AF FORM 4060 Interview Template

Date: ______________________

Name: ______________________

SSN: _______________________

Phone #: _______________________

Guarantee of Privacy—Ensure candidate is applying of his/her own free will:

Any concerns? ______________________________________________________________

FOR AFROTC: Brief Candidate on AFROTC-specific items and accomplish all paperwork.

Ht/Wt (Required for AFROTC): __________________________________________________

Nominations applied for/received: ______________________________________________

CFA Scheduled?  Date/Results if taken: __________________________________________

DoDMERB Physical Scheduled?  Date?  Results if completed: _______________________

Educational Background

(Do not repeat GPA/grade information on the Form 4060--it is available elsewhere in the applicant’s file) Confirm the information you already have from ALOWeb if necessary.

SAT/ACT Scores: _____________________________________________________________

Honors/AP Classes: ___________________________________________________________

________________________________________________________________________

Class Rank/GPA: _____________________________________________________________

Intended Major/Course of Study: ______________________________________________

________________________________________________________________________

Colleges Applied to/Status of Applications (Make note of preference). If candidate is not applying to AFROTC, ask why. _____________________________________________________________

________________________________________________________________________

________________________________________________________________________

Family Background (You can get this information ahead of time when you conduct counseling sessions)

Tell me about your family. How would you describe their values? Are you similar to them or different? How?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Father’s Occupation: _______________________________________________________
Mother’s Occupation: _____________________________________________________

Is either parent a military member?
Branch of Service/Grad of USAFA?: _________________________________________

Years of Service/Highest Rank Attained: ______________________________________

Siblings: __________________________________________________________________

Unusual family situations/characteristics: ______________________________________

Some Suggested Questions:

1) Have you ever visited USAFA or an AFROTC Detachment?

2) Do you know anyone who has attended USAFA or ROTC? Been in the military? What have you learned from that person?

3) Why do you want to attend USAFA (or AFROTC)?

4) Why do you want to be an Air Force officer?

5) What do you think you’d like to do in the Air Force? (If the answer is “fly” ask what they would do if they weren’t physically qualified.)

6) Tell me about any athletic programs you are involved in.

7) Tell me about what you like to do outside of school. What are your hobbies?

8) Are you employed? What do you do and how many hours per week do you spend working? How do you spend your summers?

9) What do you consider your greatest strengths? Areas needing improvement?

10) How would your best friend describe you? Your teacher or coaches?

11) Who is your favorite leader? Why?

12) Describe your personal leadership style.

13) What is a typical day like for you? How do you stay organized and prioritize your time?

14) How do you think your study habits differ from those of your peers?

15) Have you ever felt that you had too much to do and you would not be able to accomplish it all? What did you do?

16) What do you value most in life?

17) Tell me about a time when you succeeded at something that was challenging for you.
18) Has there ever been a time when you strongly disagreed with an authority figure? How did you resolve the issue?

19) Explain the Cadet Honor Code. Do you think it’s reasonable to expect an 18 year old to follow?

20) The Air Force way of life is a commitment to Integrity first, Service before Self, and Excellence in all we do. What does that mean to you?

21) What are you most concerned about as an Academy cadet?

22) What is the one accomplishment that makes you most proud?

23) If you had the opportunity to do something over again, what would you change or do differently?

24) Tell me about a time you’ve been in charge of planning/organizing an activity. How did you go about it?

25) Has there ever been a time when you worked your hardest at something and failed? Tell me about what happened and what you learned.

26) Describe any work you've done with or for civic or charitable groups.

27) Tell me about a time when you witnessed someone give in to peer pressure. How do you think peer pressure affects you?

28) Describe a situation where you felt pressure to compromise your integrity. What did you do?

29) Tell me about a situation in which you helped someone handle a stressful situation.

30) How do your parents/family members feel about your decision to join the military?

31) What do you expect from your time in the military?

32) What argument do you think someone might use to talk you out of going into the military?

33) Describe your personal fitness routine.

34) Is there anything else would you like me to know before we finish?
F. REVIEW QUESTIONS FOR CHAPTER 10

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. Per AFI 36-2249, Evaluating USAF Academy (USAFA) Candidates and Air Force Reserve Officer Training Corps (AFROTC) College Scholarship Applicants, it is a requirement that each qualified applicant for USAFA and AFROTC Scholarships be given a personal interview.
   A. True
   B. False

2. A 2007 study conducted by the Ops Research Department analyzing the correlation between success at USAFA and the ALO 4060 evaluation showed that cadets with higher ALO scores......(page 1)
   A. Were more likely to be in the top 200 military order of merit
   B. Were less likely to be involuntarily discharged during their time at USAFA
   C. difficulty with the academic program
   D. All of the above

3. Both USAFA and AFROTC requires the height and weight of the applicant to be annotated on the last line of the narrative on the Form 4060. (page 2)
   A. True
   B. False

4. AFROTC limits the total narrative on the AF Form 4060 to 33 lines at 65 characters per line. USAFA limits the number of lines to what? (page 2)
   A. Fifty
   B. Fifty-five
   C. Sixty
   D. Same as AFROTC

5. The Form 4060 is critical because, along with the score sheet/summary of qualifications, it is the first thing the Selection Panel sees when they open the candidate’s file. (page 4)
   A. True
   B. False

6. The Form 4060 is not releasable and will never be shown to candidates, parents, congressmen, or anyone else outside of the admissions and scholarship systems because ..... (page 4)
   A. It is considered a secret document
   B. It reflects only the opinion of the ALO
   C. It is exempt from disclosure under the Privacy Act of 1974
   D. It isn’t true

7. When filling out the top section of the Form 4060, for the block under “Number of times I have counseled this candidate”, you may include…..(page 6)
   A. Only face-to-face meetings with the candidate
   B. Meetings, phone calls and e-mails with the candidate
   C. Only the formal candidate interview
   D. Number of times you spoke to the parents

8. Motivation towards Air Force is one of the most important dimensions in evaluations because it indicates whether or not applicants are likely to complete AFROTC or the Academy and fulfill their active duty service commitments. (page 7)
   A. True
B. False
ANSWERS

1. A
2. D
3. B
4. B
5. A
6. C
7. B
8. A
Candidate/Applicant Reports User’s Guide

A. Introduction

The Candidate and Applicants Reports provide ALOs with the primary tools for tracking the status of their students in the application process. This chapter will cover how to access and use these Reports in detail.

The Reports on the ALOWeb page are updated daily Monday through Friday generally beginning at 0530 hours Mountain Standard Time for both USAFA and AFROTC database information. While the system is being updated, ALOs may not be able to access the Reports and other sections that are changing. Any “static” documents and information posted on the ALOWeb, however, will still be accessible. Information about USAFA Prospects and Applicants is updated directly from the USAFA ORACLE database and AFROTC information is updated from a file received daily from Maxwell AFB.

The Reports section of the ALOWeb is the most current source of information aside from calling a Selections Counselor directly. The Selections Counselors at the Academy DO NOT use the Reports found on the ALOWeb since they have direct access to the Academy Admissions ORACLE database through online computer terminals. Thus, Academy Selections Counselors are not always familiar with the format of data as it appears on the ALOWeb. The Academy Selections Counselors update the ORACLE database as soon as possible once they receive data and documents for applicant files and have a less than 3-day turnaround time for new information.

WARNING!! THE INFORMATION FOUND IN THE REPORTS IS FOR ALO USE ONLY. THIS INFORMATION IS PRIVILEGED AND FALLS UNDER THE PRIVACY ACT OF 1974. DO NOT SHOW APPLICANTS, PARENTS, TEACHERS, OR ANYONE ELSE COPIES OF THESE REPORTS!
**B. Using the Candidate/Applicant Reports**

Since the Candidate/Applicant Reports are a reflection of the information placed into the Academy database, it is the responsibility of each ALO to review the data and initiate any corrections through their LODs and the appropriate Selections Counselor. The database of information is only as good as its input.

Social security numbers are normally gathered from the admissions website that enters new applicants into the database or from the USAFA Form O-125. When talking to students, emphasize the importance of supplying the Academy with their correct social security number. Applicants who submit the USAFA Form O-125 without providing their social security number will not show up in the Reports. If the submission is done via the admissions website (the preferred method) a social security number is required in order to complete the online submission. Erroneous social security numbers can cause problems within the database and 4060 assignment process.

Information entries that have not been provided by the applicant will appear with the “***” symbol following the item. Any entry that falls below the Academy’s recommended qualifying guidelines will appear with “<>” symbols around the entry. ALOs should make contact with applicants encouraging them to raise test scores and to provide all the required information throughout all phases of the admission cycle.

There are two formats in which to view the Reports information on the ALOWeb. The first is the “Details” version which displays the info in a format suited to on-screen usage. The second is the “Printer-Friendly” version which is designed to reduce paper usage and to eliminate color printing.

1. **The “Details” Version Information Display**

The “Details” version uses a building block approach with additional required entries as the applicant moves through the admission cycle. There are three designations of students’ status during the admission cycle: “USAFA Prospects,” “USAFA Applicants,” and “USAFA Candidates.” A fourth independent section for ROTC applicants also appears titled “ROTC Candidates.” And a fifth section listed as “Summer Seminar” displays applicants to that program (covered in Chapter 9). Most of the entry blocks used in these Reports are self-explanatory; however, some of the line entries will be covered in each of the applicable sections below. To access these Reports, log on:

**LOGON: ALOWeb > Reports**

Once there, click on the desired section in the left-hand column:

- Evaluation Status
- USAFA Prospects
- USAFA Applicants
- USAFA Candidates
- ROTC Candidates
- Summer Seminar

Choose either ALO or Area assigned applicants/candidates to be displayed. Click on the “Details” button then use the right scroll tab to view all the available information on each student.

All applicants are computer-sorted and assigned to ALOs by their Educational Testing Service (ETS) code. Therefore, each applicant should only be assigned one ALO. In the event that no ETS code is flagged in the computer, the applicant is sorted and assigned to the LOD. The LOD then assigns the student an ALO within the area based on location. Students appearing in the Reports section erroneously are usually a result of one of the following conditions: a change in the applicant’s ETS code or postal ZIP code, improper ETS/postal ZIP code data entry, or change in ETS code assignments by the LOD. Please correct the discrepancy by contacting the LOD or USAFA.

Overriding the ETS codes and locking in an applicant to a specific ALO is possible, however, the LOD and Regional Director must concur. A “lock-in” is normally the exception to the rule. A “lock-in” may be required in the following situations: the applicant is a relative of the originally assigned ALO, the applicant is a military
dependent of a sponsor who was assigned overseas after the applicant had been assigned to a stateside ALO, or the applicant is currently a preparatory school/college student who worked with an ALO from his/her hometown in the past.

Recruited athletes, known as “Blue Chip” athletes, as well as other athletes the Athletic Department has expressed an interest in, also appear in the Reports. Counseling and advising all athletes is permissible; however, avoid discussion of the applicant’s athletic abilities over and above the normal Academy requirements (potential NCAA rules violation). See Chapter 8 for more information on this subject.

NOTE: An Air Force Form 4060 is required on every recruited athlete, including “Blue Chip” athletes, and should be completed as any other 4060. A 4060 may be listed as waived on the ALOWeb, but that waiver will eventually time-out and a 4060 assignment will be generated. Along the same lines, Candidate Fitness Assessments are required on all athletes as well.

2. The “Printer-Friendly” Version Information Display

The following example shows the printer-friendly version that can be accessed with the link located in the top right corner in each of the Reports sections. The “printer friendly” version condenses the information in order to save paper and eliminate color printing. One notable difference is the nomination line that contains a four-digit number verses the name of the nominating source. The first two digits of the four-digit code identify the state where the nomination was received. The last two digits identify the congressional district within the state. An entry of 81 or 82 in the last two digits of the nomination code indicates a senatorial nomination from the respective state indicated by the first two digits (refer to the on-screen display version to determine the nomination source for the candidate). A list of the state codes follows the example.

**Printer-Friendly Version Example**

Prepared 11/15/2007
USAFA Candidate Listing for Capt Harper

--------------------------USAFA CANDIDATES--------------------------
Smith, John S. (M)           Status: Disqualifying
849 Anystreet Ct             4060 Status: Processed
Vacaville, CA 95687          4060 Score: 580
Tel: (707) 555 1212           PAR   ACA   LDRSP   WGTD
SSAN: XXX-XX-7660            779  3340  1845  652.1
HS: Vanden High School       SAT:   VERB   MATH   WRIT
Minority Group: N/A          600  630  590
Nomination(s): 0581          CFA: 366
LO: 053069 (Capt Harper)     MED Status: Disqualified
ATH Status: Not recruited
### STATE CODES

<table>
<thead>
<tr>
<th>State Code</th>
<th>State Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>AL</td>
</tr>
<tr>
<td>02</td>
<td>AK</td>
</tr>
<tr>
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<td>AZ</td>
</tr>
<tr>
<td>04</td>
<td>AR</td>
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<td>GA</td>
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<td>NV</td>
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<td>WY</td>
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<tr>
<td>51</td>
<td>DC</td>
</tr>
<tr>
<td>52</td>
<td>Puerto Rico</td>
</tr>
<tr>
<td>53</td>
<td>Panama</td>
</tr>
<tr>
<td>54</td>
<td>Vice Presidential</td>
</tr>
<tr>
<td>52</td>
<td>Samoa/Guam/Virgin Islands</td>
</tr>
</tbody>
</table>
C. **The “Evaluation Status” Section**

As the admissions cycle progresses, be sure to check each Reports section to track all assigned students. The very first sub-section, “Evaluation Status,” provides a summary page (with links to “Details”) of all assigned USAFA and AFROTC evaluations. For LODs, Professors of Aerospace Studies (PASs), and RDs, this page displays summaries of evaluations for Area, Detachment, or Region.

The Form 4060 column advises the ALO of the date due and status of each 4060. Once an ALO has submitted a Form 4060 and the Academy has accepted the form, the due date is removed and replaced with “processed.” At this point the ALO can no longer make changes to the Form 4060, however, he/she can still view the form by selecting the “View Form 4060” tab. Once past the due date, the word “LATE” appears along with the original due date. It is the responsibility of the ALO to notify his or her LOD and the admissions counselors if a Form 4060 will be late.

D. **The “USAFA Prospects” Section**

This section displays the individuals who are in the Air Force Academy pre-junior database. This is usually the result of students submitting information online via the Admissions website prior to the spring of junior year. The Academy may also have received information on a student when it purchased ACT/SAT data, or if the student attended Summer Seminar. Additionally, USAFA Forms O-125 are still used sometimes to submit information.

ALOs are expected to call assigned students when they appear in the “USAFA Prospects” section and to be proactive recruiters. Contact all students on the list and refine it to identify the serious prospects. Initial contact can be as simple as a brief note with an introduction, a phone call, or an email.

Once contact has been established, the following key questions should be presented to students: *Have you visited [www.academyadmissions.com](http://www.academyadmissions.com)? Are you planning to apply to the Air Force Academy? Do you have any questions concerning the application? Have you considered applying for an AFROTC Scholarship?* Student responses to these four questions will help with initial screening efforts. Also use this opportunity to start counseling and mentoring these students. (See Chapter 4 for more detailed information about counseling.)

In Figure 1, even though the prospect’s basic contact information is provided, there is very little amplifying information. The “Lead Source” entry line shows the ALO the source that generated this student. It is up to the ALO to make contact early during the admission cycle to determine the prospect’s interest and to encourage the individual to continue with the application process. Once the student submits a Pre-Candidate Questionnaire (PCQ), he or she is automatically moved into the “USAFA Applicants” section.
E. The “USAFA Applicants” Section

This section provides ALOs with the first detailed look at an applicant’s potential. This information is taken from the PCQ or Summer Seminar (SS) application. Again, every student who returns a PCQ will move from the USAFA Prospects section to the USAFA Applicants section and thus becomes an applicant/tentative candidate. They are not officially “candidates,” however, until they receive a "nomination" or are otherwise advanced by USAFA Selections.

ALOs should make it a point to contact and stay in touch with their applicants. The competition between service academies and other universities/colleges is intense, so assist all applicants to ensure USAFA and AFROTC has the largest and best possible pool to draw future Air Force officers. The beginning of the admissions cycle is particularly important since many of the very highly qualified students are already being looked at by other schools.
NOTE: Be aware that the information on the PCQ is self-reported by the student. It is conceivable, although not a common occurrence, that a student could report inflated data and appear to be more qualified than he or she actually is. It is not until the next step in the process that official data and documents are required by USAFA.

After entering the USAFA Applicants section, a table displays all assigned students, their email addresses, application status, and the “Details” button. Click on the “Details” button to see the following information:

- **ROTC Interest**
- **High School Information**
- **Congressional Information**
- **Highest Test Scores**
- **USAFA Selections Information**
- **Medical**
- **Applicant’s Answers to Questions on the Application**

While most of the entries are self-explanatory, following are details for a few blocks requiring elaboration:

**Applicant’s Prior Academic Score** - Qualifying scores range from 400-800 and take into consideration class rank, grade point average (GPA), honors classes, and the school’s historic performance.

**Applicant’s Academic Composite** - This score combines the applicant’s prior academic score with the test results from the PSAT/SAT or PLAN/ACT using whichever test gives the applicant the best competitive advantage. The qualifying scores range from 2700-4000. An applicant can meet the requirements in each sub-component of the score and still not make the minimum academic composite. Since the Academy core curriculum is weighted heavily on math and engineering, the math score is double-weighted in the academic composite score calculation.

**Applicant’s Leadership Composite** - Qualifying scores range from 1300-1800 and take into consideration both athletic and non-athletic extracurricular activities listed on the PCQ.

**Weighted Composite Score** - Combined score, 60% of which is from academics and 20% is from leadership/extra-curricular activities. The qualifying score ranges from 540-800.

The Academy reviews each applicant’s information and then enters the status under the “USAFA Applications” block of the “Details” Report. This status is also displayed when an ALO first enters the “USAFA Applicants” section. Following is a list of the status descriptions found on the reports.

**DISQUALIFED** - The applicant’s data shows an area(s) where he/she has not met Admissions minimums. These numbers will be bracketed with symbols that look like this: < >. The applicant must correct all deficiencies for further consideration. This status generates a “disqualified letter” from the Academy, which will vary in content depending on the individual. The letter can be discouraging to the applicant so if the Reports data indicates a good possibility of the applicant attaining recommended qualifying levels, strongly encourage him or her to continue with the process.

**INCOMPLETE** - The applicant is missing scores and/or documents. The Academy will correspond with the applicant to obtain the additional information required.

**WITHDRAWN** - Indicates the applicant has written USAFA and asked to be removed from further consideration. The Academy must receive written notification in order to generate the “Withdrawn” status. ALOs should encourage applicants to notify the Academy in writing if they have no further desire in pursuing an Academy appointment.

**RECOMMENDED** - Meets all recommended qualifying levels for USAFA and automatically moves applicant into the tentative candidate status.
Figure 2: USAFA Applicants (Detail)

Note from Figure 2 that the applicant’s status reads “Incomplete” meaning she has not submitted all of the required information yet. Most notably the test scores all show “***” (see Figure 3) indicating that the Academy has no data in those areas to input. As a result, there is no number listed in the Weighted Composite score. The ALO should follow up with the applicant to ensure that the data is submitted and that the applicant knows that he/she may retake the tests without any negative impact on his/her application.
F. The “USAFA Candidates” Section

This section lists applicants who have received online Candidate Kits from USAFA. While Candidate Kits were sent through the mail in the past, all applications are now done online. The only item sent in the mail to the student is a letter from USAFA directing him or her to complete a kit online. It is important for students to read that letter CAREFULLY and to follow directions!
In order for an applicant to appear in the “USAFA Candidates” section, he or she must be a recruited athlete or meet the following scores:

- PAR: 400
- PLAN: 21
- PSAT: Math-53; English-52
- ACT: Math-23; English-23
- SAT: Math-530; English-52
- Academic Composite- 2400
- Weighted Composite- 460

Although an applicant with the above scores will appear in the “USAFA Candidates” section, these scores will not actually allow the candidate to be considered for selection. The following are the minimum scores an applicant must meet for selection consideration:

- PAR: 400
- ACT: Math-25; English-24; Reading-24; Science Reasoning-25
- SAT: Math-560; English-580
- Extracurricular composite-1300
- Academic composite- 2700
- Weighted composite-540

If an applicant has not met the scores for selection consideration the “< >” symbol will show around the disqualifying score.

When entering the “USAFA Candidates” section from Reports on the ALOWeb, the page first appears much like it does for the “USAFA Applicants” section displaying a list of students, email addresses, and Application Status for each. However, there is also a “Form 4060” column, an “Appointment” column, and, once again, a “Details” button for each candidate. The “Appointment” column will detail if the candidate has received an appointment and if the appointment is conditional or not. This column also details prep school offers made for top USAFA non-selects. When a candidate accepts or declines an offer the information is shown as well in this column.

There is significantly more information listed for each candidate when clicking for the “Details” button:

- High School Performance
- Prep School Performance (if applicable)
- Prior College Information (if applicable)
- USAFA Forms
- Candidate Personal Data
- Liaison Officer Evaluation
- Candidate Fitness Assessment
- Athletic Department Information
- Nomination
- Miscellaneous Information

Since the “USAFA Candidates” section adds “USAFA Forms” and “Candidate Personal Data” blocks to the Report, the “Applicant’s answers to application questions” block is dropped.
To view the actual Online Application Status Page available to a candidate, click the link in the “USAFA Applications” block (see Figure 4). The read-only view of the candidate’s online application shows contact numbers for assigned admissions counselor and ALO, the student’s personal data, nomination status, academic performance, medical status, high school info, congressional info and the status of required forms.

The “Required Forms” display (see Figure 5) allows an ALO to see where a candidate is in the application process and often provides some insight into how motivated he or she is about getting the application completed. It can also be helpful in identifying and communicating any potential problems early.
**Figure 5: Required Forms**

<table>
<thead>
<tr>
<th>Form</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>USAFA Form 148 - Request for Secondary School Transcript</td>
<td>Received</td>
</tr>
<tr>
<td>USAFA Form 0-158 - USAF Academy Candidate Fitness Assessment</td>
<td>You have not yet submitted the form.</td>
</tr>
<tr>
<td>USAFA Form 146 - Air Force Academy Candidate Personal Data Record</td>
<td>Received and Processed by USAFA</td>
</tr>
<tr>
<td>USAFA Form 147 - Air Force Academy Candidate Activities Record</td>
<td>Received and Processed by USAFA</td>
</tr>
<tr>
<td>AF Form 2010 - USAF Drug and Alcohol Abuse Statement</td>
<td>Received and Processed by USAFA</td>
</tr>
<tr>
<td>USAFA Form O-878 - USAF Academy Candidate Writing Sample</td>
<td>You have not yet submitted the form.</td>
</tr>
</tbody>
</table>

**Evaluator Selection Form**
You must enter the email address of three teachers who will then submit an evaluation of your suitability to attend the Air Force Academy.

If you are Home-Schooled you will have the option of selecting civic leaders, coaches, etc. in lieu of teachers.

All evaluations have been received and processed (or waived) by USAFA

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**Figure 6: More High School Information**
Figure 7: Additional Information
As shown in the preceding figures, the information on the ALOWeb is only as good as what candidates report to USAFA (and ALO as far as the 4060 goes). Stress to candidates how important it is to complete the application process as quickly as possible. All of the info in this section must be completed, verified, and meet qualifying scores before the Academy Selection Panel reviews the candidate’s package.

G. How to help candidates

Have candidates take the SAT and/or ACT early and often. Encourage prospects, applicants, and candidates to get an ACT or SAT tutorial (CD, book, or class) and practice before taking the test. March2Success.com is an excellent resource to recommend to candidates. For Armed Forces personnel, including members of the Reserves, Active Duty, and their families, the NFL/MLB Players Donation offers a means to obtain SAT/ACT Standard Power Prep program(s) for only shipping and handling costs.

The Academy will take the highest scores from all of the candidate’s SAT or ACT tests. For example, if the candidate received a high SAT math score on the first try and a low SAT verbal score, and then on the fifth try received a high SAT verbal and a lower SAT math score than his/her first test, the Academy combines the SAT math score from his/her first test with the SAT verbal from his/her fifth. There is no mixing and matching between different test types, however. The student can take both tests as many times as he/she likes but SAT scores can only be combined with other SAT scores. Likewise, ACT scores can only be combined with other ACT scores. Most colleges and AFROTC do not mix and match ACT/SAT scores at all!

Encourage candidates to apply early (cycle starts in February of junior year), complete all forms, and return all requested information as quickly as possible. If the Academy or DODMERB requests additional information, then the candidate has time to obtain it. Many of the candidates who apply late or are slow to complete their applications miss the regular selection panels which meet in mid-March because their folders are incomplete.

Encourage candidates to send in a resume and update it at least every semester. Many times candidates fail to identify activities that could have earned them extra points--have them put down everything they can think of and avoid being modest!

NOTE: If a candidate is pilot qualified, then his or her chances of being appointed to the Academy are better than if he or she is navigator or commission qualified. However, candidates are not told what type of medical qualification they have and are only told that they are qualified or disqualified after their DODMERB exam. USAFA Admissions will know the specific status of a candidate and while ALOs may call to discuss this, remember that there are limitations on what can be released and discussed because of Health Insurance Portability and Accountability Act (HIPAA) requirements.

If a candidate is medically disqualified and their file is complete (except for the nomination), USAFA will request a medical waiver if the candidate is competitive. Candidate should take action on anything that doesn’t appear to be correct. ALOs should work with candidates to try and move them into a qualified medical status. There have been instances where the physical results were written down wrong or the test was not correctly given. Some examples are incorrectly measured sitting height, depth perception, color vision, etc. Instructions for filing a waiver can be found online. The candidate needs to know that the waiver process starts with writing to USAFA to request the waiver.

ALOs may call the Selections Counselor and ask him/her for suggestions on how to improve a candidate’s chances of getting into the Academy. The counselors are very experienced and may have additional insights into a situation to help ALOs. Remember, the Reports are an ever-changing tool designed to help an ALO monitor his or her applicants’ admissions process. Log on to the ALOWeb often and be proactive in assisting assigned applicants.
H. Beyond the Reports - After the Application is Complete

Once the Academy Selection Panel reviews a candidate’s package, the Academy Board determines if he or she should be offered an appointment. The number of available appointments can vary and the competition is based on the pool of other students vying for appointment. The Director of Selections will offer appointments and make Academy Preparatory School offers (240 slots) as well as recommend students to the Falcon Foundation for civilian preparatory school scholarships (100). There will also be a number of Alternate Appointment offers from the list of candidates who were not initially offered an appointment.

The Academy offers early appointments from October through February to highly qualified candidates who have a weighted (“WGTD”) score of approximately 700 and CFA score of at least 225 or to other candidates (to include recruited athletes) who meet an institutional need. Regular selections (majority of the selections) occur in the middle of March. Late selections occur after regular selections up until two weeks prior to the start of the new class (the last Thursday in June). As declinations and withdrawals occur, additional offers of appointment may be made.

After regular selections occur in March, candidates that are qualified (to include those with nominations) but were not selected for appointment will be mailed a Qualified No Vacancy (QNV) letter. A generic QNV letter is posted on ALOWeb (Toolboxes/Selections) for ALO reference. The QNV letter will be specific for each candidate detailing why they were not appointed (class full, not the winner in a nomination category, etc.).
I. REVIEW QUESTIONS FOR CHAPTER 11

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. Applicants who submit the USAFA Form O-125 without providing their social security number will not show up in the Candidate/Applicant Reports. (page 1)
   A. True
   B. False

2. Which section provides ALOs with the first detailed look at an applicant’s potential. (page 5)
   A. USAFA Candidates
   B. Detailed Status
   C. USAFA Prospects
   D. USAFA Applicants

3. The Weighted Composite Score is comprised of a combination of academics and leadership/extra-curricular activities in what ratio? (page 6)
   A. 50/50
   B. 75/25
   C. 60/20
   D. 80/20

4. If a candidate is pilot qualified, then his or her chances of being appointed to the Academy are better than if he or she is navigator or commission qualified. (page 13)
   A. True
   B. False

5. The Academy offers early appointments from October through February to highly qualified candidates who have a weighted (“WGTD”) score of approximately 700 and CFA score of at least 225 or to other candidates (to include recruited athletes) who meet an institutional need. Regular selections (majority of the selections) occur when? (page 14)
   A. Beginning of January
   B. End of December
   C. Middle of September
   D. Middle of March
ANSWERS

1. A
2. D
3. C
4. A
5. D
Reserve Affairs & Career Management

A. Introduction
ALO duty will most likely be very different from any job experience held as an active duty or reserve AF officer. ALOs are often geographically isolated from a unit, work independently and generally have limited contact with other officers. Also, many ALOs are new to the Air Force Reserve and can sometimes find themselves “flying solo” after being accustomed to local active duty unit support. This chapter provides information and resources to navigate through the systems/procedures needed to successfully perform duties and manage an ALO career.

B. Reserve Structure
There are four types of individual reservists: the Individual Mobilization Augmentee (IMA), the Participating Individual Ready Reserve (PIRR), the Individual Ready Reserve (IRR), and the Standby Reserve. HQ Readiness Management Group (RMG) is a Direct Reporting Unit (DRU) to HQ Air Force Reserve Command (AFRC) and is located in Warner Robins, Georgia. HQ RMG maintains oversight of Individual Reservists (IRs) in Category B (IMA) and Category E (PIRR) status. The IRR and Standby Reserve are managed by HQ Air Reserve Personnel Center (ARPC) in Denver, Colorado.

Figure 1: Reserve Structure
C. **ALO Categories**  
- **Category E** - Primary Duty ALOs are assigned to the 9001st ARS and attached to USAFA. Cat E reservists are PIRR (Participating Individual Ready Reservists) who work, for the most part, for points instead of pay. Cat E ALOs are eligible for promotions and awards like other reservists.  
- **Categories A and B** - Additional Duty ALOs are participating in the ALO program with permission from their primary duty commanders or IMA program managers. Cat A refers to reservists assigned to a primary duty ANG or Traditional Reserve AFRES unit. Cat B refers to reservists assigned to an active duty unit in an individual mobilization augmentee (IMA) position.  
- **Retired or Civilian** - The third type of ALO includes retirees and civilians who are not eligible for points or pay but who have agreed to comply with the standards required of all ALOs. They must have specific approval from USAFA/RRA and must have previous ALO experience or special backgrounds which make them suitable for this program.  
- **Active Duty** - Additional Duty ALOs on extended active duty. They are not eligible for any points or pay over and above what they are receiving for AD service.  

**NOTE:** Primary Duty ALOs should be aware of their duty status. First, 95A0 is a duty position identifier, not an AFSC. In the event of a Stop-Loss action, the primary AFSC will determine the impact of Stop Loss. Also, Primary Duty ALOs are not technically IMAs--they are Participating Individual Ready Reservists (PIRR). However, ALOs are assigned to HQ RMG for administrative purposes.

D. **Compensation and Recognition**

There are many reasons to participate in the ALO program and these vary from person to person. Most ALOs participate because they like working with promising young people and want to ensure that the Air Force brings in the best and brightest members. While the details of points, pay and promotions are covered in the following sections, personal satisfaction is a part of the equation for ALOs or they may find themselves wondering why they signed on. ALOs will often be asked to go out of pocket for expenses and to work when it is not particularly convenient to do so. ALOs must also attend mandatory events (i.e. annual training meetings) and submit Forms 4060 on time. Cat A, B, and E reservists will need to stay current on medical/dental requirements and meet physical fitness standards. In general though, ALOs can expect to set their own schedules and will have some inherent flexibility on how to get the job done.

1. **Inactive Duty Training Points (IDTs)**

Inactive Duty Training Points are essentially participation “days” which count towards retirement. A non-pay point is earned for each 4 hours of inactive duty (2 IDT points maximum per day). An 8-hour active duty day counts as 1 point towards retirement. (Note: IDT points and Active Duty cannot be performed/claimed on the same day). Primary Duty ALOs must earn a minimum of 50 points during their retention/retirement (R/R) year in order to have that year credited towards retirement. This 50 point total includes the 15 membership points that are automatically awarded leaving 35 points that ALOs must earn with activity. A primary duty ALO can carry a maximum of 130 Inactive Duty Points (IDTs) towards retirement credit per year. If working more hours than this, make sure to continue logging those points. They may not count towards retirement, but they do count as a record of participation which is a factor on promotion boards and for decorations as well! Active Duty points (those earned by working on man-day orders) can be accrued above the 130 IDT maximum (reference AFI 36-2017, Admissions Liaison Officer Program). Additional Duty ALOs have no specific USAFA point requirements; however, LODs may set a "participation" or "workload requirement" for retention in their areas. For additional information on points, go to: [http://www.arpc.afrc.af.mil/library/factsheets/factsheet.asp?id=8297](http://www.arpc.afrc.af.mil/library/factsheets/factsheet.asp?id=8297).

Cat E ALOs will work mostly for non-pay IDT points as opposed to man-days. An AF Form 40a, Record of Individual Inactive Duty Training, must be submitted to receive credit for these points. The Form 40A provides the Air Force specifics on days and hours worked as well as duties accomplished. If this information is not submitted in an accurate and timely manner, promotion and retirement can be adversely affected.  

**Generating a Form 40A** - Enter activities in the ALO Activity Tracking/Form 40a Generation System. It is important to document each activity as accurately and completely as possible as USAFA/RRA uses this information.
to produce reports and data supporting the existence of the ALO program. The ALOWeb will automatically generate a Form 40A for each month (based on the data entered), so it is imperative submit all activities at the end of each month. Enter ALL ALO related duty even if performed while on MPA days. The ALOWeb will automatically exclude activities performed on MPA days from each 40A generated.

On or about the 10th of each month, ALO entry will be locked in for the prior month. LODs will approve their area IDT points and USAFA/RRA will submit the information through the Unit Training Assembly Processing System (UTAPS) for credit. Exceptions and rejections from UTAPS will be routed back to the LOD/ALO for appropriate actions. See Chapter 13 for details on using the 40A generation feature.

**Tracking** - The ALOWeb provides automatic tracking for non-pay IDTs. LODs are required to monitor the participation of unit members through the LOD management tools available on ALOWeb (points earned through IDTs and man-days are tracked in this very simple manner provided the Form 49 was generated using ALOWeb).

**Verification** - To check if points have been recorded, log into the Virtual MPF (vMPF)>Self-Service Actions> Personal Data> ANG/USAFR Point Credit Summary (PCARS). If there are any discrepancies, contact USAFA/ RREA within 60 days.

**SF1164 - Claim for Reimbursement for Expenditures on Official Business**

Some ALOs (Cat E and IMAs) are able to complete an AF Form 40A and submit it to the LOD PRIOR to accomplishing IDTs which require billeting by going to ALOWeb under Generate 49/40A. The Form 40A must be authorized by USAFA/RRA before performing duty so that the ALOs are covered under non-pay orders traveling to the activity (notify RRA if the 40A is to be certified and returned). The ALO will still have to enter the points under the ALO Activity Log to get credit. Reimbursement for the cost of lodging will not exceed the maximum allowable government per diem rate for the area where the meeting takes place. *Retirees and civilians do not qualify for lodging reimbursement.*

**NOTE**: Man-days are not authorized to attend area meetings unless the ALO is returning home in the evening. An ALO may not use the hotel address or the address of another local ALO as the home of residence for man-day purposes. This is because no travel or per diem are ever paid for man-days taken through the ALO program.

Reservists have access to reimbursable quarters across the country when performing IDTs in areas where base quarters or locally contracted quarters are not available. AFRC has negotiated a contract with HFS, Inc., the owner of 6,000 Howard Johnson, Ramada, Days Inn, and Travelodge locations worldwide, to provide contract rates at their properties. Recently two new hotel corporations were added to the list: Red Roof Inns and Choice Hotels International. While Red Roof Inns promote only their brand of properties, the locations of their hotels are in critical areas. Choice Hotels International properties include Comfort, Quality, Clarion, Sleep Inn, Econo Lodge, Rodeway and Mainstay Suites.

Procedures vary slightly depending on whether an IDT is performed at a non-military location or at a military location that cannot offer on-base or locally contracted quarters. Finance officials advise the following steps to ensure reimbursement:

- **For Military Locations:**
  - If a member is performing duty at or near a military installation, member must seek and use lodging through that installation’s billeting office.
  - If a member stays in base quarters or in contract quarters for IDT periods, member must pay the lodging charges and then file for reimbursement using **SF1164**.
  - If on-base or locally contracted quarters are not available, member must get a non-availability number (for Air Force locations) and annotate it on the AF Form 40A. For other services, a "non-availability" stamp or a form letter of non-availability from the local lodging office is acceptable. Once this is done, member may seek lodging through the AFRC contract following the same procedures listed below for non-military locations.

- **For Non-Military Locations:**
Call the 1-800 central reservation number listed below for one of the hotel chains.
Member states he or she is an Air Force Reserve member, provides the appropriate preferred corporate ID number from the list below, the city where drilling, area location in the city (north, east, etc.), when the lodging is required, and asks for the government or corporate rate - whichever is lowest.
The reservation will be made at a hotel or motel closest to the drill location (based on room availability) and a confirmation number given to the member.
When checking-in, provide the preferred government/corporate ID # to receive the best rate.
Pay the lodging charges and file for reimbursement using SF1164.

- Approved companies, telephone and corporate ID numbers:
  - Howard Johnson: 1-800-446-4656, preferred corporate ID # 347571
  - Ramada: 1-800-272-6232, preferred corporate ID # 930188
  - Days Inn: 1-800-329-7466, preferred corporate ID # 50214
  - Travelodge: 1-800-578-7878, preferred corporate ID # 800075
  - Red Roof Inns: 1-800-843-7663, preferred corporate ID # CP502192
  - Choice Hotels International: 1-800-221-2222, ID # 10750

- The following information must accompany the SF 1164 (send SF1164 to RRA for certification first. Once certified, RRA will send the copy back to the LOD)
  - Hotel receipt with the AFRC contract ID # shown
  - Completed AF Form 40A signed by the authorizing official. The statement "Non-military location, utilized AFRC. Corporate MOU" must be added in block III.

- Send the entire package to the following address for reimbursement: IMATravel@dobbins.af.mil

The AFRC Services Office cautions that despite advertised contract prices, rates may exceed the per diem maximum in some high cost areas. If this occurs, contact AFRC/A1S so they can negotiate special reduced rates at those locations. For questions concerning AFRC corporate lodging contracts, reservations, payment, and reimbursement policies and procedures, contact Ms. Lynda Mikanowicz, HQ AFRC/A1S at (478) 327-2103, DSN 497-2103, or via e-mail: lynda.mikanowicz@afrc.af.mil. Requests for additional contracts should also be directed to Ms. Mikanowicz. ARPC/FMF can be reached at toll free 1-800-525-0102, ext 406, DSN 926-7911, commercial: (303)-676-7911, or e-mail to jjablonski@arpcmail.den.disa.mil for questions about reimbursements above per diem rates.

2. Military Personnel Appropriations (MPA) Man-Days

A man-day is an 8-hour day of work (worth 1 point) when a reservist is called to active duty and paid based on grade and years of service (maximum of 139 man-days allowed per year for Cat E ALOs). USAFR and ANG ALOs may use MPA man-days for ALO duties/training associated with the ALO Program. ALOs request man-days by first generating an AF Form 49 on the ALOWeb and then scanning, mailing or faxing it to the LOD for approval. If approved by the LOD, military orders to active duty will be issued for the requested days and paid upon submission. Each area must track the use of allocated man-days to ensure that they are justified and meet funding levels set each year by USFAF/RR. Man-days do not count against the maximum 130 IDTs for retirement credit.

Each area is allocated man-days every fiscal year (and intermittently) by USAFA/RRA when they are available. These calculations are determined by the number of primary and additional ALOs assigned to the area, the number of schools, and the number of interviews conducted (4060s) in each area. The number of man-days varies from fiscal year-to-fiscal year. Man-days may not be available some years, so do not depend on them! It is up to LODs to decide how to divide an area’s allocated man-days amongst the ALOs. Additional constraints on man-day usage can be implemented by USAFA/RRA.

Some years, USAFA/RRA makes additional man-days available near the end of the fiscal year – July to September. LODs should manage man-day allocations and submit requirements early so that ALOs may quickly use any additional man-days that come down from USAFA/RRA.

**AF Form 49 – Application for MPA Man-Day Tour**
Submit AF Form 49s to the LOD requesting the desired man-day(s). The request must be at USAFA no later than 30 days prior to the start date, so plan accordingly. The LOD will sign the form and forward it to the Reserve Personnel office (RREA) in Admissions. The Academy will only initiate orders for Primary Duty (Cat E) ALOs. Command Man-Day Allocation System (CMAS) authorizations will be e-mailed to all additional duty ALOs (Cat A, B and Guard members) who must deliver the authorization to their primary unit orders clerk who will cut the orders. The unit name (wing level), member's AFSC, PAS code, and most importantly the e-mail address of the orders clerk at the primary unit is required for any Form 49 submission for an additional duty ALO. Without this information, the man-day request cannot be processed.

A Form 49, generated by the ALOWeb on-line ALO activity form, can be tracked by the LOD via the ALOWeb’s LOD “Area Management” feature by accessing the “Man-Day” page. Using ALOWeb’s features for form generation and tracking keeps the LOD unit management database updated and simplifies tracking duties. After receiving a Form 49, the LOD annotates the approved days on the ALOweb (this generates an e-mail update to the requesting ALO). The LOD then signs and sends a copy of the Form 49 to USAFA/RREA.

Statement of Tour of Duty (Active Duty Orders) - Once USAFA/RREA receives the Form 49, the information is entered into the Command Man-Day Allocation System (CMAS) system. Within 5 working days the ALO will receive an automated email (ensure members email address is current) with a CMAS number and a link to the Air Force Reserve Order Writing System (AROWS-R). This is where the Form 49 becomes a Form 938, Request and Authorization for Active Duty Training/Active Duty Tour. Each ALO must then initiate the orders request via the AROWS system (COMPLETE THE AROWS-R APPLICATION PROCESS IMMEDIATELY UPON RECEIVING CMAS AUTHORIZATION). ANG units do not use the AROWS system. These individuals will have their orders generated from the host unit (Additional Duty and Guard Members must provide their Unit PAS Code and Unit Orders Clerk contact information – email address/DSN). The CMAS information will give the host unit the proper fund cite information for the orders. If an ALO does not receive the automated CMAS email within a week, he or she should contact USAFA/RREA after verifying with the LOD that man-days were approved.

Submitting Orders for pay - After the man-day activity is performed, the member completes blocks 38 through 42 and forwards to the LOD for certification. LODs log the orders as certified via ALOWeb’s “Man-days” screen under the LOD unit management option. The LOD will retain one copy for unit files and will email one certified order to RMG for all primary duty Cat E and Cat B ALOs. The certified orders for Cat A or ANG additional duty ALOs will be sent to the primary unit finance office. The LODs will forward their own Forms 49 to USAFA/RREA for certification. Certified orders for Cat A or ANG additional duty LODs will be returned to the individual for delivery to their primary unit finance office.

Processing active duty orders and eligibility for pay will differ according to ALO Category and type of man-day. For Academy tours, orders will be certified and travel vouchers with instructions will be provided at the conclusion of the tour.

- **MPA (Military Personnel Appropriation)** - For man-days allocated to LOD area. Does NOT cover travel and per diem
- **RPA (Reserve Personnel Appropriation)** - Used for man-day tours at USAFA. Includes travel and per diem

### 3. Extension Course Institute (ECI) Points

Extension Course Institute (ECI) points are participation points earned for the completion of Professional Military Education. When a reservist is enrolled and participating in a PME course, points are awarded for the completion of each test/exercise of instruction. Once the member passes the test or exercise, a completion form is sent to the member indicating the credited hours of instruction. A member is credited one ECI point for every 3 hours of credited study. ECI points **do count** against the 130 IDT maximum points for a given year.

ALO personnel assigned as primary duty reservists with the 9001st ARS may be authorized to attend Professional Military Education (PME) in residence by going through the Reserve School Selection Board done via vPC-GR. USAFA/RR will send out info on selection criteria and slots available throughout the year. Final decisions will be made at HQ RMG.
4. OPRs and Promotions
Primary duty ALO performance will be evaluated and documented annually on an AF Form 707, Officer Performance Report. OPRs play a very important part in an ALO’s career and should not be taken lightly. Because ALOs work independently, keeping accurate track of accomplishments and preparing those inputs for the LOD are critical. The ALOWeb hosts a tool to keep track of activities on the ALO Activity Tracking/Form 40A.

An ALO’s job performance will determine promotion potential. In addition to good OPRs, promotion boards look for the appropriate level of PME, recent awards and decorations, and educational degrees for promotion to senior ranks. While USAFA/RRA and LODs will notify ALOs of upcoming boards, it is still incumbent on each ALO to know the board deadlines and ensure that records are accurate and up-to-date. ARPC posts promotion board information for each calendar year. Talk to the LOD or DLOD about career goals and don’t forget to seek advice from other reservists in the unit!

5. Awards and Decorations
If an award or decoration is merited, ask for it! All ALOs are generally eligible for an award or decoration every 2-3 years. It’s especially important if an ALO to have a recent decoration when coming up for a promotion in the next couple years. For additional duty ALOs, the LOD can make recommendations to the primary unit. Primary duty ALOs are eligible for an extended tour medal if three years have passed since the last one.

6. Tallman Awards
Tallman pins are awarded to recognize 10, 20, 30 and 40 years of ALO service. Eligibility for the Tallman pin is determined by the year of assignment rather than by month and date. A Tallman pin request form may be submitted anytime after Jan 1st of the year an ALO becomes eligible. LODs are responsible for completing and mailing the request form to the Tallman Award Coordinator. Contact information is listed on the request form.

E. Web and Contact Information
While many duties and activities can be accomplished using the ALOWeb, when it comes to personal records, use the following contacts and websites. To access secure sites (https://), a Common Access Card (CAC) and CAC reader is necessary. All Participating Reservists are entitled to receive a CAC at any MPF or DOD RAPIDS site. Contact USAFA RMG Det 27 for information on how to obtain a CAC reader.

<table>
<thead>
<tr>
<th>Organization</th>
<th>URL/Email/Phone/Fax</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Force Contact Center</td>
<td><a href="mailto:arpc.contactcenter@arpc.denver.af.mil">arpc.contactcenter@arpc.denver.af.mil</a></td>
<td>0600-1800 (MT) every Mon – Fri 0730-1600 (MT) on first weekend of the month</td>
</tr>
<tr>
<td></td>
<td>1-800-525-0102</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fax: DSN 497-2215/Comm 478-327-2215</td>
<td></td>
</tr>
<tr>
<td>Air Force Portal</td>
<td><a href="https://www.my.af.mil/">https://www.my.af.mil/</a></td>
<td>Primary hub and alternate means for accessing secure version of AF websites listed below.</td>
</tr>
<tr>
<td>Air Reserve Personnel Center (ARPC)</td>
<td><a href="http://www.arpc.afrc.af.mil/">http://www.arpc.afrc.af.mil/</a></td>
<td>Primary point of contact for reserve issues. Even if/when there are discrepancies in AFPC information, ALOs usually must go through ARPC to resolve them.</td>
</tr>
<tr>
<td>Virtual Personnel Center-Guard Reserve (vPC-GR)</td>
<td><a href="https://arpc.afrc.af.mil/vPC-GR">https://arpc.afrc.af.mil/vPC-GR</a></td>
<td>Secure website for reservists to access personnel services anytime.</td>
</tr>
<tr>
<td>Air Force Personnel Center (AFPC)</td>
<td><a href="http://www.afpc.randolph.af.mil/">http://www.afpc.randolph.af.mil/</a> (public)</td>
<td>Good source of promotion information</td>
</tr>
<tr>
<td>Virtual Military Personnel Center (vMPF)</td>
<td><a href="http://ask.afpc.randolph.af.mil/">http://ask.afpc.randolph.af.mil/</a> (personnel services)</td>
<td>Access “AFPC Secure Applications” or use AF Portal</td>
</tr>
<tr>
<td>Air Force Reserve Order Writing System (AROWS-R)</td>
<td><a href="https://arowsr.afrc.af.mil/arows-r/secure/login.jsp">https://arowsr.afrc.af.mil/arows-r/secure/login.jsp</a> (secure)</td>
<td>All CAT E reservists must register for an account to receive orders</td>
</tr>
</tbody>
</table>

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F. **Readiness and Accountability**

The Readiness Management Group (RMG) stood up in 2005 to provide accountability and ADCON of individual reservists to AFRC/CC and enable better mission support to the active duty. The RMG mission is to improve mobility readiness for all individual reservists. The USAFA active duty force executes OPCON and ADCON of the ALO force. ADCON is shared with the HQ RMG (see Figure 2). Primary duty ALOs are serviced by RMG Detachment 27 located at USAFA. This office provides a link to AFRC and plays a role in orders certification, readiness reporting, and general reserve ADCON.

![RMG Organizational Chart](image)

**Figure 2: RMG Organizational Chart**

1. **Emergency Notification System (ENS)**
   The Air Force needs to know how to reach every reservist. ALOs are required to keep contact information up-to-date. The Emergency Notification System (ENS) will be used in the event of Recalls, Notifications, and/or Mobilization. Personal information can be updated through Air Force Portal Virtual MPF under Self-Service Actions/Personal Data or by calling the Total Force Call Center at 1-800-525-0102.

2. **ARCnet**
   ARCnet is the mainframe for keeping track of each ALO’s readiness status. It pulls data from the various “systems of record” and consolidates that data into one database. This is the RMG’s official system of record for readiness. **NOTE**: ALOweb readiness is only a tool to utilize. ALOs have access to this system (but do not have the ability to alter any data) through the AF Portal (look for ARCnet under APPLICATIONS A-Z). Guidance, a tutorial, and an extract of some ARCNET data is available on the ALOWeb.

**LOGON:** ALOWeb > Toolboxes > Reserve Personnel > ARCnet
3. Physical/Dental Exams

Health Risk Review/Preventative Health Assessments (HRR/PHA) and dental exams are two critical items factored into a reservist’s overall mobilization readiness to determine whether he or she is fit for duty. As a review, to be fully ready, an ALO must: 1) be trained and qualified in his or her AFSC 2) have a valid security clearance 3) pass an annual fitness assessment 4) complete all medical requirements (HRR/PHA, Web Health Assessment (HA)/Immunizations/Labs), and 5) have a current dental clearance. When all five of these items are current and properly updated in the correct system of record, an ALO is a “ready-for-duty” asset to AFRC.

All medical functions originally performed at ARPC transferred to AFRC. This migration to HQ AFRC/SG decentralized IMA and PIRR medical records. For IMAs (Cat B), medical records moved from ARPC to the member’s assigned base military treatment facility (MTF). For PIRR (ALOs and other Cat E reservists), medical records moved from ARPC to HQ RMG at Robins AFB.

The HRR/PHA is an annual requirement that must be completed at an MTF. Cat E ALOs are authorized examinations at active duty MTFs in an inactive duty status. In this status, ALOs will not have orders in hand, but will have an AF Form 40A which should be pre-certified and signed at the end of the duty period. Each duty period is any four-hour block of time. According to AFI 36-2254V1, travel to and from the exam is not claimable for points. In addition, only one point is allowed to be claimed for one PHA per year.

NOTE: If available, a HRR/PHA may be accomplished by using the Reserve Health Readiness Program (RHRP). This program allows the member to schedule an annual medical exam, most immunizations, most labs, and a yearly dental exam (see information in next section).

Before going to a scheduled appointment, an ALO should download the Web HA (AF Portal>Life & Career>Health>AF Web-Based Health Assessment) and his or her ARCnet. The MTF will provide the member with a signed SF 600 fit for duty clearance, a signed Web HA questionnaire, and a Form 422/469 if medical profiling is necessary. If the member receives any immunizations, they will receive a Form 2766C printout. ALOs are required to have an HIV test every two years (verify this on the ARCnet database). It is the member’s responsibility to contact the MTF for copies all lab results and documentation.

A reservist is medically “fit for duty” and “ready” only after completing the exam, being cleared by the provider (including immunizations/lab requirements) and having the data updated in the Preventive Health Assessment and Individual Medical Readiness (PIMR) system. PIMR is the official system of record for medical readiness. AF MTFs should update PIMR when a reservist’s medical exam, immunizations and lab work is completed, however, always ask each office visited to be sure it is done.

The annual dental exam may be performed at a military dental clinic (if space is available) or with a civilian provider. The provider must sign a DD Form 2813. An ALO can bring in his or her civilian-signed DD Form 2813 to any AF dental clinic for input into the AF Dental Data System -Web (DDSW). DDSW is the official system of record for dental readiness. PIMR and DDSW will not be updated automatically if completing a HRR/PHA at another service’s MTF. In this case, send the completed forms to HQ RMG/SG or take them to an AF MTF/Dental clinic. Completed HRR/PHA and dental forms should be included in the member’s medical records. For IMAs, this will be at the assigned base MTF. For PIRR Cat E reservists, send forms to HQ RMG/SG.

It is highly recommended that each member forward their HRR/PHA, Web HA, Dental exam form, and 2766C and lab work documentation to afrc.rmgsg@us.af.mil to ensure PIMR/DDSW status is updated. In addition, send a courtesy copy to ALOready@usafa.edu for on-the-spot posting while ARCnet is updating. Keep copies of all signed forms for personal records to avoid redoing a physical because records didn’t make it into the system.

HQ RMG/SG
Attn: IMA and Cat E Exams
233 N Houston Rd, Suite 131A
Reserve Health Readiness Program (RHRP) (formally Feds-Heal)
The Reserve Health Readiness Program (RHRP) allows some reservists to use contracted civilian providers to perform military medical and dental exams. It is used extensively by the Army, and AFRC has piggy-backed on the program in the past. **NOTE:** This program undergoes frequent changes in availability.

When available, this is a great opportunity for the Cat E force to get physical and periodic dental exams through contracted civilian providers who may be much closer than the nearest MTF. Any ALOs having problems scheduling an MTF HRR/PHA appointment in September or October are encouraged to use RHRP. Any ALO within 60 days of their HRR/PHA and dental due dates may schedule an RHRP exam (remember that the clock is reset 12 months from the date of the exam).

The ALO must fill out an [RHRP](#) and forward as stated in the directions. RHRP personnel will pursue AFRC authorization and contact the member to set up an appointment. Because RHRP application processing times vary, plan accordingly.

ALOs will not receive a copy of results the same day of the exam. Members should give RHRP contracted providers the authority to mail a copy of the completed exam to the member's residence 1-2 weeks after the exam. Additionally, a copy will be mailed directly to HQ RMG/SG two weeks post-exam to be updated and filed in the member's medical record. ALOs should verify receipt by HQ RMG/SG.

**NOTE:** RHRP is a contracted medical exam and not solely a Physical Health Assessment. Documentation will look different from the standard HRR/PHA. To find information on scheduling exams and the necessary forms on the ALOWeb, go to:

**LOGON:** ALOWeb > Toolboxes > Medical/Dental

### 4. Fitness
All Reservists and Active Duty members are required to meet AF fitness standards in accordance with [AFI 36-2905](#). Refer to this instruction for all forms, documents, and specific guidelines pertaining to the Air Force Fitness Program. Additional ALO information and requirements can be found at:

**LOGON:** ALOWeb > Toolboxes > Reserve Personnel > Fit to Fight

**NOTE:** ALOs are NOT allowed to log points for fitness conditioning or training. In accordance with [AFI 36-2254V1](#), ALOs must be in status to take the fitness assessment (either a 40A or MPA day).

Within 30 days of a fitness assessment, ALOs must complete a [Fitness Screening Questionnaire](#). If directed by the questionnaire to stop and notify the unit fitness program manager (UFPDM) or primary care manager (PCM), an ALO must get approval from a medical provider before testing. The physician must document the EXACT clearance requirements. For example: Member unable to perform 1.5 mile run due to knee injury. Member is to complete 3-mile walk/or member has rotator cuff injury-- unable to perform push-up assessment (example found in [AFI 36-2905](#), Attachment 11).

Each member is required to be tested by a certified Physical Training Leader (PTL). In order to test, ALOs MUST be on orders or have a certified AF Form 40A. Options for testing include a local base Fitness Assessment Cell (FAC), a PTL for the area, or a local ROTC detachment. Contact the unit PTL or LOD with any questions about where to test. LODs may identify one or more unit members to become certified PTLs (recommended). PTLs will record weight, height, abdominal circumference, and fitness assessment results on the [Fit-to-Fight Data Assessment Sheet](#) and forward to USAFA/RRA Unit Fitness Program Manager (UFPDM) for entry into the AF Fitness Management System (AFFMS) using the following methods:
Email: ALOready@usafa.edu (preferred)
Fax: 719-333-7029
Mail:
HQ USAFA/RR
Attn: ALO Readiness
2304 Cadet Drive, Suite 2300
USAFA CO 80840

The fitness assessment requirements for ALOs include: a completed FSQ, 1.5 mile run, abdominal circumference, push-ups and crunch test.

- **Fitness Screening Questionnaire** - found on the ALOweb or in AFI 36-2905, Attachment 4.
- **1.5 Mile Run (Aerobic fitness)** - a timed 1.5 mile run will be performed on an approved track. If medically necessary, a timed 1 mile walk with heartbeat recorded may be done in place of the run.
- **Abdominal Circumference** - waist measurement will be recorded/scored based on AFI standards.
- **Push-Ups** - push-ups are done to test upper body muscle strength and endurance.
- **Crunches** - crunches are done to test abdominal strength and endurance.

<table>
<thead>
<tr>
<th>60 points</th>
<th>20 points</th>
<th>10 points</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic fitness</td>
<td>Abdominal circumference</td>
<td>Push-ups</td>
<td>Crunches</td>
</tr>
</tbody>
</table>

**Pass:** 75 or greater and a minimum score obtained in each event. See AFI 36-2905, Attachment 18 (pgs 93-102) for point values and minimum scores for each event.

**Fail:** 74 or less. If an ALO fails the test, he or she must test again in 90 days and complete the Healthy Living Workshop online. **NOTE:** A failing score at the time of OPR closeout may result in a referral OPR.

**5. Security Clearances**

All reservists, including PIRR primary duty Academy Liaison Officers (ALOs), should have a current security clearance. USAFA/RRA procedures to acquire current clearances will allow ALOs to perform the majority of the clearance work from home and should only require one trip to a Department of Defense (DoD) security office.

USAFA/RRA will only update ALO security clearances to “Secret.” If an ALO works man-days for an organization that requires a higher clearance, then that security manager can also update the security clearance. ALOs are encouraged to work with a unit security manager to update clearances if they have access to one. After an ALO fills out the application, he or she must forward it with proof of citizenship to ALOready@usafa.edu. The security manager will contact the member and request a good start date for the re-investigation.

**LOGON:** ALOWeb > Toolboxes > Reserve Personnel > Security Clearances
G. REVIEW QUESTIONS FOR CHAPTER 12

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. What are the four types of individual reservists? (page 1)?
   A. IMA, PIRR, IRR, and Standby Reserve
   B. Cat E, Cat B, Cat A, Cat C
   C. ANG, Reserve, Active, Standby
   D. IMA, ANG, ROTC, ARPC

2. Category E reservists are PIRR (Participating Individual Ready Reservists) who work, for the most part, for points instead of pay, and as Primary Duty ALOs, are assigned to the 9001st ARS and attached to USAFA. (page 2)
   A. True
   B. False

3. Primary Duty ALOs must earn a minimum of 50 points during their retention/retirement (R/R) year in order to have that year credited towards retirement, but what is the maximum number of points they can earn towards retirement credit per year? (page 2)
   A. 150
   B. 140
   C. 130
   D. 120

4. Points earned during man-days count against the maximum 130 IDTs for retirement credit. (page 4)
   A. True
   B. False

5. Extension Course Institute (ECI) points are participation points earned for the completion of Professional Military Education courses (PME). A member is credited one ECI point for every 3 hours of credited study. ECI points do count against the 130 IDT maximum points for a given year. (page 5)
   A. True
   B. False

6. Health Risk Review/Preventative Health Assessments (HRR/PHA) and dental exams are two critical items factored into a reservist’s overall mobilization readiness to determine whether he or she is fit for duty. (page 8)
   A. True
   B. False
ANSWERS

1. A
2. A
3. C
4. B
5. A
6. A
This section is intended to provide ALOs with complete instructions on using ALOWeb, the official ALO website. Using this site is mandatory and it is essential that all ALOs familiarize themselves with ALOWEB content and functionality.

Each ALO will need a computer, connection to the internet, and a web browser such as Internet Explorer 5 or later, Netscape 7 or later, Mozilla, Firefox, or Apple’s Safari. Begin by typing the following address into the browser’s address bar: https://aloweb.usafa.edu/

**NOTE:** The ‘s’ in “https” is required to establish a secure connection. From the ALO Log-in page (see Figure 1), enter LOID (Liaison Officer Identification Number) and Password, then click the Submit button. If this is the first time logging in, the ALO’s password is the first four letters of his or her last name followed by the last four digits of the Social Security Number (for example, "Smit1234" without the quotes). Default passwords are case-sensitive and must start with a capital letter.

If the LOID is correct but the password is wrong, the ALO will be prompted to try again or to click on a link that will e-mail the correct password (assuming the ALO’s e-mail address is accurate in the database). If a password is not sent, or if there are any other problems, contact the ALO Webmaster at ALO_Webmail@usafa.edu

![Figure 1: ALOWeb Log-In Page](image)

Once logged in, a screen with information on STANDARD MANDATORY NOTICE AND CONSENT PROVISION FOR ALL DOD INFORMATION SYSTEM USER AGREEMENTS appears. This is a mandatory security feature, so read it once, then hit the “Accept” button to enter the ALOWeb site.

ALOs are immediately sent to the Announcements page (not the Home page). There are several items that are common to every page on ALOWeb. On the left side are the primary menu items within ALOWeb. Some of these links have sub-menus that will appear when clicked.
On the top of every page is a snapshot of each ALO’s individual readiness status (underneath the ALO’s name) with an optional link to click for details. ALOWeb pulls readiness status for each ALO from the ARCnet database. This feature is only a status tool and ALOs cannot update their readiness status via ALOWeb.

Also on every page is the ALO’s assignments bar (underneath the readiness status) which, if the ALO clicks for details, shows the number of 4060s they have submitted and/or need to accomplish. If the ALO is assigned a new candidate, a message appears directly under the ALO’s name as soon as they log in. LODs will see an assignment bar that summarizes their areas. At the bottom of every page is the Privacy Act Statement.

A. Announcements

It is critical that all ALOs review the Announcements page (see Figure 2) every time they log-in. USAFA/RRA posts mandatory suspenses and other important information here for the entire ALO force. ALOs should click on each new announcement to read the content and see the date and time it was posted, the expiration date, the name of the poster, and any instructions needed to comply with the message.

![Figure 2: ALOWeb Announcements Page](image)

B. Home

The Home page contains the standard elements common to all pages and little more.

C. Your Profile

The Your Profile page (see Figure 3) is the first page in the menu with sub-menus that appear under the Your Profile link. From this page, ALOs can view their Name, Rank, Address, Home Phone, Business Phone, Primary and Secondary E-mail Addresses, Service, Unit, Civilian Occupation, Additional Duties, Spouse and Assigned
Schools. ALOs can also display their assigned school details including ETS code, address and access to a map by clicking the Details button next to any school.

Figure 3: ALO Profile

NOTE: It is important for each ALO to keep their profile current. The LOD, USAFA/RR staff and other ALOs rely on this ALOWeb information to contact the ALO and/or to give their contact info to students or counselors when needed.

Edit Profile - This sub-menu item appears below the Your Profile link. ALOs may make changes to any of the fields shown above by following this link. Scroll down to view/change options and press the Click here to save your changes button after making updates.

Change Password - New passwords must:

1) Be 8 to 16 characters long
2) Contain at least two uppercase characters
3) Contain at least two lowercase characters
4) Contain at least two numerals (0 - 9)
5) Contain at least two "special" character from this set: [.,{}\]^"&%*;:<=>@#$?+=
6) Is not the same as your previous 5 passwords.

When finished, use the Submit button to save changes. If a new password does not meet system requirements, ALOs will be prompted to try again.

Readiness Details - Provides another link to ALO individual readiness information.
**OPR Bullets** - Enter (at least) two bullets each month for OPRs. If nothing is worth recording, state so in a bullet.

**D. ALO Activity Log** *(previously called Activity Tracker)*

**Note:** The Admissions IT staff implemented this tool in June 2010 and will continue to refine the tool to satisfy requirements for USAFA and convenience for ALOs. Updated screenshots, guidance and Q&A’s are posted on ALOWeb at Toolboxes - [ALO Toolbox](#).

All ALOs are required to record the time they spend on ALO activities. Break each day’s work into separate activities. For Example, if you spend three hours on ALO work one day, you may record 20 minutes for Candidate Evals, 37 minutes on Diversity Recruiting, 65 minutes on Information Technology Admin (email), and the remaining on Individual Training (ALOWeb).

**Military Status** - Primary duty ALOs and additional duty ALOs (in the ANG and USAFR) have an additional menu item for recording Military Status (that is, pulling man-days or drilling with your unit). Primary duty ALOs can only mark MPA days. Additional duty guard and reservists can indicate MPA/RPA days plus UTA and IDT periods.

How does the New System help ALOs?
- Primary Duty ALOs no longer need to print/sign/email 40As.
- Additional Duty ALOs no longer need to submit approved 40As through their primary unit for ALO duty.
- Quicker entry into PCARS for all Cat A/B/E ALOs
- Better security for all ALOs (no longer emailing Form 40As with SSAN numbers)
- More accurate tracking of time, miles driven, and dollars spent (provides supportable documentation to backup 40As and improves data available for OPRs and PRFs).

How does the New System help HQ USAFA/RR?
- Further justifies keeping our robust ALO force if/when questioned by higher authorities.
- Adds supportable justification for additional man-day allocations for the ALO force.
- Provides insight on what type of activities ALOs spend most of their time so we can tailor our training to provide the best impact.
- Streamlines the 40A approval process.

**E. ALO Roster**

The ALO Roster page lets ALOs view local or national rosters, as well schools assigned to any ALO in the program. When viewing listings in any sub-menu, ALOs can select email hyperlinks to contact other ALOs or click on the Details button to show contact information, additional duties, and assigned schools. To view rosters in other formats, click on “spreadsheet” or “printer-friendly” links at the top of each page.

**Local Roster** (see Figure 4) - View area ALO information sorted by last name or LOID. Choose the sort method and then press the Submit button to view a table of ALOs in the area.
Figure 4: Local Roster

National Roster (see Figure 5) - Choose a specific LO from any region/area or filter the results by region/unit, ALO number or name, and ALO additional duty.

Figure 5: National Rosters

Schools (see Figure 6) - View info on area-specific schools or search nationally. To display schools for another ALO in the unit, choose the button next to Specific LO, then press the Submit button. To view all the schools for the entire unit, select Display Schools From Area, then Submit. To get a MapQuest© map of a school’s location, click on the Details button, then click the link below the ALO contact information box. When searching for ALOs or schools nationally, enter the school's name (or part of the name) in the Search for School box and the state or region info in the State box.
F. Reports

The Reports page (see Figure 7) allows ALOs to view their prospective students, applicants, and candidates for USAFA, Summer Seminar, and AFROTC using the sub-menus. For a summary of assigned and processed evaluations, click on the Evaluation Status button. LODs will see a summary for their areas. For a detailed description of each report and how to read it, refer to Chapter 11, Candidate/Applicant Reports User’s Guide.

G. ALO Handbook

The ALO Handbook page provides access to the entire ALO Handbook and individual chapters. The handbook will be updated by National Training Program personnel periodically as required.
H. Best Practices

The Best Practices page provides useful tips and successful practices shared by ALOs in the field.

I. Toolboxes

The Toolboxes page (See Figure 8) hosts the sub-menus ALOs will primarily use to do their jobs and conduct much of their administrative work. To download Adobe Acrobat Reader, Microsoft Word, PowerPoint, Excel and other viewers, click the appropriate links on this page.

![Figure 8: ALOWeb Toolboxes](image)

**Academy Spirit** – Base newspaper published by Colorado Springs Military Newspaper Group - provides excellent information on cadet achievements and Academy events.

**AFROTC** - Important links to the current AFROTC Detachment High School Scholarship (HSSP) Guidebook, as well as detachment information and AFROTC forms. Some files, such as the applicant roster, can be quite large, so a high-speed internet connection is useful.

**ALO Toolbox** - Highlights important links covering the spectrum of ALO duties and responsibilities (see Figure 9).
Practice F4060 - While specific guidance on completing the Form 4060 is covered in Chapter 10, this sub-menu item allows ALOs to practice doing evaluations (see Figure 10).

Practice Online App - Allows ALOs to put their personal information into a USAFA Online Application to see what the applicants/candidates see as they work through the application process (see Figures 11a and b).
Sub-menus allow ALOs to make new or review current Junior Falcon Hunt Program (JFH) submissions as well as view contact links for coaches (see Figure 12).

**Athletic Recruiting** - Athletic Department directory and guidance on recruiting. See Chapter 8 for more details.
Figure 12: Junior Falcon Hunt Submission page

**Briefings** - Links to various topics posted by USAFA/RRA.

**Congressional Liaising** - Links to various topics posted by USAFA/RRC.

**Contact USAFA** - Links to Academy directories and listings as well as addresses and office symbols for Admissions staff.

**Diversity** - Links to Master Schedule for area diversity visits and various diversity program guidance and statistics.

**DLOD** - Sub-menu only available to DLODs with access to Area Management functions. See Chapter 15 for details.

**Forms** – Provides guidance and link to the new Lotus Viewer 3.5 software (Windows only) on the AF Publishing site and links to a few common USAFA and AF Forms in PDF format.

**Toolboxes** - Generate 49/40A

**NOTE:** This Online Activity Form will remain in place until a new Form 49 request tool is available on ALOWeb. Until then, use the Activity Form to generate a Form 49 as shown below. The ALO Activity Log has replaced this tool for entering time spent performing ALO duties. So these instructions are only for using the tool to generate a Form 49.

**How to Generate a Form 49**

The bottom section of the online Activity Form page shows the **MAN-DAY REQUEST FORM and FY Summary** (see Figure 13). To request orders, ALOs choose a start date (**must be at least 30 days from the request date**), number of man-days, and Tour Title. Use the **RED UPDATE BUTTON** to make the request and save any other data entered on this page. Each day of the request will appear in the **40A CHART** section with a link to View man-days/Get Form 49. If an ALO no longer wishes to submit a request, they can select “0” for the number of days. Refer to Chapter 12 for man-day processing procedures. To review statistics, bullets, and points for the past fiscal year, click on the **FY 20XX Summary** link.
How to Generate a Form 40A

NOTE: With the inception of the new ALO Activity Log, the UTAPSWeb system will receive data from ALOWeb and record point credits. ALOs can print a 40A from UTAPSWeb if necessary. UTAPSWeb is available through the AROWS web interface or AF Portal. However, ALOs may need to generate a Form 40A for lodging reimbursement purposes using a Form 1164. For this reason, the old Activity Form will remain in place for now.

Click on Generate 49/40 listed in the Toolboxes Menu

The Online Activity Form (see Figure 14) will open in a new browser window. The current month is always initially displayed. ALOs may need to change the month using the drop down menu and then the RED UPDATE BUTTON (see Figure 18) located at the bottom of the page (which is not red in color in every browser). The color surrounding the ALO’s name and information changes each month.

![Man-Day Request Form](image)

**Figure 13: Man-Day Request Form**

![Online Activity Form](image)

**Figure 14: Online Activity Form**
Below the ALO’s name and information box, a table displays the past twelve months of Inactive Duty Training (IDT) points. *This table does not show points for man-day activity.* Below the point table, ALOs may enter up to two bullets summarizing important activities for their OPRs. ALOs may save this or any other data on this page at any time by clicking on the **RED UPDATE BUTTON** (see Figure 18). To review bullets for an entire OPR cycle, click on the **View all your bullets** button. These bullets are *not linked to an ALO’s OPR but are available for each ALO or LOD to access at any time.*

Below the OPR bullet section is the **SUMMARY** block (see Figure 15). ALOs should enter all quantitative data from their monthly activities here. Some of this data, Form 40A points for example, is tallied from info entered in other sections of the page or from other months. *It is critical for every ALO to enter this information monthly as it is used to justify the existence of the ALO program.*

![Figure 15: Summary Block](image)

For Primary Duty ALOs, the **Primary Duty information box** will show the R/R date, OPR closeout date, and cumulative points for both the ALO’s R/R year and OPR year (see Figure 16). (Remember, OPRs are due to USAFA 60 days before that closeout date!) Also, the point listings here *do not* necessarily reflect what ARPC has on record. As stated in Chapter 12, every ALO should check their ARPC Point Summary regularly to ensure they are actually getting point credit for their work.

Also in the Primary Duty section, ALOs can enter dates for their last physical and dental exams. While this is not considered official data (verified individual readiness details are only on ARCnet), it serves as a reminder for annual exam deadlines.

![Figure 16: Primary Duty Information Block](image)

The next section, **40A CHART** (see Figure 17), allows ALOs to enter Inactive Duty Training (IDT) points for the month and then automatically generate a Form 40A for their LOD’s signature.
Each four-hour block of time is worth one IDT point. ALOs may ADD/EDIT up to five point blocks at a time by inputting a date from the drop-down menu, hours worked (either 4 or 8), and one or two ACTIVITY designations for each point block. Once all IDT information is inputted (or all five point blocks are filled), click the RED UPDATE BUTTON (see Figure 18) at the bottom of the page.

**Figure 17: 40A Chart**

This inputs the data (and/or gives the ALO additional spaces to add more days if needed). To delete a day, enter the date and click the RED UPDATE BUTTON. To change information for a particular day, input the date and re-enter the information. The ALO’s submitted points will now be listed in the SUMMARY section above and added to their totals.

**NOTE:** An ALO cannot log points and man-days on the same day! If IDTs are in conflict with man-days or requested man-days, inputs will show up in red for resolution. ARPC cannot credit ALOs for both types of duty on the same day.

ALOs can retrieve 40As for the beginning, end, or entire month. When choosing the 40A Entire Month link, be advised that USAFA will not accept IDTs older than 30 days. Plan enough time to route 40As through LODs per area approval processes. To view, sign, and/or print the 40A, click 40A 1st Half of Month, 40A End of Month, or 40A Entire Month. In the new window, make any necessary updates, and then click the Input Above Changes Into Form button (see Figure 19). To generate a Form 40A click the 40A (edited) link at the bottom of the page.
Figure 19: Form 40A Input Changes Block

Once the Form 40A is open (see Figure 20), the ALO may print it or save it to a file where it can be digitally signed using the digital signature program, and then submitted to USAFA for processing (See Chapter 12).
### Figure 20: AF Form 40A Example

**Insider** - Provides PDF downloads of Academy Admissions Insider newsletters which highlight current events and important guidance and policy updates from the Admissions staff. ALOs should check this sub-menu monthly for new issues.

<table>
<thead>
<tr>
<th>RANK</th>
<th>NAME</th>
<th>HOME MAILING ADDRESS</th>
<th>CHECK IF NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTCOL</td>
<td>ROSENBERG, LINDA L.</td>
<td>700 Academy Way Great Falls, MT 59405-0000</td>
<td></td>
</tr>
</tbody>
</table>

**PONTS ONLY**

<table>
<thead>
<tr>
<th>PAY STATUS</th>
<th>INSIGNIA/PRAGENCY PAY</th>
<th>TYPE OF TRAINING</th>
<th>OTHER (SPECIFY)</th>
<th>RETENTION/RETIREE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAY</td>
<td>Aviation Career Pay (ACP)</td>
<td>Training Period</td>
<td>Excluded</td>
<td>01 Jan</td>
</tr>
<tr>
<td>NON-PAY</td>
<td>Hazardous Duty Pay (HDP)</td>
<td>Equivalent Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other (Specify)</td>
<td>Telecommuting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Points Only</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USAFA Liaison</td>
<td>Reschedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unexcluded</td>
<td>Readiness Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>DUTY HOURS WORKED</th>
<th>HOURS WORKED</th>
<th>NUMBER OF POINTS</th>
<th>TRAINING LOCATION/REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>20100410</td>
<td>Cum Both</td>
<td>8</td>
<td>2</td>
<td>Administration/Individual Contact</td>
</tr>
<tr>
<td>20100417</td>
<td>Cum Both</td>
<td>8</td>
<td>2</td>
<td>Career Day/Convention/Proficiency Maintenance</td>
</tr>
<tr>
<td>20100418</td>
<td>Cum Both</td>
<td>8</td>
<td>2</td>
<td>Career Day/Convention/Individual Contact</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF HOURS WORKED</th>
<th>TOTAL NUMBER OF POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>

**III. AUTHORIZATION FOR TRAINING, TELECOMMUTING, TRANSIENT QUARTERS AND SUBSISTENCE**

> See AFI 34-246, Air Force Lodging Program, and AFI 34-239, Food Service Management Program. The Authorizing Official is the commander of the assigned/attached unit or a representative designated in WRITING. Subsistence in-kind is authorized for enlisted members in a pay status if training is 8 hours or more in any 1 day. If the duty is less than 8 hours or is non-pay status, or if the reservist is an officer, the reservist MUST pay the full food charge. The Authorizing Official is the commander of the assigned/attached unit or a representative designated in WRITING.

<table>
<thead>
<tr>
<th>LOGGING AUTHORIZED</th>
<th>SUBSISTENCE AUTHORIZED</th>
<th>AUTHORIZING OFFICIAL'S SIGNATURE AND TITLE</th>
<th>DATE (Must be same or prior to last date of training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
<td>Admissions Liaison Division Chief</td>
<td>4/1/2010</td>
</tr>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IV. CERTIFICATION**

(Certifying official is the military member or civilian who supervised the training and has knowledge it was performed.)

The penalty for willfully making false claims is: A maximum fine of $10,000 or maximum imprisonment of 5 years (Title 18 U.S.C., Section 287). By signing and dating this form, the Reservist and Certifying Official (training supervisor who has knowledge training was performed) verify satisfactory completion of all training periods as listed in Section II. The dates must be on or after the last date of training.

<table>
<thead>
<tr>
<th>RESERVIST'S NAME &amp; PHONE NO.</th>
<th>RESERVIST'S SIGNATURE (In ink)</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROSENBERG, LINDA L. (123)</td>
<td>456-7890</td>
<td>4/18/2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CERTIFYING OFFICIAL'S NAME/GRAD/PHONE NO.</th>
<th>OFFICIAL'S SIGNATURE (In ink)</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOBER, LT COL., (456)</td>
<td>789-1011</td>
<td>4/18/2010</td>
</tr>
</tbody>
</table>

**V. DISTRIBUTION**

The Certifying Official will send certified Reserve Pay Office (RPO) for Paid IDTs, H2 ARPC/PKPS (IMAs and IRRs only) 6760 E Irvington Pl, Denver CO 80230, for Non-Paid IDTs not later than 2 days for unit members and 30 days for IMAs and IRRs after the member completes the training. One copy each to supervisor, member, and lodging. For Unit Assigned Reservist UTAPS electronic generated AF IMT 40A will be used to the maximum extent possible. When manual AF IMT 40A is used, duty information must be entered into UTAPS before actual performance of the duty.

AF FORM 40A, 200809401

PREVIOUS EDITIONS ARE OBSOLETE
LOD - Links to briefings and notes from the latest LOD conference.

LOD - Sub-menu only available to Liaison Officer Directors. It opens windows to the unit management tools LODs use to track man-days, points, awards and medical currency. See Chapter 15 for details on using these functions.

Marketing and Media - Links to download the Media Catalog, Supply Officer booklet, and other recruiting information. Also linked are useful Area, Summer Seminar, Educator Orientation and school statistics.

Medical/Dental - Links to letters, forms, and guidance on medical and dental readiness for Reservists.

Miscellaneous - Links and/or documents that don't fit anywhere else. Check this sub-menu occasionally for pertinent information.

National Training - Links to the Phase I Training Checklist, Phase II Training Nomination Forms and dates for the next Phase II training classes.

OPR - Links to checklists, writing guides, and forms.

OPR - Links to each area for OPR closeout dates for all Primary Duty ALOs.

Plans and Programs - Links to USAFA Summer Programs, Appointee Orientation, and Educator Orientation.

Policy Letters - Links to all pertinent policy letters affecting ALOs.

Promotions - Links to information about promotions including board dates, announcements of selection, and ALO National Award winners.

Publications - Downloadable Air Force and USAFA/RR Instructions pertaining to the ALO program.

Recruiting Events - Links to events such as USAFA Falconers’ Schedule, etc.

Reserve Personnel - Links to important information about points, readiness, and general administrative guidance. Check this sub-menu regularly for updates.

RMG – Links to Readiness Management Group Commander’s messages to the field.

Selections - Links to guidance from selections on the admission process for USAFA; includes copies of the Instructions to Applicants, Candidates and Appointees.

Tallman Award - Links to information on the Tallman Endowment Fund and Pin and request forms. A Tallman pin is awarded to ALOs for every 10 years of service in the program.

J. Master Calendar
The Master Calendar page allows ALOs to view current fiscal year events for USAFA and AFROTC.

K. National Ops Calendar
The National Ops Calendar is a calendar of national operations of the ALO force and includes area meetings, diversity visits, Phase II Training classes, LOD and DAC conferences, etc.
L. **Site Index**
The Site Index page is extremely useful since the ALOWeb continues to change and grow. From the site index, ALOs can directly access items listed by title in alphabetical order. This site index makes it easier for ALOs to find information on ALOWeb. (See Figure 21)

![Figure 21: ALOWeb Site Index Page](image)

M. **Logout**
The Logout page disconnects an ALO from ALOWeb. ALOs should use this link when they are finished to prevent unauthorized access to ALOWeb.

N. **About**
The About page describes the ALOWeb application and displays the time of the last sync with the USAFA Admissions database.
O. REVIEW QUESTIONS FOR CHAPTER 13

Please complete this self-test after reading this chapter. The correct answers can be found immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. ALOWeb is an optional website for ALOs to use as needed. (page 1)
   A. True
   B. False

2. The first page an ALO views after logging onto ALOWeb is the ____________ page. (page 2)
   A. HOME
   B. ANNOUNCEMENTS
   C. YOUR PROFILE
   D. ACTIVITIES TRACKER

3. ALOs should go to this page to edit or update their personal information on ALOWeb. (page 3)
   A. HOME
   B. ANNOUNCEMENTS
   C. YOUR PROFILE
   D. ACTIVITIES TRACKER

4. ALOs should enter all data for their monthly activities on the ACTIVITIES LOG because
   ____________________________________________. (page 4)
   A. More accurate tracking of time, miles driven, and dollars spent (provides supportable documentation to backup 40As and improves data available for OPRs and PRFs)
   B. Streamlines the 40A approval process
   C. Provides insight on what type of activities ALOs spend most of their time so we can tailor our training to provide the best impact
   D. All of the above

5. Which page on ALOWeb allows ALOs to view their prospective students, applicants, and candidates for USAFA, Summer Seminar, and AFROTC using the sub-menus. (page 6)
   A. HOME
   B. YOUR PROFILE
   C. REPORTS
   D. ACTIVITIES TRACKER

6. There is a link on ALOWeb that allows ALOs to put their personal information into a USAFA Online Candidate Application to see what the applicants/candidates see as they work through the application process. (page 8)
   A. True
   B. False

7. Since ALOWeb is the official ALO website, ALOs don’t need to check their ARPC Point Summary regularly to ensure they are actually getting point credit for their work. (page 12).
   A. True
   B. False
ANSWERS
1. B
2. B
3. C
4. D
5. C
6. A
7. B
This chapter discusses the two official Preparatory School Programs that provide alternatives to immediate appointment to USAFA. The USAFA Prep School and the Falcon Foundation may be offered to unsuccessful USAFA candidates and airmen, who will benefit from a year of academic preparation before joining the Cadet Wing. Another alternative, attending college while reapplying, isn’t covered in this chapter. However, it should certainly be considered by anyone who seriously wants to attend USAFA. The application process in that case is identical to that used by high school seniors.

As used here, the term “airman” refers to anyone enlisted in the Active Air Force, the Air Force Reserve or the Air National Guard. The requirements and application processes are the same for all airmen.

A. USAFA Preparatory School (USAFA/PL)
The USAFA “Prep” School is a 10-month, non-accredited school designed to prepare young men and women to enter the Air Force Academy academically, physically, and militarily. The cadet candidate's preparation is built on the USAF Academy's four pillars of excellence: academics, military training, athletic conditioning, and spiritual/ethical development. Collocated with the Air Force Academy near Colorado Springs, the Prep School offers courses in math, English, and chemistry. All candidates for the Air Force Academy are automatically screened for possible Prep School appointments. However, Prep School appointments are primarily offered to enlisted members of the Air Force, minorities, women, and blue-chip athletes. These special interest groups have traditionally had relatively small selection pools. Therefore, the Prep School is normally used as a recruiting tool for these groups and not every candidate. When an ALO thinks a candidate deserves a Prep School appointment, this should be annotated on the Form 4060.

1. Purpose
The Prep School prepares and motivates selected young people to improve their chances for appointment to the Air Force Academy. The main objective is to academically qualify students who are otherwise competitive for USAF Academy appointments. Since 1961, approximately 75% of each class/year has successfully completed the USAFA Prep School’s program and received appointments to the Academy. The Prep School also offers academic preparation for those individuals whose educational background is inadequate for immediate entrance into the Academy in order to make them more competitive.

2. General Information
All appointed candidates will receive information packages detailing the amount of money they should bring to cover initial expenses. However, there will be some expenses (e.g., athletic clothing, textbooks, test fees, activity fees, yearbook fees, and miscellaneous personal items) similar to those at USAFA. All appointees enter the Prep School with an Air Force rank and receive pay. Prior-enlisted “Preppies” are paid in accordance with their rank at admission. All others are admitted as Air Force Reserve airman basics on extended active duty and are paid at the rate of an E-1.

Prep School students must re-apply for a Congressional nomination to compete for appointment to the Academy and must meet the same qualifying levels as other candidates to be successful. To ease this process, they are advised of nomination procedures before they arrive. Preppies compete under all nominating categories for which they are eligible. They must pass the Candidate Fitness Assessment before graduation from the Prep School. In lieu of the ALO interview, the student’s performance is reviewed and the PL Commander makes a recommendation to the Academy Board. There is no minimum achievement that will guarantee cadet candidates an appointment to the Academy, but historically, over 75% of the Preppies who entered during Basic Military Training (BMT) will remain
at the Prep School and earn an appointment. That percentage is significantly higher than other nomination
categories except the Falcon Foundation civilian prep schools.

All Prep School students enjoy the benefits of any active duty airman: BX and commissary privileges, free
medical/dental care, accrual of 2-1/2 days leave per month, low cost life insurance, room and board, etc.

The entire Prep School program is highly challenging and requires consistent effort across four areas of emphasis--
academics, military, athletics, and character development. For successful Preppies, graduation takes place in mid-
May.

3. Application Procedures

Eligibility Requirements
A student must be at least 17 and not have passed his or her 22nd birthday on 1 July of the year entering the Prep
School. He or she must also be eligible to be a US citizen, be unmarried, and have no dependents. As a minimum,
students must also meet the medical standards for a commission in the United States Air Force.

Civilian Candidates
To be considered for a Prep School appointment, a student must first complete an application to the Air Force
Academy. Admission to the Prep School from civilian life is limited to those individuals who were not selected for
an appointment to USAFA. Every unsuccessful Academy candidate is considered for the Prep School (and the
Falcon Foundation scholarships) – there is no separate application for civilians. These candidates may, however,
express specific interest in the Prep School directly to their admissions counselors or through their ALOs. In the
latter case, ALOs should note that interest in the narrative section of the Form 4060.

Candidates selected for the Prep School are typically students whose records indicate that they have the potential for
the Academy but need additional academic, or in some cases, physical preparation to improve their chances for
admission. Prep School appointees will normally be notified in April or June of the year of entry. Prior service
students who accept the offer of an appointment to the Prep School will receive a letter from their Commander
advising them of reporting dates. The letter also contains instructions concerning travel and items to bring.

Prior civilian candidates who disenroll (voluntarily or involuntarily) from the Prep School will be discharged from
the Reserve with no further service obligation to the Air Force.

Prior Service Military Candidates
A significant number of positions are allotted for Active, Guard, and Reserve airmen at both USAFA and its Prep
School. Airmen who want to apply to USAFA and/or the Prep School should take the following steps:

- Visit the Base Education Office or Base Career Advisor and read AFI 36-2021 and the booklet, The
  Air Force Academy is for Airmen
- Complete AF Form 1786

NOTE: Airmen use this form both for applying directly to USAFA and applying directly to the Prep School. If
they apply to USAFA, they will still be automatically considered for the Prep School.

- Active Duty airmen (not Guard or Reserve) must visit their Military Personnel Flight (MPF) with the
  completed Form 1786 for endorsement. The MPF will temporarily freeze the airman’s assignment to
  avoid a PCS or deployment while the application is considered.
- Ensure unit commander forwards the AF Form 1786 and a letter of recommendation to the Admissions
  Office by 31 January.
- Call the Academy Admissions' office at DSN 333-2520 or 1-800-443-9266 for help with this process.

Once the Admissions Office receives the AF Form 1786, it will direct the applicant to fill out a standard
Precandidate Questionnaire (PCQ) online which should be done as soon as possible. Airmen meeting the minimum
requirements will receive directions to the online Candidate Kit and information for further requirements from the
Admissions Office. As with all other candidates, they’ll need high school transcripts and College Board test scores. Unlike other applicants, however, airmen can have their activities record certified by a military officer in lieu of a high school counselor.

The Academy Director of Admissions selects airmen applicants who apply under AFI 36-2021 as well as civilian applicants who have not received Academy appointments. As a practical matter, the Admissions Selections office makes these Prep School appointment decisions. Selection is based on academic records, extracurricular activities, military performance, and medical examination. If appointed, airmen must agree to extend their enlistment prior to enrollment if it will expire before 1 July of the year they will enter the Academy. Airmen will be assigned to the Prep School in their current grade and are eligible for promotion and testing while at the Prep School. If airmen disenroll from the Prep School, they will be reassigned. The time spent at the Prep School counts as time-in-grade and time-in-service.

Members of other armed services are not eligible to apply for the Academy nomination under the Air Force Regular, Guard, and Reserve categories but certainly may apply normally under the rules for civilians.

4. Typical Prep School Class Profile*

The numbers below represent an average of the last several classes at the Prep School:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>25%</td>
</tr>
<tr>
<td>Minorities</td>
<td>50%</td>
</tr>
<tr>
<td>Recruited Athletes</td>
<td>40%</td>
</tr>
<tr>
<td>Airmen</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Some students fall into several categories

5. Typical Day

The typical day in a cadet candidate's life is challenging. Students attend academic classes, receive military training, participate in individual and team sports, and study about four hours a day. In addition, they must fit in all the normal activities of life: eating, sleeping, cleaning their rooms and dorms, washing clothes, etc. Students must learn to plan their time and organize their effort in order to successfully complete each day's activities. In general, Prep School graduates are very well-prepared for the rigors of Academy life and have good time-management skills.

0530 Reveille
0615-0715 Breakfast
0730-0845 1st Period Class
0850-1005 2nd Period Class
1010-1125 3rd Period Class
1140-1240 Lunch
1245-1340 Military Training Time
1345-1445 Extra Instruction
1500-1730 Athletics
1730-1845 Dinner
1900-2200 Academic Study Time
2200 Lights Out (TAPS)

6. Academics

The curriculum is demanding and taught at junior college-level. Students receive intensive instruction in English, mathematics, and science, as well as supplemental instruction in reading comprehension, and study skills. All subjects are taught on three separate tracks: basic, intermediate, and honors. All students are placed in the intermediate track for the first grading period. Then, based upon class performance and qualifying scores, the student may stay in the intermediate track or move to either the honors or basic track where the pace is suited to the student's abilities.

The Prep School divides the year into four quarters, each approximately 9 weeks long: Fall-1, Fall-2, Spring-1, and Spring-2, with the first two quarters occurring before the winter holidays.
There are three academic periods a day, from 0730-1125, and alternate M and T class days. Each period is 75 minutes long with a 10-minute break between classes. Students take math classes each day of the week, and alternate between chemistry and English. Each individual course syllabus shows the number and dates of lessons, announced examinations, homework, planned class activity, and point breakdown.

Courses taken at the Prep School are normally not transferable for college credits, although former students may request copies of their student record card at any time after their departure.

To aid the transition to the demanding requirements of college academics, most students take a one-quarter Study Skills class. This course is designed to introduce students to study concepts and techniques that are necessary for success. The course topics include time management, goal setting, note taking, how to prepare for and take tests, etc.

Students are assigned academic advisors who monitor their progress closely. Incorporated into the reading/vocabulary program is a How-to-Study course, which also aids those who may have trouble coping with the challenging academics.

For those students who are not qualified or who are minimally qualified on the ACT or SAT, these college entrance exams are offered several times throughout the school year. Students will have multiple chances to achieve a qualifying score.

7. Athletics
The Athletic Department is designed to prepare cadet candidates for the rigors of athletic competition and physical conditioning required of all Academy cadets. It is important that students integrate an exercise routine into their daily schedule prior to arrival. Recommended exercises include running at least thirty minutes a day, sit-ups, push-ups, pull-ups, and any other exercises which emphasize upper-body strength and endurance.

The Prep School athletic program is comprised of two main areas--physical conditioning and team sports. Each student will be involved in one of these areas at all times during the school year. Physical conditioning starts during BMT and continues throughout the entire school year. These programs consist of physical conditioning, running, and team based competitions. During BMT, each cadet candidate will take the Candidate Fitness Assessment which all students must eventually pass to be accepted into the Academy. As the school year progresses, the emphasis shifts toward helping students focus on specific fitness areas so that they will meet the fitness standards required for appointment.

8. Military Training
Basic and Continuing Training
Military training is an integral part of the Prep School. All students will complete the BMT program during their first 18 days at the Prep School. There they will learn marching, drill, professional ethics, the organization of the Air Force, military customs and courtesies, drill and ceremonies, Air Force Academy history, Core Values, the Honor Code, proper wear of the uniform, and so on. All students then attend weekly military training sessions during the school year.

This training is designed to prepare cadet candidates for the military programs at the Academy. Through this training, students develop initiative, a sense of responsibility, leadership, and management skills. Failure to satisfactorily complete the military training program can result in disenrollment from the Prep School.

Throughout the year, cadet candidates undergo uniform, personal appearance, and room inspections on a regular basis. Students demonstrate their marching proficiency through participation in military parades. They also attend military training classes throughout the academic year. Cadet candidates receive a military grade based on military bearing, conduct, performance of daily duties, and performance in student leadership positions.

The Teamwork Exercise (TX) culminates the year’s activities. Cadet candidates reinforce the importance of teamwork while competing in physically challenging events. TX also gives insight into what is expected as an Academy cadet during Basic Cadet Training.
Leadership and Followership Training
Cadet candidates, under the direction of the Department of Military Training, lead the Prep School student body. This department includes highly-qualified Air Force officers and senior non-commissioned officers (NCOs). The student body is organized into a Cadet Candidate Group to provide practical leadership experience at the group, squadron, and flight levels. All students compete for the opportunity to perform in leadership positions. Cadet candidates in command positions are responsible for the discipline, supervision, and welfare of their classmates. The Prep School does not attempt to parallel the fourth class military system of the Air Force Academy Cadet Wing.

Character Development
Character development is the process that builds and reinforces the traits that form a cadet candidate's commitment to personal excellence and produces quality officers to lead the Air Force. The minimum standard of ethical behavior is encompassed in the Air Force Academy's Core Values: Integrity First, Service Before Self, and Excellence in All We Do. Core Value education is woven throughout all aspects of the cadet candidates' lives, hence cadet candidates will be expected to internalize varied aspects of the Core Values by the time they enter USAFA.

9. Leaves and Passes
Cadet candidates may take leave during Thanksgiving, Winter, and Spring Breaks. Proficient students may receive passes to depart from the Prep School grounds on many weekends. As long as students perform satisfactorily in all phases of their instruction, they may continue to receive such privileges.

On the other hand, a student who has academic, military, or other deficiencies may be restricted to the school area on weekends. The Squadron Commander will determine when students may wear civilian clothing off duty. Although students cannot maintain possession of privately owned vehicles, they are permitted to arrange auto rentals.

After graduation, cadet candidates who are selected to enter the Academy will have approximately 45 days without duty from the time they graduate from the Prep School in mid-May until the cadet class reports. Although they are on leave without pay, they are still authorized any and all privileges of active duty military ID card holders (BX, commissary, medical, etc). They are also still subject to the Uniform Code of Military Justice. Upon entering the Air Force Academy, cadet candidates will be relieved from active reserve status and readmitted as cadets.

10. Graduation Requirements
To successfully complete the Prep School program, a student must meet the following requirements:
- Demonstrate an aptitude for commissioned service and leadership.
- Be satisfactory in conduct, personal integrity and physical requirements.
- Meet the academic grade-point average (GPA) requirements: a 2.42 composite academic GPA. This minimum GPA is subject to change.

11. Cadet Candidate Disenrollment
The Commander of the Preparatory School may disenroll a cadet candidate at any time if one of the following conditions exists:
- Failure to maintain academic, physical fitness, or military standards.
- Failure to meet medical requirements.
- Unsatisfactory conduct.
- Retention is not considered to be in the best interest of the Air Force.
- Failure to maintain basic eligibility for an appointment.

Disenrollment from the Prep School for any of these reasons will result in withdrawal of candidacy for the Academy.
12. Prep School Summary
Preppies make up approximately 12% of each entering Academy class. They provide leadership and increase the representation of minorities and airmen in the Cadet Wing. They are also a large contributor to the varsity athletic programs at the USAF Academy. Approximately 70 percent of the prior service airmen in the Cadet Wing are Prep School graduates. The Prep School is a great alternative for students not selected to go directly into the Academy.

B. The Falcon Foundation

1. Purpose
The Falcon Foundation is a separate, non-profit foundation. Its purpose is to provide scholarships to five private preparatory schools for motivated young people seeking admission to the Academy and a career in the Air Force.

2. Background
Although a private organization, the Falcon Foundation works closely with the Academy Admissions office to award scholarships. Information concerning the Foundation and its scholarship program also appears in the USAFA Catalog and in ALO Training.

A group of prominent Air Force alumni organized the Foundation in 1958, three years after the first class entered USAFA. They recognized that many deserving young people, with outstanding potential for an Academy education and a desire for an Air Force career, needed additional academic preparation prior to appointment. The competition for an Academy appointment is intense and those who have not had the best educational opportunities may need additional preparation.

The Falcon Foundation makes annual cash grants for scholarships to five schools across the nation. Each scholarship award provides a portion of the cost of room, board, and tuition. Scholarship recipients must be able to pay for transportation to and from school, and for clothing, laundry, and other personal expenses.

A student must be an active candidate for an Academy appointment at the same time an application is made for a Falcon Scholarship. The Foundation recognizes that the request for a scholarship is an alternate plan to obtain additional education if the applicant fails to receive an appointment on the first attempt.

The Falcon Foundation is committed to partially support a limited number (approximately 100 per year) of highly motivated young people as they prepare for admission to the Academy. These scholarships may be used at one of the five schools specially selected for this purpose. Listed below are the costs for the Falcon Foundation schools. Recommend to the students that they contact the schools for information on further financial aid.

THE FALCON FOUNDATION
3116 Academy Drive
USAF Academy, CO 80840
Phone: 719.333.4096 Fax: 719.333.3669
Web: falconfoundation.org

FALCON FOUNDATION PREP SCHOOL COSTS & SCHOLARSHIPS FOR 2010-2011
Includes everything except travel and personal expenses except where noted in parenthesis

<table>
<thead>
<tr>
<th>School</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marion Military Institute</td>
<td>$18,920</td>
</tr>
<tr>
<td>Falcon Scholarship</td>
<td>less 5,000</td>
</tr>
<tr>
<td>Marion Scholarship</td>
<td>less 10,000</td>
</tr>
</tbody>
</table>

-Ask about in-state tuition and AROTC

Student cost for year $3,920

NOTE: AFROTC Scholarship at Marion may be used to further reduce cost; check with school administration.
<table>
<thead>
<tr>
<th>School</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Mexico Military Institute</td>
<td>$12,896</td>
</tr>
<tr>
<td>Falcon Scholarship less 5,000</td>
<td></td>
</tr>
<tr>
<td>New Mexico Scholarship less 2,000</td>
<td></td>
</tr>
<tr>
<td>(Books are extra)</td>
<td></td>
</tr>
<tr>
<td>Student cost for year</td>
<td>$ 5,896</td>
</tr>
<tr>
<td>Northwestern Preparatory School</td>
<td>$8,550</td>
</tr>
<tr>
<td>Falcon Scholarship less 5,000</td>
<td></td>
</tr>
<tr>
<td>Northwestern Scholarship ** less 1,000</td>
<td></td>
</tr>
<tr>
<td>Student cost for 4 months</td>
<td>$ 2,550</td>
</tr>
<tr>
<td>Valley Forge Military Academy</td>
<td>$39,290</td>
</tr>
<tr>
<td>Falcon Scholarship less 5,000</td>
<td></td>
</tr>
<tr>
<td>Valley Forge Scholarship less 19,000</td>
<td></td>
</tr>
<tr>
<td>Student cost for year</td>
<td>$15,290</td>
</tr>
<tr>
<td>Wentworth Military Academy</td>
<td>$28,250</td>
</tr>
<tr>
<td>Falcon Scholarship less 5,000</td>
<td></td>
</tr>
<tr>
<td>Wentworth Scholarship less 10,750</td>
<td></td>
</tr>
<tr>
<td>Student cost for year</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

-End of Aug to mid Dec – then return home to attend 2nd semester college

** Additional scholarships may be available. No uniforms or extra fees required.

NOTE: AFROTC Scholarship at Valley Forge may be used to further reduce cost; check with school administration.

Wentworth Military Academy $28,250
Falcon Scholarship less 5,000
Wentworth Scholarship less 10,750
Student cost for year        $12,500

NOTE: Applicants must apply to their Congressman, Senators and Vice President, and to the President, if eligible, (military dependent), for a nomination. Check with each office for application deadlines.

3. Eligibility Requirements
   - Must be at least 17 and not have passed their 22nd birthday on 1 July of the year they are admitted to a prep school
   - Must be a citizen of the United States
   - Must be unmarried and have no dependent children
   - Must, as a minimum, meet the established medical standards for a commission in the United States Air Force. Pilot qualified applicants are preferred
   - Must have completed the USAF Academy Precandidate Questionnaire (PCQ)

4. Steps for Application
   - Apply to USAFA via the Precandidate Questionnaire (PCQ)
   - Apply for nominations prior to 31 January (and by the Congressional deadlines applicable to the student in the state in which they are seeking the nominations)
   - Complete and submit the application for a Falcon Foundation Scholarship prior to 30 April of the year in which they desire to enter the fall semester of the preparatory school. These applications come from the Falcon Foundation office, located on the AFA grounds, at the address listed in the Catalog and below:
NOTE: Completion of preparatory school does not entitle a young person to special consideration for an Academy appointment. Falcon Scholars must follow the normal application process when they reapply for an appointment. They are typically successful due to excellent preparation.

5. Falcon Foundation Schools

New Mexico Military Institute
101 W College Blvd.
Roswell, New Mexico 88201
Phone: 1-800-421-5376
http://www.nmmi.edu

Northwestern Preparatory School
P.O. Box 61060
Santa Barbara, California 93160
Phone: 1-800-367-8839
http://www.northwesternprep.com

Marion Military Institute
1101 Washington Street
Marion, Alabama 36756
Phone: 1-800-664-1842
http://www.marionmilitary.edu

Valley Forge Military Academy and College
1001 Eagle Road
Wayne, Pennsylvania 19087
Phone: 1-800-234-8362
http://www.vfmac.edu

Wentworth Military Academy and Junior College
1880 Washington Ave
Lexington, Missouri 64067
Phone: 1-800-962-7682
http://wma.edu
C. **General Henry H. Arnold Educational Fund**

Covered in the USAFA Catalog, this fund, sponsored by the Air Force Aid Society National Headquarters in Washington D.C., offers educational assistance to Air Force dependents which can be applied toward any accredited preparatory school or college. The Admissions Office does not get involved in the Arnold Fund. Students must apply for this scholarship.

D. **Private Prep School Choices**

Any student may choose to attend any prep school at his or her own expense, and then reapply to USAFA. For some students a private prep school may be a better choice than a freshman year in college, before reapplying to USAFA.
REVIEW QUESTIONS FOR CHAPTER 14

Please complete this self-test after reading this chapter. The correct answers can be found on the page immediately after the test questions. Page numbers are listed after each question if you need to reference where the correct answer can be found in this chapter.

1. Which one of the following statements about the Prep School is NOT true? (page 1)
   A. The Prep School is a 10-month, non-accredited school designed to prepare young men and women to enter the Air Force Academy academically, physically, and militarily
   B. Collocated with the Air Force Academy near Colorado Springs, the Prep School offers courses in math, English, and chemistry.
   C. An appointment to the AF Academy is guaranteed after attending Prep School.
   D. All candidates for the Air Force Academy are automatically screened for possible Prep School appointments.

2. Prep School students must re-apply for a Congressional nomination to compete for appointment to the Academy and must meet the same qualifying levels as other candidates to be successful.  (page 1)
   A. True
   B. False

3. What percentage of each Prep School class per year has successfully completed the USAFA Prep School’s program and received appointments to the Academy.  (page 1)
   A. 100%
   B. 50%
   C. 10%
   D. 75%

4. Candidates selected for the Prep School are typically students whose records indicate that they have the potential for the Academy but need additional academic, or in some cases, physical preparation to improve their chances for admission.  (page 2)
   A. True
   B. False

5. Which of the following statements are NOT true? (page 6)
   A. Preppies make up approximately 12% of each entering Academy class.
   B. Approximately 70 percent of the prior service airmen in the Cadet Wing are Prep School graduates.
   C. The Prep School is a great alternative for students not selected to go directly into the Academy.
   D. All statements are true.

6. Which statement below is NOT true? (page 6)
   A. The Falcon Foundation makes annual cash grants for scholarships to five schools across the nation.
   B. Each scholarship award provides a portion of the cost of room, board, and tuition.
   C. Falcon scholarship recipients get to choose from five schools to attend.
   D. A student must be an active candidate for an Academy appointment at the same time an application is made for a Falcon Scholarship.

7. Completion of preparatory school does not entitle a young person to special consideration for an Academy appointment. Falcon Scholars must follow the normal application process when they reapply for an appointment. (page 9)
   A. True
   B. False
ANSWERS

1. C
2. A
3. D
4. A
5. D
6. C
7. A
A. General Information/Requirements for the LOD

1. USAFA ALO Program Chain of Command
   Overall management/supervision of the Liaison Officer program is handled by the Director of Admission (USAFA/RR) with the day to day operations managed by the Chief, Admissions Liaison Division (USAFA/RRA) through the 5 Regional Directors. Although the Director of Admissions and the Chief of the Liaison Division have responsibility and oversight of the ALO program, all issues such as performance reports, decorations, ALO hiring, and orders are handled through the Regional Directors. Issues concerning candidates, Forms 4060, and selections can be handled directly through the Regional Selection Counselors USAFA/RRS. ALOs and LODs are expected to adhere to the chain of command unless operational necessity dictates otherwise.

2. Liaison Officer Director (LOD) Responsibilities
   - Comply with all requirements listed in AFI 36-2017, Admissions Liaison Officer Program, the ALO Handbook, and be familiar with RROI 36-2, Air Force Liaison Officer Advisory Panel
   - Be familiar with all of the governing regulations and instructions listed under the Publications tab on the ALOWeb
   - Supervise the ALO program within the assigned area as prescribed by AFI 36-2017, the ALO Handbook, and all directives from USAFA/RR and USAFA/RRA
   - Implement the USAFA and AFROTC marketing guidelines, and structure area activities to achieve desired targets
   - Recruit, interview, and screen all potential ALO applicants to the ALO program. Ensure every applicant excels in personal and professional standards. Establish clearly defined standards of performance and expectations. Secure a written agreement of understanding from the ALO applicant
• Coordinate USAFA and AFROTC applicant recruiting activities within the assigned area as prescribed by USAFA/RRA and maintain close liaison with AFROTC Regional Directors of Admissions (RDAs), Academy Regional Directors (RDs), AFROTC detachments, USAF active duty, ANG, and Reserve Recruiters to meet local recruiting requirements and goals
• Assign specific areas of responsibility to each ALO by ETS codes, to include: secondary schools, AFROTC detachments, military units, colleges, and junior colleges
• Appoint an area Supply Officer (SO), Training Officer (TO), Diversity Affairs Coordinator (DAC), and Area (Athletic) Contact (AC). Assign other additional duties as required. Insure additional duty positions are updated on the ALOWeb
• Train, mentor, and ensure currency of area ALOs
• Ensure ALOs are forwarding the names of potential athletes to USAFA as part of the JUNIOR FALCON HUNT program
• Maintain contact with and support the local USAFA Parents’ Club
• Track and evaluate the performance of assigned ALOs so top performers can be rewarded and poor performers can be encouraged to become more productive (or face removal from the program)
• Maintain individual personnel records on all assigned and attached ALOs as directed by USAFA/RRA to include: last 3 OPRs (members must download copies of their OPRs from v-MPF), current and previous FY AF Forms 40A and Forms 49, member-signed Letter of Understanding, any ALO program decorations, and Phase I training completion records.
• Maintain applicable dates on the ALOWeb Career Tracking page for each member to include: OPR closeout, Phase I & Phase II completion, most recent Awards, etc. USAFA will review the information on these pages.
• Ensure members are accurately and fully completing their monthly info on the ALO Activity Log. USAFA uses this data to provide real time “snap shots” to upper level leadership to justify ALO program funding, etc. The Activity Log also ensures AF Reserve/Guard points credit.
• Ensure unit members know how to use the Air Force Portal and ARCnet. This allows the LOD to assist USAFA/RRA in monitoring member compliance with medical, dental, and fitness testing requirements
• Authorize/approve AF Forms 49, Application for MPA Man-Day Tour, for assigned and eligible ALOs
• Authorize/certify AF Forms 40A, Authorization for Individual Inactive Duty Training
• Certify the Statement of Tour of Duty on all MPA orders
• Submit verified reports on all ALO activities as required by USAFA/RRA
• Prepare OPRs and required PRFs on primary duty ALOs and LOEs on additional duty ALOs
• Attend the Admissions LOD Conference at USAFA
• Ensure unit presence at any statewide area recruiting meeting and or congressional service academy programs
• Assign other special project officers as needed to perform specialized ALO duties
• Schedule quarterly, semi-annual, or annual meetings for all area ALOs to include USAFA, AFROTC, Phase II continuation/currency training, and Recruiting Service updates by representatives from these agencies. Notify assigned ALOs to attend
• Coordinate with USAF Active Duty, ANG, and Reserve Recruiting Service squadron commanders or operations officers on joint recruiting issues, activities, plans and policies. Participate in squadron’s annual training meetings as requested; encourage squadron commanders to attend annual area meetings
• Maintain the currency of the Roster page on the ALOWeb, to include: current addresses, phone numbers, and e-mail addresses, as well as other unit specific information
• Create and maintain a unit organizational structure as described in Section C of this chapter
• Keep up to date on latest USAFA/RR policy letters and guidance

3. Requirements

Time - Plan on spending anywhere from 30 to 80 hours each month completing unit LOD duties, depending on the time of year, size of area, and the number of ALOs assigned. As an additional duty ALO and LOD, be sure to balance the LOD workload with other career requirements.

Paperwork - LODs correspond frequently with the Regional Directors (RDs), unit ALOs, and those officers who are assigned additional duties. LODs are responsible for preparing quality OPRs on all primary duty ALOs in the
area. Occasionally, LODs are asked to provide opinions on a myriad of subjects from the Academy, the ALO Advisory Panel, and others. *Be sure to make copies of all important paperwork sent out!*

**Office** - LODs must have good computer skills and ready access to: a copier, a computer with e-mail and Internet access capability, a FAX machine, a scanner, and an answering machine/voice mail system.

**Efficient Filing System** - LODs must maintain an efficient filing system. LODs should ensure information regarding the following areas is retained and readily available:

- Additional Duty Roster
- Advisory Panel (inputs/meeting minutes)
- AFROTC Detachment
- AFROTC Letters
- AFROTC Regional Meetings
- AFROTC Summer Encampments
- Air Shows
- ALO National Awards and Recognition
- ALO Personnel Files (1 per ALO)
- ALO Recruiting File
- ALO Roster
- Appointee Meetings
- Area Training Meetings
- Athletic Contact (Junior Falcon Hunt)
- Base Open Houses
- Boy Scouts/Girl Scouts
- Boy’s/Girl’s State
- CAP Files
- College Nights
- Diversity Program
- Educator Orientation
- Grass Roots
- Legislative Liaison
- LOD Conference
- LOD Correspondence File
- Military Awards/Decorations
- OPR Instructions/Forms
- Parents’ Club (1 per Club)
- “Public” Letters
- Public Relations File
- Recruiting Commander’s Meetings
- School Assignments
- Silver Falcons
- Summer Seminar
- The Insider
- Training File: National Training Program
- USAFA and USAF Forms (linked on the ALOWeb)

**Travel** - LODs are expected to attend the LOD Admissions Conference at the Academy, and *ideally* to meet periodically (semiannually or annually) with any AFROTC Professor(s) of Aerospace Studies (PAS) and Recruiting Service Squadron Commander(s) who work within the assigned area. LODs also may need to travel to meet with unit ALOs or to interview officers who want to become ALOs. LODs or a designated representative will represent the Air Force at special functions in assigned area, such as Congressional Forums, Congressional Nomination Panels, and Parents’ Club activities.

**Expense** - Additional expenses as an LOD will be incurred. In addition to the travel mentioned above, LODs may need to purchase additional office equipment, such as a filing cabinet, and some supplies (like folders and three-ring binders). Remember, the area headquarters/orderly room is the LOD’s home office and it must function with all the elements of any professional office/orderly room.

**Student Contact** – LODs typically relinquish most of their schools and student counseling responsibilities. LODs who maintain school assignments must not let the workload of basic ALO duties impede the performance as LOD. Learn to delegate basic ALO duties to other members within the unit.

4. **Rewards**

**Personal Satisfaction** - The LOD position is the closest to being an active duty commander a traditional ALO can achieve. LOD leadership can shape the ALO program in your area as well as shape the ALO program nationwide. In addition, LODs enjoy increased personal satisfaction in successfully managing the ALO program in their assigned areas. The joy ALOs have when a candidate receives an Academy appointment or receives an AFROTC
scholarship is multiplied by the number of winners from the entire area. There is additional satisfaction in working with fellow unit ALOs to help make them more productive and increase their promotion opportunity.

**Career Enhancement** - An LOD’s career is enhanced by the leadership position and proven ability to handle increased responsibility. USAFA/RR will ensure that LODs are contacted first for extra opportunities that come along such as special projects at USAFA, promotion boards, AFROTC screening panels, Advisory Panel, etc.

5. **Area Reports**
Through the LOD Toolbox on ALOWeb, the LOD has area summaries/information to include: area point production, area roster, activity reports, medical tracking, and man-day management. A complete description and user information can be found in Chapter 13, ALOWeb Users Guide and Section I of this chapter.

6. **Stamp Allocations**
Stamps are allocated at the annual LOD Conference. Expect to sign to accept or reject the stamps. If stamps are rejected at the LOD Conference, do not expect to have stamps allocated at a later time.
B. Survival Tips for the New LOD

1. Meet with the Outgoing LOD
   - Obtain a clear assessment from the former LOD of the strengths and weaknesses of the assigned area and unit members. Discuss topics of concern from experiences, for example:
     - Find out who the strong ALOs are in the area
     - Determine if any ALOs in the unit are not performing to a satisfactory level. If there are ALOs in the area whose performance is substandard, ask the present LOD to counsel and/or remove them before the official date that you take over as the Director. If applicable, have the outgoing LOD place letters of counseling in the ALO’s personnel records prior to handing over the position to the new LOD
   - Assess the capabilities of the ALOs within the unit to determine how to set up a unit structure. Ensure the ALOs in key positions within the unit perform their duties in accordance with USAFA/RR guidance, AFI 36-2017, the ALO Handbook, and unit policies. Make appropriate changes to the unit structure to optimize unit performance utilizing the strengths and weakness of unit personnel
   - Get the LOD’s personnel and correspondence files and review them. Check past OPRs and correspondence of interest. If no files exist, create and maintain ALO personnel folders to include the Phase I ALO Training Completion form, OPRs, Decorations, form 40a’s, form 49’s, and other relevant information including copies of e-mails and memos, plus school assignments. Thoroughly review the ALOWeb LOD Area Management screens to assure all unit ALO Form 40A and personal information is up to date. Ensure the Career Tracking screen is accurate. Keep at least two years back records of Forms 40A and 49 on all ALOs within your unit. Accurate information on the ALOWeb is crucial as many different sources utilize the ALOWeb to allocate training resources, mandays, program funding, etc. The RDs depend on this information in gauging the health and activity level of their regions

2. Talk with the Regional Director
   - Meet with him/her in person, if possible
   - Find out about area’s strengths, weaknesses, and problems from the USAFA/RR point of view
   - Ask the Regional Director for copies of significant area correspondence for the past year
   - Find out what deadlines are coming up on OPRs, awards, projects, etc. The LOD Career Tracking option on the ALOWeb should mesh with the ALOWeb OPR Tracker for OPR/award due dates tracking
   - LODs should plan to spend a few hours with their Regional Director (as schedules permit)

3. Talk with the AFROTC Regional Coordinator and Professor of Aerospace Studies
   - Find out, from an AFROTC perspective, the impact the ALOs in the area have had on the AFROTC recruitment efforts
   - Make the PAS aware of the mission of the ALO program, recruiting for USAFA and AFROTC, and how the unit can be of assistance to the detachment. Discuss 4060 tasking/coordination
   - Emphasize the team approach to USAFA/AFROTC recruiting and strong support for the RDA recruiting efforts (the RDA is also an additional duty ALO!)
   - Coordinate yearly ALO training at the detachment (a Phase I and Continuation Training requirement for all ALOs)
   - Keep in mind that LOD responsibilities include establishing and maintaining a smooth working relationship with the Air Force ROTC detachments in the assigned area. This will be in addition to the time LODs spend with RDAs. Be aware that the PAS will seldom be around for more than three years, sometimes less, so LODs have many opportunities for meeting a new PAS. Many of these officers have had relatively little contact with members of the Air Force Reserve. This means LODs may very well have to educate the PAS on reserve support in addition to the ALO program

4. Assignment as Liaison Officer Director
   - Selection as LOD will be announced by the Admissions Liaison Division Chief via email and/or the ALOWeb. Inform all unit ALOs regarding the transfer of the Director position. LODs should strive to produce a positive, upbeat letter. Be sure to relay a biographical narrative to all unit ALOs. Ensure unit ALOs understand LOD expectations and the use of the chain of command. Inform members they are expected to meet or exceed duty standards as set forth in AFI 36-2017, the ALO Handbook, and unit
policies. It is vitally important LODs lay out unit policies from the start

- Inform the Parents’ Club and Congressional Offices of assignment as the new LOD
- All new LODs will attend the new LOD School at the LOD Conference

**Bottom line** – LODs should know all there is to know about their assigned area and unit members. Establish a strong working relationship with area schools, recruiters, local congressional staff members, and AFROTC detachments. Insure program compliance by all unit members and do not have late OPRs.

C. **Organization of the Area**

1. **Methods of Organization**

There are many ways an LOD can organize the management of an assigned area. Three of the more popular approaches are: the traditional chain of command, functional responsibility, or flight commander method.

LODs direct the organizational structure of the assigned area for the unit. Simplicity of structure to allow smooth unit function is key. It is important that unit ALOs understand the supervisory chain of command and whom they should report to for assistance as issues arise.

**Chain of Command Method:** Under this method, the LOD appoints one or more Deputy Directors who are in turn responsible for all activities of a certain group of ALOs or all activities within a specific geographical area. The Deputy Directors form their own chain of command to include additional duty officers.

- There are several advantages to this form of organization. First, the LOD has fewer details to be concerned about. The Deputy Directors handle day-to-day matters within their assigned areas and keep the LOD informed. The LOD will want to be involved when significant problems arise. Another major advantage of this organizational structure is that the Deputy Directors receive excellent training for becoming Directors. Because each individual’s span of control is limited, this structure provides for effective control and monitoring of the ALO force, especially in large units located in densely populated areas.
- The primary disadvantage to this structure is the duplication of effort. Each Deputy Director will be doing essentially the same job and each may have officers assigned to perform identical additional duties.

**Functional Method:** The Director delegates specific responsibilities to the Deputy Directors who manage the job for the entire LOD area. For example, one Deputy Director may be responsible for drafting officer evaluations.

- The functional method of organizing an area has some distinct advantages. First, the Director has more direct contact with individual ALOs and more direct contact with officers responsible for important additional duties such as Diversity Affairs Coordinators and Area (Athletic) Contact Officers. This method enables the LOD to better use the special talents of assigned officers: One Deputy Director may be...
There are two primary disadvantages of this organizational scheme. First, all ALOs report directly to the LOD; that can generate a lot of detailed work for the LOD. Secondly, and more importantly, the deputies do not get deeply involved in the leadership function and thus are not as well prepared as they could be to assume the LOD position.

**Flight Commander Method:** This is a combination of the first two methods. The Deputy Directors function as Flight Commanders, responsible for training and supervising 8 to 10 ALOs. The Director and Deputy Directors divide supervision of the additional duties and allocate them to each Flight if necessary. This approach is especially effective in large units that occupy a large geographic area or cover several large cities.

- The advantages mirror those from the Chain of Command Method and the Functional Method.
- The disadvantage is the Director must find Deputy Directors who are motivated, are talented supervisors, and are able to draft well written OPRs and decorations.

2. Area Staffing
Some points to consider when talking with predecessor, selecting Deputy Directors, and selecting additional duty officers:

- People naturally tend to de-emphasize their negative points and problem areas while they will emphasize their strong points. If the new LOD has not worked in the unit long, then look beyond the current Director’s out briefing and ask detailed questions about the overall health of the unit; if necessary, talk with more senior members in the unit to determine any problems areas. Getting a factual briefing may be particularly difficult if your predecessor is leaving under less than favorable circumstances.
- LODs may not need to select new Deputy Directors and/or additional duty officers.
- Canvass the ALOs in the unit to get a true picture of their background and interests. Get information on their education and work experiences. Consider sending out an Interest Inventory (found later in this section) and ask ALOs to volunteer for additional duties or special projects for which they are best suited. There is probably a great wealth of talent in the unit; use these resources to your best advantage.

a. **Deputy Directors (DLODs)**

Meet with the area deputy directors. Unit deputies are critical to mission success. The deputies must share the area workload, plus enthusiastically seek ways to help unit efficiency. If the unit needs new or additional deputies, one good method to find them is to ask interested ALOs to write a short application letter providing a resume of their relevant experiences and a statement why they should be selected. More typically, the best method to recruit qualified deputies is simply to ask for their help. Although deputies should be selected from among your best ALOs, LODs will want to look for ALOs with special talents to fill critical additional duties. For example, a skilled writer would be a good choice for DLOD to monitor awards and decorations or OPRs. A DLOD who is organized can be a great asset assisting with the unit’s paperwork. DLODs could also help with the interviewing and hiring of new ALOs. The LOD should also consider the dates of rank of the DLOD applicants. Motivated and interested ALO’s who desire to be a DLOD should be chosen with an eye towards their career progression.

b. **Project Officers for Additional Duties**

Additional duties are essential tasks that every area must perform in order to function as a unit. They also provide significant inputs for OPR write-ups and indicate potential for greater responsibility. LODs are primarily responsible for assigning additional duties based upon mission requirements and individual preferences. Meet with the officers performing ALO additional duties. Have each give a briefing or status report on their area of responsibility. Chapter 1 of this volume contains the list of additional duties normally required in each area. These titles should be used in OPRs, when referencing ALO Additional Duties except for Awards and Decorations Monitor and OPR Monitor.

c. **Unit Additional Duties**

Chapter 1, ALO Program Overview, of this handbook contains the listing of unit-level additional duties. An ALO “Interest Inventory” follows to help the LOD ascertain the strengths and interests of unit ALO’s.
INTEREST INVENTORY

Please complete this data sheet and return to me to indicate your background and interests. I will use this data to assign additional duties and special projects that best suit your background and interests.

Name: ___________________________ Rank & ALO #: ___________________________

Employer: ___________________________ Business Phone: ___________________________

E-Mail Address: ____________________ FAX Number: ____________________________

Address: ______________________________________________________________________

Type of work: __________________________________________________________________

Job Title: ____________________________

School: _____________________________  Degree & Major: _____________________________
                                           ____________________________  ____________________________
                                           ____________________________  ____________________________
                                           ____________________________  ____________________________

PME: __________________________________________________________________________

Civic & Service Clubs: _____________________________________________________________

Interests: ______________________________________________________________________

Current Additional Duties: __________________________________________________________

Additional Duties Requested: _________________________________________________________

OPR Closeout Date: ___________   Projected Promotion Board Date: ________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Personal Goals as an ALO:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Concerns/Remarks:

________________________________________________________________________________________________________

Signature: ___________________________  Date: _________________________
D. Recruiting/Hiring New ALOs

1. Finding New ALOs
There are a number of resources for recruiting new ALOs. Once a prospective ALO is discovered, the LODs should make contact promoting the benefits/rewards of the ALO program. A sample contact letter is provided later in this chapter.

- **Word of Mouth:** In general, the best way to attract new ALOs is word of mouth. An enthusiastic ALO in the field can generate more interest in the program than any other means. Ask unit ALOs to talk with other officers (Active Duty, Selective Reservists, and ANG) about the program.

- **Contact Air Reserve Personnel Center (ARPC):** Contact ARPC for a list of reservists in your area. Call (303) 676-6066, DSN 926-6066, or 1-800-525-0102. Ask to have an Officer Resource Roster sent for the assigned area. You can also request this on the vPC-GR.

- **ARPC Website:** The HQ Air Reserve Personnel Center website contains an “assignments” link. To place an advertisement access the web page at https://arpc.afrc.af.mil or call HQ ARPC for latest options.

- **Base Newspapers:** Normally receptive to advertisements for ALOs and short articles about the program. Contact the base public affairs officer.

- **Reserve and ANG units:** Usually happy to include an announcement about the availability of additional duty ALO assignments in their unit newsletter.

- **Active Duty and Reserve Affairs Advisors:** Many active duty bases now have Reserve Affairs Advisor’s working in the command personnel areas. The advisor will know about officers assigned to the base and those who have applied for jobs.

- **The Academy’s Association of Graduates (AOG):** Publishes an annual register of graduates, which is cross-referenced by name, class, and address. Non-graduate unit members can receive this publication plus an informative quarterly magazine by joining the AOG as an associate member; contact the Association of Graduates by writing to 3116 Academy Dr. (Doolittle Hall), US Air Force Academy, CO. 80840, phoning 719-472-0300, or via their web site at www.usafa.org. The AOG will send a list of graduates living in an area, even to non members, upon written request. The AOG website also offers some of the best pictures of life at USAFA—be sure to visit the site and direct unit members to utilize it, as well.

- **AFROTC Alumni Associations:** Some detachments have formed alumni associations that may be able to give you the names and addresses of potential ALOs. Contact the Professor of Aerospace Studies at the local detachment for assistance.

- **Civilians/Retirees:** Civilians are also eligible to join the ALO program. The three most common groups of civilians are Tuskegee Airmen, Parents’ Club members, and retired military personnel.

The following letter is provided as a vehicle to open a dialogue with potential ALOs:
Dear,

I am writing to offer you the opportunity to participate in the Air Force Admissions Liaison Officer (ALO) program. The mission of the ALO program is to identify, advise and evaluate officer candidates to meet admission objectives of the Air Force Academy and the Air Force Reserve Officer Training Corps. Your job as an ALO would be to identify, recruit, counsel, motivate, and evaluate outstanding high school students living near your home.

You can serve in one of the following two categories:

a. Additional Duty. Active duty, Reserve, or Air National Guard officers serving in a unit or IMA program and performing the ALO function as an additional duty. Retired officers and civilians can also be additional duty ALOs.

b. Primary Duty. Officers not assigned to one of the above programs perform their ALO duties as member of the 9001st Air Reserve Squadron, a Participating Individual Ready Reservist which is called a category “E” position.

The Admissions Liaison Officer program is one of the most rewarding and personally satisfying ways to serve the Air Force and our country. In addition to the great job satisfaction that comes from being a positive force in the life of our country’s future leaders, being an ALO provides promotion potential for primary and additional duty ALOs and earns valuable retirement points and other benefits. Please contact me if you’d like more details about this job that is of vital importance to the future of our Air Force.

Sincerely

JOHN DOE, Major, USAFR
Director, Admissions Liaison Officer Program
SM ALO Area
Phone/email contact info
2. Selection Consideration

- **AFI 36-2017**: Prospective ALOs should meet criteria stated in *Admissions Liaison Officer Program*, found on the ALOWeb
- **Enthusiasm and self-confidence**: Is the prospect excited about becoming an ALO? Does the officer work with youth groups? Has the applicant followed up with your requests for information?
- **Excellent appearance**: Any individual that will wear an Air Force uniform must meet Air Force standards. An in-uniform interview should be conducted for any active duty, reserve, ANG, or retiree who plans on wearing the uniform
- **Computer Capabilities**: Computer literacy, equipment, e-mail, and internet access is required
- **Geographic location within the unit**: Having members spread throughout the unit geographically services the unit more efficiently and provides an Air Force point of contact throughout the area the unit services
- **Military status of individual**: An individual who has resigned his or her commission CANNOT be brought on as primary duty ALO. Individuals who have resigned a commission can only serve in the ALO program as a civilian or as an additional duty member. An individual may re-establish their commission (with coordination from HQ/ARPC) and then join the program. Active Duty members with a regular commission are required to have Secretary of the Air Force approval to gain a reserve commission. This process can take up to 8 weeks; therefore, advise those individuals to submit their desire for a reserve commission prior to active duty separation to preclude any breaks in service for the individual. For additional information and guidance contact USAFA/RRA.
- **His/her Civilian Occupation Support**: The ability to have time away from a civilian job is imperative to providing adequate support to the ALO program

The following talking paper can be used to brief potential ALOs:
Talking Paper on ALO Program

OVERVIEW: This handout provides a concise and thorough explanation of ALO duties. Some of the most common questions regarding the program include:

- What is the Admissions Liaison Officer program?
- Who makes up the ALO Force?
- What is the role of an ALO?

What is the ALO Program? It is an organization of military affiliated representatives who provide the recruiting and admissions interface to prospective candidates for entry into the US Air Force Academy or Air Force Reserve Officer Training Corps programs. Specifically:

a. It is a worldwide network of Air Force representatives who are primarily part-time professionals recruiting for the Academy and AFROTC.
b. ALOs seek highly qualified and motivated young men and women who want to pursue a career in the Air Force.
c. The size of the ALO force is approximately 1,600 located in all 50 states and around the world.

The ALO Force--ALOs fall into one of three categories:

a. Active Duty, Ready Reservists, and Air National Guardsmen assigned to units throughout the world. Their primary duty is usually with their operational unit while serving as an additional duty ALO.
b. Primary duty reservists assigned with Admissions Liaison Officer responsibilities for USAFA and AFROTC. These members are Participating Individual Ready Reservists. Administrative control of primary duty ALOs rests with the Reserve Management Group (RMG), while operational control of ALOs falls under USAFA/RR. A primary duty ALO is categorized as a non-pay, points-only reservist.
c. Retired and civilian personnel. These members work under the same status as an additional duty ALO.

The Role of the ALO: The role of an ALO is derived from the missions of the organization they serve. Knowledge of the missions of the Air Force Academy, AFROTC, the Directorate of Admissions, and of the ALO Force is required

- The Mission of AFROTC - “Develop Quality Leaders for the Air Force.”
- The Mission of the Air Force Academy - “Educate, train, and inspire men and women to become officers of character motivated to lead the United States Air Force in service to our nation.”
- The Mission of the Directorate of Admissions: “USAFA Admissions seeks young men and women who possess the attributes and motivation to successfully complete the Academy experience of developing officers of character for service to the Air Force and our nation.”
- The Mission of the ALO Force: “Publicize Air Force Officer accessions programs and proactively identify, advise, recruit, mentor, and evaluate quality candidates who have the potential to succeed in the Air Force.”

The Admissions Liaison Officers perform four major functions in their assigned marketing area: Recruiting; Counseling, Advising and Mentoring; Interviewing and Evaluation; and Administration. Every ALO must develop specific skills in each of these areas.

a. Recruiting Activities
- Project a professional image
- Understand USAFA/AFROTC marketing expectations
- Gather information about your assigned geographic area to develop a local marketing plan
- Adapt recruiting expectations to the local market
- Effectively use media products and local media sources
- Coordinate with AF recruiting resources (recruiters, AFROTC detachments, Public Affairs, other AF units) to accomplish the mission
- Initiate contacts with prospective candidates
- Conduct public awareness functions
• Make formal presentations about AF commissioning programs and application procedures to a wide array of audiences
• Present scholarship and appointment certificates
• Understand the NCAA constraints applicable to recruiting athletes
• Support aviation events in local area
• Support and participate in community events—Scouting, Civil Air Patrol, Junior Achievement, College Fairs, Career Days, Science Fairs, Clubs, and civic activities
• Visit assigned markets and establish contact with public and private school officials
• Selectively search for candidates who can compete in Division I sports. Understand and work Junior Falcon Hunt
• Develop and conduct projects to selectively search for minorities. Seek out and support community events. USAFA Diversity Recruiting Office can help in this effort
• Recruiting tools and assets available for your use are: Films, Media Products, Summer Programs, Falcon Sports Camps, Grass Roots, AFROTC Field Training Encampments, Appointee Meetings, Parents’ Clubs, Educator Orientation, Congressional Academy Days, Minority and special recruiting events, Career Day/Nights, College Days, Cadet Performing Groups, Center-of-Influence (COI) events, USAFA Staff Guest Speaker support

b. Counseling, Advising and Mentoring

• Respond to inquiries from: Applicants, Parents, Counselors, and Congressional members and their staff
• Provide officer accession information to college-bound applicants
• Interpret and verify ALOWeb candidate information
• Assist Academy and AFROTC candidates with admissions and application procedures
• Monitor applicants’ progress and candidates’ status through various stages of paperwork and screening
• Advise all prospects on how to prepare for USAFA and AFROTC scholarships
• Communicate regularly with cadets you helped get appointed to the Academy and AFROTC through e-mails, phone calls, and letters

c. Interviewing and Evaluation: (This may be the most critical and difficult skill to develop)

• An ALO should try to have at least three counseling contacts with each Academy applicant. The ALO should also have at least three contacts and counseling sessions for each AFROTC scholarship applicant unless the detachment decides to conduct the evaluation
• Gather background information on applicants. Develop and use a candidate questionnaire to gain insight into the interests and motivation of the applicant
• Arrange and conduct applicant interviews
• Complete the AF Form 4060 evaluation and write-up. Include all information and conduct any follow-up to help admissions personnel accurately assess the leadership potential of the individual
• Submit follow-up information on a candidate as necessary
• Coordinate, arrange, and administer the Candidate Fitness Assessment

b. Administration and Other

• Participate with Congressional Staff committees in their selection process when asked
• Represent the Air Force at key events such as Congressional Academy Days, awards programs, commissioning ceremonies, etc
• Manage your supply needs and ensure all supplies reach intended audiences
• Know how to complete paperwork and use the ALOWeb for all aspects of the job. Timely and accurate completion of the following items is critical: activity reports, candidate interview forms, AF Forms 40A (to log reserve duty un-paid points) and AF Forms 49 (to request paid man-days)
• Follow all ALO program procedures in contracting for services
• Maintain records of your activities
• Serve in additional duties as directed by the Director or Deputy Director
In summary, being an ALO is a demanding job with little tangible reward. The intangible reward is the gratification of knowing that you are providing a great service to the nation, the Air Force, and your community. Advancement in rank is a vote of confidence in your ability to perform and contribute, and receiving awards is a clear sign of the appreciation by the Air Force for a job well done.
3. Prospective ALO Interview

The most important point to remember about interviewing perspective ALOs is that they do not have to be hired. It is always easier not to hire a perspective ALO than to document and remove the individual if they fail to meet program requirements once they are in the program. If able, check with the individual’s past commander and or employers to find out additional information before hiring. Be patient, as an LOD, and hire the right folks for your unit. Always be responsible to the program by hiring the optimum number of ALOs to run the unit efficiently—do not hire ALOs just to hire ALOs. Too many ALOs in your unit can be just as big a problem as too few ALOs. A suggested LOD interview guide for prospective ALOs is located in the next section. The final approval authority for hiring any ALO is USAFA/RRA.

The following is a suggested Interview Guide for the required LOD interview of a prospective ALO:

Purpose
- Provide information about the ALO program; answer questions. Note: Marketing and Media provides a printable version of the “ALO Program for ALO prospects” pamphlet on the ALOWeb under the publications tab.
- Ensure understanding of program requirements to include physical and performance reviews.
- Check compliance with AFI 36-2903, Dress and Personal Appearance of Air Force Personnel and AFI 36-2905
- Measure motivation for counseling youth
- Measure applicant’s past career status and suitability for continued service (consider promotability factors)

Required Training
Phase I New ALO Training
- Read ALO Handbook
- Read USAFA catalog
- Complete Mentoring Requirements of Training
- Submit Certification upon Completion of Phase I Training
- Complete any required proficiency exams

Phase II On-Site Training
- Attend ALO Phase II USAFA campus training if nominated by the LOD and selected by USAFA Admissions

ALO Continuation training
- Typically accomplished at annual Area Training meetings

Discuss ALO Responsibilities
- Visit assigned high schools, middle schools, junior colleges, etc., a minimum of once/year
- Be well-known and recognized in all assigned schools
- Work with counselors, coaches, and AFROTC staff to identify candidates
- Counsel/mentor students (at school, in home, youth groups, etc)
- Interview and evaluate Candidates/Applicants as directed by USAFA and AFROTC detachments
- Complete concise and accurate Forms 4060 utilizing the ALOWeb

Miscellaneous
- Maintain contact with USAFA and AFROTC cadets
- Establish and maintain rapport with AOCs, PASs, Deputy Director and Area Director
- Support special programs (Grass Roots, College Nights, Summer Seminar, Diversity Recruiting, Falcon Hunt, Congressional Academy Days, etc.)
• Attend area meetings
• Complete annual USAFR requirements, such as physical and dental exams, and fitness testing
• Meet suspenses to USAFA, AFROTC detachments, LOD, etc
• Provide information to LOD (as required)
• Work with the LOD regarding career management, points, and promotion
• Stay current on USAFA and AFROTC admissions policies via local training and the ALOWeb
• Have e-mail and internet access
• Be a team recruiter who is willing to help applicants with programs from other branches of the service

Personal Appearance
• Polyester and wool blend service dress uniform required
• V-neck T-shirts for males required
• Appearance must meet AFI 36-2903 requirements. Always be ready for public scrutiny
• Civilians and retirees who don’t have a current uniform are encouraged to wear a navy blue blazer with USAFA patch, gray slacks, and a blue tie. Contact the AOG at 719-472-0300 to order a patch

4. Application to ALO Program
ALO Application Checklist (ALO Application Checklist) Note: Available only to LODs. Download a copy of the ALO Application Checklist from the ALOWeb under Toolboxes > LOD Toolbox, and begin the completion of all applicable items on the list. Follow the ALO Application Checklist to ensure all required items are in the applicant’s folder. Once all required data is complete, send to: HQ/USAFA/RRA, 2304 Cadet Drive, Suite 204, USAFA, CO 80840. For faster processing, scan and e-mail the package to RREA.Admin@usafa.edu.

NOTE: If an applicant does not have an active Reserve commission, the applicant cannot be hired into the ALO program as a reservist. The application process can be lengthy depending on the applicant’s release from a current position. An applicant applying to the program from the Selective Reserves/ANG can expect up to six months of wait time until being gained into the ALO program as a primary duty ALO unless waived. Additional Duty ALOs can be gained in as little as six weeks. Track new-hire progress by contacting Reserve Personnel (USAFA/RRA) at 1-800-443-8187 or via e-mail to RRPA personnel (a complete RR personnel roster is posted on the ALOWeb).

• Recommendation Letter: All prospective ALOs must receive a letter of recommendation from the gaining LOD. This letter should be addressed to the appropriate Regional Director (RRA). As a minimum, the letter should address the member’s: personal appearance, public speaking ability, knowledge of USAFA and USAF accession programs, and their reasons for wanting to be an ALO. The letter should specifically address what unit shortfall the ALO applicant would meet or what abilities the applicant brings to the fight. Also, additional duty ALOs (not to include civilians and retirees) must have letters from their primary unit commander giving the member permission to serve as an additional duty ALO

• AF Form 1288: Completion and processing of the AF Form 1288 is perhaps the most confusing item required for gaining a new ALO. ALOWeb offers a pre-filled AF Form 1288 under Toolboxes/Forms.
  ○ Selective Reserves to Primary Duty ALO: Have the member complete the AF Form 1288 signed by the Wing Commander, or program manager (if member works in an organization other than a wing). Signature is required in the first endorsement of the AF Form 1288, Application for Ready Reserve Assignment. This does not apply for members of the ANG. ANG members only require their squadron commander signature in the first endorsement.
  ○ Active Duty to Primary Duty ALO: If the individual has a regular commission, the member must first request a reserve commission. This requires Secretary of the Air Force approval and could take up to 8 weeks. After obtaining a reserve commission, the individual will need to get the 1st endorsement from an AF recruiter (1-800-257-1212).
  ○ Individual Ready Reservists (IRR) to Primary Duty ALO - If the applicant is in IRR status, 1st endorsement must be processed through an AF recruiter (1-800-257-1212). USAFA/RRPA will process the form through ARPC with the approval of USAFA/RRA.
  ○ Additional Duty to Primary Duty - Have the member complete the AF Form 1288 signed by the appropriate individual at the member’s losing unit (reference the above for the appropriate endorsement). The LOD should not endorse the 1288
Primary Duty to Additional Duty - Submit a complete AF Form 1288 to USAFA/RRPA. The NCOIC of RRA will sign the appropriate endorsement on the AF Form 1288 with approval from USAFA/RRPA.

- OPRs - USAFA/RRA requires the most recent three OPRs for all new hire ALOs except civilians. More importantly is the need for a current OPR on any new primary duty ALO from their previous unit. If the new ALO is accessed from the active duty, selected reserve, or the ANG, an OPR from the losing unit will most likely be required (for service greater than six months). If a transfer date has not yet been established, then the ALO applicant must provide either a draft OPR or a signed memo from the losing unit commander confirming responsibility for a closeout OPR. Proper OPR coverage for the potential ALO by the losing unit is a prerequisite for hiring into the program.

- Welcome Packet - Primary Duty ALOs will receive an In-Processing checklist from RMG Det 27. This will help new ALOs establish a number of important essential items, such as direct deposit, AF portal access, AROWs, to name just a few.

- Duty Status - Primary Duty ALOs should be aware of their duty status. First, 095A0 is a duty position identifier, not an AFSC. In the event of a Stop-Loss action, their primary AFSC will determine the impact of Stop Loss. Also, Primary Duty ALOs are not technically IMAs—they are Participating Individual Ready Reservists (PIRR). However, ALOs are assigned to ARPC for administrative purposes. Thus, Primary Duty ALOs are similar to IMAs from an ARPC standpoint. For example, if an ALO calls ARPC and asks a question about their OPRs, the first question ARPC will ask them is "Are you an IMA?" The ALO should respond, "No, I am an Air Force ALO in the PIRR." This approach should get you sent to the correct people to handle your needs.

- ALO Number - Applicants should receive an ALO number once approved and gained into the program. Once an ALO number is received a new ALO can access the ALOWeb to begin training.

- Training - Once a new ALO is assigned to the area, begin Phase I Training immediately. An ALO is fully trained and qualified once Phase I Training is completed.

- School Assignments - Do not assign schools until a new ALO has received an ALO number. Doing so will cause the school assignments to revert back to the LOD.

E. Area Meetings

Area Meetings are critical - they allow the LOD to provide relevant ALO training, meet with all unit ALOs face-to-face, and allow ALO interaction with each other. The meetings should enhance unit esprit de corps.

Timing - Area meetings are required annually. Most areas plan two area meetings per year to allow more attendance flexibility—if an ALO misses one meeting, she/he can attend the other. All ALOs are required to attend at least one meeting per year.

Date - Announce the meeting date and location at least 120 days prior to the meeting to allow ALOs to coordinate with their employers and to increase the likelihood of USAFA/AFROTC attendance. USAFA/RRA must be officially notified in writing of the area meeting date at least 90 days prior to the scheduled date.

Location

- Select meeting location centrally located and convenient for ALOs. Consider using conference centers at military installations or classrooms at AFROTC detachments so as to have access to audio/visual resources.

- Hold meeting at USAFA. O.L.45-2 is available on the ALOWeb to help coordinate a meeting at USAFA.

Attendees - Invite USAFA personnel, including the Director of Admissions, Admissions Liaison Division Chief, Regional Director, Counselors and Minority Enrollment Officers; AFROTC, and local Professors of Aerospace Studies; area NPS recruiters, especially flight chiefs; Congressional Staffers; Parents’ Club members. USAFA admission’s personnel attendance is based on funding for the given fiscal year. Organizing multi-area meetings increases the likelihood of USAFA admission’s personnel attendance.
Agenda - Publish an agenda 30 days prior to the meeting detailing the location, military uniform, start and end times, and items to be covered. Do not publish a minute-by-minute breakdown of the agenda. Send a copy of agenda to the appropriate Regional Director (USAFA/RRA).

1. Items to include
   - Awards and Decoration presentations
   - Relevant USAFA/AFROTC/USAFR updates
   - Continuation Training items from the National Training Program
   - Calendar of upcoming ALO related events
   - Question and Answer time
   - Supply Distribution

2. Considerations
   - Start and end the meeting at the published times to keep on-track for all planned speakers
   - Do not include too much time and information during area meeting. Inevitably, briefings take more time than planned. Allow slack time in your agenda schedule for questions. If the briefings run within the planned time, then the meeting may end a few minutes early— a nice bonus
   - Ask unit ALOs to wear the Class “A” service dress uniform. This provides the opportunity to ensure all the unit’s ALOs have a proper service dress uniforms that fits. Wearing the service dress uniform will also allow formal, in-uniform presentation of awards and decorations
   - Select someone within the unit to host the meeting— generally unit’s training officer. The LOD will generally be too busy dealing with problems/concerns raised by ALOs throughout the meeting to properly host the meeting
   - Assign briefings to Primary Duty ALOs to facilitate unit involvement, create additional OPR material, and develop future unit training mentors/leaders
   - Allow for long breaks (minimum 20 minutes) between briefings to allow for ALO side discussions and to create additional slack time in the agenda
   - Inject some fun and morale-building activities into the meeting—this may be the only group meeting of the year

Man-days - Not authorized for those requiring an overnight stay. Members who must stay overnight to attend the meeting can obtain billeting reimbursement if they follow the procedures found in Chapter 12.

F. Motivating ALOs

An LOD must ensure ALOs remain motivated and enthusiastic about their jobs. Common ALO motivators include: man-days/IDTs, awards, military decorations, and promotions.

1. General Guidance

   Communication: Communicate with unit ALOs on a regular basis. If the area is small enough, a quarterly meeting or informal social function may work well. In the areas where distance precludes frequent meetings, it’s a good idea to mail a newsletter every month to keep unit members up to date on Academy and AFROTC policies, special projects, and local requirements. LODs also need to meet or talk with unit ALOs, especially project officers, on a fairly frequent basis. Make sure that members of the unit read the “USAFA Insider” each month for the latest information and USAFA/RR policies.

   ALO Contributions - Use a newsletter, meeting, or other means of communication, such as e-mail, to seek ideas and suggestions about how to improve the program. Ask unit ALOs for their opinions and alternative solutions to problems.

   Standards - It is the LOD’s responsibility to enforce the standards of performance and appearance. LODs must be absolutely fair in enforcing standards and taking remedial action. Run the organization like a professional Air Force unit. Remember, praise in public and criticize in private. Maintain written counseling documentation in each member’s personnel file for any official counseling (good or bad).
Compliments - Never miss an opportunity to compliment unit members. A brief complimentary call or letter is always appropriate. Follow-up with positive comments at the unit’s next meeting and put a memo in the member’s personnel file. Include applicable comments in the member’s next OPR.

Publicity - The Unit Public Affairs Officer can also play a vital role in helping to motivate unit members. Promotions or receipt of awards are ideal times to submit news releases or photo feature stories about unit members and how they serve their community and country. Send a copy of all printed articles to the Regional Director and to the Academy’s Public Affairs office (USAFA/PAM).

2. Awards and Decorations

Military - An active awards and decorations program enhances both the morale and promotion opportunities unit ALOs. Refer to the USAFA/ERR Decorations Guide for direction on processing awards, decorations, and other forms of recognition. The awards and decorations guide is available on the LOD Toolbox on the ALOWeb. Microsoft Word templates for common awards can also be found there.

Regional and National - Each year USAFA/ERR selects Regional and National award winners. The National ALO Awards are presented at the LOD Conference in January of each year. It is up to LODs to nominate ALOs for the regional awards. The nominations are generally due in October. The categories are Primary Duty ALO of the Year; Additional Duty ALO of the Year; Retired/Civilian ALO of the Year, Diversity Affairs Coordinator of the Year, DLOD of the Year, LOD of the Year; and Lifetime Achievement Award. More information can be found in OI36-2803 on the ALOWeb in the Publications section of Toolboxes.

Tallman Award - Tallman pins are awarded to recognize 10, 20, 30 and 40 years of ALO service. Eligibility for the Tallman pin is determined by the year of assignment rather than by month and date. Pins may be requested anytime after Jan 1st of the year the ALO becomes eligible. The Tallman pin request form is found in the Toolbox menu of the ALOWeb. LODs are responsible for completing and mailing the request form to the Tallman Award Coordinator, Col (ret) Carol Holland, at 1010 Randall Ave #2, Cheyenne, WY 82001. Col Holland will verify eligibility and authorize the AOG to mail the pin to the LOD. Contact Col Holland at CHolland@aol.com to check if an ALO has already received a Tallman pin.

Local - LODs may want to establish a local “Outstanding ALO” award for presentation at the annual area meeting or other suitable occasions. The LOD should establish the award criteria, nomination procedures, and selection method. This award must represent superior performance and cannot become a “popularity contest”. LODs may also request a letter of congratulations or a certificate from the Academy. There may be additional award categories that LODs may wish to recognize on an annual basis within your unit. For example, LODs can award an “ALO ACE” award to ALOs whom achieves a total of five selections from among various categories such as Summer Seminar, USAFA Prep school appointees, USAFA appointees, Educator Orientation attendees etc.

Remember that ALOs are professional officers and they want to do a great job. Keep them motivated, rewarded, trained, and well supplied and the unit will be successful.

G. Monitoring and Evaluating ALO Performance

LODs are responsible for monitoring and evaluating the performance of the officers working in the unit. The techniques available and the extent to which follow-up on assigned personnel is required will depend on the size of the area and the experience and performance of individual officers.

1. Unsolicited Feedback

LODs will receive some unsolicited feedback from schools, parents, and other sources. All positive comments on ALOs should generate a complimentary call or note as discussed earlier. LODs should always investigate negative comments, but be aware there are always two sides to a story. Normally, LODs should first discuss a problem with the ALO in question before taking any necessary action to satisfy the complaint. Multiple complaints about an ALO or numerous calls from counselors who don’t know how to contact an ALO are indications of a developing problem.
2. Survey/Inquiry

The School Inquiry and the Freshman Survey can be useful tools to help gauge the performance of an ALO.

**The School Inquiry** - LODs may want to write the Director of Counseling at one or more schools in each ALOs area of responsibility. Determine, first of all, if the counselor knows his/her ALO and is able to contact the officer when questions arise. LODs will also want to ask how often the ALO visits the school and if he/she creates a favorable impression. Finally, include an open-ended question seeking comments on the ALOs performance and how the unit can more effectively serve the needs of that particular school. **WARNING**: ALOs will generally contact one or two counselors at large schools. Just because one counselor isn't aware of the name of the ALO responsible for the school does not mean the ALO has not visited and/or contacted the school.

**Cadet Freshman Survey** - Some LODs have found it effective to survey freshman when they return for Christmas leave. A questionnaire gives the freshman a chance to offer suggestions on how to better counsel future candidates.

**Important**: To ensure that you get accurate responses, identification of the cadet should be optional.

The following pages contain both a sample School Inquiry and Cadet Freshman Survey:
John Doe, Major, USAFR  
000 Kalamazoo  
Kalamazoo MI 00000-0000  
Home: (000) 000-0000

Dear Cadet,

I am writing to ask you to help us improve the Admissions Liaison Officer (ALO) program in MI. We would like to identify strengths and weaknesses in our system so we can address particular problem areas and improve ALO training.

I would like you to complete the enclosed questionnaire and return it to me in the postage paid envelope before you return to the Academy. Please answer each question on the survey to the best of your knowledge and ability. I am interested in your positive and negative comments, suggestions, and any other remarks you feel are appropriate. Tell us what we can do as ALOs to better help those who will follow you to USAFA.

Thank you very much for your help.

Sincerely

JOHN DOE, Major, USAF  
Director, ALO Program, MI  
1 Atch  
Questionnaire
ALO EFFECTIVENESS QUESTIONNAIRE

Name (optional): _____________________ Name of ALO you worked with: __________________________

1. Approximately how many conversations did you have with your ALO face-to-face?

2. Prior to your arrival at USAFA, approximately how many times did you talk with your ALO on the phone?

3. How far did your ALO live from your home?

   ( ) 0-10 miles             ( ) over 25 miles
   ( ) 11-25 miles            ( ) don’t know

4. Describe the ALO interview(s) (mark all appropriate blocks):

   ( ) Discussed USAFA, honor code, AFROTC, admissions requirements, and procedures, Air Force life, personal goals, high school activities, etc.
   ( ) Presented mainly advantages; seemed to want me to attend.
   ( ) Filled-in squares on a form.
   ( ) Showed a video or slides
   ( ) Other comments:

5. Were you adequately prepared for the Academy?

   ( ) Yes                         ( ) No

6. If the answer to question #5 is ‘no”, in what ways were you unprepared?

7. What could your ALO have done to give you a better understanding of the Academy and/or ease your adjustment to cadet life?

8. Did your ALO present an accurate picture of BCT and Academy life? Is there anything you wish you had been told before entering the Academy?

9. Other than your ALO, what else or who else helped you understand Academy life?

   ( ) cadets                     ( ) brochure or video
   ( ) parents                    ( ) Academy grad or other officer
   ( ) Congressman                ( ) high school counselor
   ( ) visit to USAFA             ( ) other (please explain)

10. Did your ALO contact you after BCT?

    ( ) Yes                         ( ) No
11. If the answer to question #10 is “yes”, do you feel that continued contact is important?

12. If the answer to question #10 is “no”, do you think it would have helped you to hear from your ALO?

   ( ) Yes                         ( ) No

13. How can your ALO help you now?

14. From your conversations with other cadets, would you say your ALO is:

   ( ) excellent                     ( ) above average
   ( ) average                       ( ) below average

15. Do you have any other comments or suggestions on how ALOs can be more helpful to both candidates and cadets?

6. If you were counseling students interested in USAFA, what suggestions would you make to them?

   Thank you, for taking the time to help your AF Admission Liaison Officers better serve the country.
3. Activity Reports

**Project Officers** - LODs should have their various project officers submit periodic management update reports. LODs do not need to know all of the details, but do need to know the various functions and activities the unit ALOs are participating in. As a part of these summary reports, ask the project officers to comment on those ALOs who have done a particularly good job of supporting the activity as well as those whose performance was substandard.

**ALO Activity Log** – AF Reserve Command (AFRC) mandated all reservists begin using Unit Training Assembly Participation System (UTAPS) by 1 October 2010 to log reserve duties that will earn credit for IDT and ADT duties. This required a modification of the ALOWeb 40A process to allow ALOs to continue to report activities after accomplishment instead of receiving pre-authorization for duty as the UTAPSWeb system requires. ALOs are granted a waiver to log activities after date of accomplishment as long as specifically detailed information on the time spent on each duty is provided for processing into IDT and ADT point credit for ALO duties.

In addition to collecting data to document credit for IDT and ADT points, the ALO Activity Log is geared to collect ALL duties done in support of the ALO mission even if those duties will not earn IDT or ADT credit. For example, if an ALO works longer than 8 hours on a given day—those hours should be logged on the new log even though points credit is capped for 8 hours in a single day. Civilian ALOs (retirees included in this group) should also enter hours spent on ALO duties. All activities/time logged is valuable to show actual work being done by ALOs in addition to duty that is earning IDT or ADT credit.

ALOs will record and submit all monthly activities using the Activity Log (see Figure 1). Actual time spent working each activity should be entered in the Activity Log—no rounding up or down is authorized. Each authorized activity an ALO can log is accessed by a drop down menu under “Duty Type.” Some activities will require entering comments to further specify work accomplished.

![Figure 1: Activity Log Initial Screen](image)

Once the ALO completes the activity report, the LOD can view information for their entire unit through the ROSTER/NATIONAL ROSTER tabs on ALOWeb (see Figure 2). LODs will see the latest activity posted for each ALO and can enter an ALO’s total activity log by selecting “Approve Activity” from each individual’s roster listing (see Figures 3 and 4). When activities are ready to be approved, the LOD clicks on the “Approve” radio button under each activity and hits the “Approve/Disapprove” button to submit it to USAFA/RRRA for review.

If the LOD disapproves an activity, the approved activities can still be clicked off and sent forward to HQ USAFA/RRRA for final submittal for points. LODs will approve and “certify” their unit entries via their ALOWeb password—no electronic signatures are required by ALOs or LODs.
Figure 2: National Rosters

Figure 3: Select Approve Activity
Figure 4: Review Area Activities

Figure 5: Review Area Activities
LODs should watch for and disapprove these activity entries:

- **Hours excessively rounded:** All activities rounded to even “4” or “8” hours—this is a hold over action from when ALOs were told to combine hours to minimize lines entered on the paper 40A.

- **Personal exercise logged:** ALOs should not log personal exercise and conditioning time on their ALO Activity Log. Per AFI, only one point per year is authorized for IDT credit for time spent actually taking the AF Fit Test. LODs should always check ALO comments to ensure activities that ALOs could confuse to include personal fitness time (“Readiness-Taking Fit Test”) is not being misused.

- **Duplicate miles driven costs:** If an ALO has already entered that miles were driven they do not also enter a dollar amount for costs incurred that include gas—this system automatically calculates federal gas reimbursement rates when miles driven are provided.

- **Duplicate money spent items:** Money spent should only be entered for non-reimbursable expenses. For example: if on orders to attend Phase II training an ALO would be in pre-diem status and should not log that they incurred expenses for meals/lodging unless they exceeded the reimbursements received.

When a LOD disapproves an ALO’s activity, that ALO receives notice and can modify or remove the offending activity. This system will keep a log of activities in disapproved status and comments entered. LODs will have their activities reviewed and approved by HQ USAFA/RRA—the same notification system will be used to approve/disapprove a LOD’s activity submissions. As this new system evolves, LODs should monitor ALOWeb for new guidance.

**Man-days** - Using the LOD area management system on the ALOWeb, (under the LOD Toolbox) the LOD views unit man-days on the area's man-day tracking and approval page. (See section I of this chapter for more information.) Only man-days using activities authorized for unit work (not work for activities such as USAFA Special Projects) will be tallied against the LOD’s pot of man-days. The LOD can use the ALOWeb tools to track all man-day requests and to approve or deny man-days (ADT) for unit authorized activities. Though the tracking tool shows non-unit man-days, the LOD cannot approve ADTs for those using man-days for non-ALO related work or work for USAFA/RR. The issuing agency is the approving authority for all non-ALO related man-days approved. USAFA/RR is the approving authority for all man-days related to ALO work outside the unit or for tours at USAFA. The LOD Area Management screens provide “real time” snapshots of area performance. This data is requested often by agencies both internal and external to USAFA, so the information must be complete and up-to-date.

**AF Forms 4060** - LODs must ensure all ALOs write concise and complete 4060’s. LOD’s should review a new ALO’s first few 4060’s (and offer critique, as appropriate). Then, after the ALO completes a number of satisfactory 4060’s, forms can be submitted without review. Candidate ratings should be supported by specific comments. Bullets should provide a clear picture of the candidate’s accomplishments, character traits, leadership and personal qualities. **Bullet format must be used.** The LOD and DLOD have the capability to read all 4060s produced by the unit. Individual ALOs can only review 4060’s assigned specifically to them.

**Area Reports** - Use the online ALOWeb unit reports/candidate list to monitor ALO performance. From the reports, LODs can tell how actively ALOs are pursuing applicants in their assigned schools. Additionally, LODs can assess their timeliness in completing Forms 4060 for their candidates.

**4. Promotions**

**Mentoring** - It is not the LOD’s responsibility to get primary duty ALOs promoted. However, LODs should make every effort to effectively mentor ALOs so they are competitive for promotion boards. LODs need to continuously remind unit ALOs about the requirements to be competitive for promotion. Participation in ALO activities, including ALO additional duties, points in the form of IDTs and man-days, the appropriate level of PME, member's prior record (insure it is complete and accurate), outstanding OPRs based on superior participation, a letter to the promotion board if required, and current and appropriate decorations are all needed for promotion as an ALO.
Performance Feedback - Required for each rate--must be done within 60 days of the beginning of the period of supervision and again midway between the start of supervision and the projected OPR closeout date. The LOD must record documentation on AF Form 724. Feedback is required on all officers from the ranks of 2Lt to Col.

5. OPRs
The strength of the Air Force Admissions Liaison Officer (ALO) program depends on the quality of the members. The LOD is responsible for quality OPRs on all ALOs. An OPR is a permanent part of the unit member’s records. The LOD not only documents the officer's performance, but also evaluates the officer's potential for increased responsibility. OPRs are an integral part of a record to identify officers for promotion, continuation in the ALO program, and many other career advancement programs.

It is important that board members sense the rater’s conviction about an officer from what is stated in the OPR. Cold, hard facts are essential, but facts may not always convey the degree of confidence an LOD holds in a particular individual. The OPR Guide, located on ALOWeb, contains examples and detailed instructions on completing each section of the OPR. Please read the OPR Guide thoroughly and feel free to contact the Chief, Admissions Liaison Division (USAF/RRA), the Regional Director, or Reserve Personnel for any questions concerning OPRs.

Submit all OPRs to USAFA/RRA NLT 60 days prior to the closeout. E-mail the completed OPR IMT Package to USAF/RRA at rrea.admin@usafa.edu. After submitting the draft, update the Regional Director of any significant accomplishments prior to the closeout date. Include a letter of explanation with the OPR if the OPR is late. The ALO OPR Guide is for the LOD benefit. There are several tips in the guide that will help the LOD in putting together the best OPR possible. Reflect the work that your ALOs do for the Air Force in their annual OPRs.

6. PRFs/PRF Validation Forms
- Required for those eligible to promotion to 0-4 and above
- Essential part of the promotion folder
- LODs are responsible for providing USAFA/RRA (the Regional Director) with polished drafts of PRFs for primary duty ALOs approximately 120 days prior to the board.
- To draft the PRFs, LODs will need copies of each individual’s OPRs for their entire career. ALOs should pull their OPRs from the v-MPF or order them at least 6 months prior to the board from ARPC Customer Service so you will have them to draft the PRF.
- A good technique is to have each individual eligible for promotion responsible for ordering the OPR copies, and highlighting what they consider to be their most important career achievements on the OPRs, then providing you with 9-12 sentences summarizing those accomplishments. All bullets must be logged on the PRF Validation form.
- Remind primary duty ALOs eligible for a promotion board that they will receive a copy of their PRF from USAFA 30 days prior to the board. They need to contact you if they do not receive the form in the mail.
- When forwarding PRF drafts to the Regional Director, include your local “rack and stack” recommendations to help him/her make recommendations to the Director of Admissions and the USAFA senior staff.

7. Substandard Performance
How you handle substandard performance depends on your personality and the degree of the deficiency. Since LODs do not have Uniform Code of Military Justice (UCMJ) authority over ALO members, counseling, probation, and program removal are the only disciplinary actions available to LODs. Keep accurate written records in the member’s personnel records concerning any disciplinary actions. The following steps are recommended in handling substandard performance and implementing disciplinary action:

a. Research: Find out all information concerning the member’s personal situation that may be affecting his/her reserve job performance. Often personal problems affecting job performance are of a temporary nature and can be helped through counseling and leadership guidance. It is in everyone’s best interest to work together throughout a difficult period. Even in the worst situation, the LOD must demand a minimal level of performance, i.e., monthly reports on time, availability when needed by schools and students, etc.
b. **Probation:**
- If the member does not have a valid excuse for substandard performance, inform the member that he or she is on probation. Choose a probation period of time appropriate for the situation. Make sure the member understands that he or she will be looked at closely for participation and effectiveness throughout this period. Prior to placing a member on probation, the LOD must inform the Regional Director of why the member is placed on probation. The AF Form 724 is an excellent vehicle to record and then brief substandard performance to the member.
- Get written feedback signed by the ALO stating that he/she will improve performance to acceptable standards within a fixed period of time.
- File a memo for record in the member’s personnel file for backup in case the member needs to be removed from the program.
- If the member does not respond appropriately to conversation, write him/her a letter. Again, file a copy.
- Outline the problem using specific examples and cite any previous conversation. Remind the ALO that he/she made a firm commitment to improve performance. Be careful not to exacerbate the situation by using confrontational techniques.
- Ask the officer for a written response to include an agreement to meet the program standards as described in the ALO Handbook and AFI 36-2017. Tell the officer that if an honest commitment cannot be made, that a letter of resignation is expected.

c. **Removal:** If all efforts fail to produce satisfactory performance, the LOD has no choice other than to remove the ALO member. Make sure the Regional Director is contacted. The Regional Director may find it necessary to consult with HQ USAFA/JA prior to removing the member from the program for substandard performance.
- With the Regional Director’s concurrence, inform the ALO member in writing that he/she is being removed from the ALO program on a specific date because of substandard performance.
- Send an email to Reserve Personnel with a CC to the Regional Director to initiate the removal. Be sure to attach or send copies of all background information and correspondence to the Regional Director.

### H. Personnel Management

1. **ALO Area Roster**
Check the Personnel Roster on the ALOWeb monthly to ensure the unit roster is current. Individual ALOs should update changes directly to the web as they occur, but LODs can also enter changes via the web.

2. **Deletions from ALO Program**
It is imperative that each LOD or school assignment officer use the ALOWeb to remove and re-assign schools from a departing ALO before requesting that USAFA/RRA remove the ALO from the unit. Otherwise, the schools will automatically be assigned to the LOD. Coordinate this with the school assignment officer in your area to ensure proper assignments are delegated and a potential appointee or AFROTC scholarship recipient doesn’t lose interest.

   a. **Primary Duty, Voluntary Resignation:** Have the ALO write and sign a resignation letter. Submit the letter to the Regional Director. USAFA/RRA will then assign the ALO to the non-participating USAFR, and delete the ALO from the database after LOD or school assignment officer reassigns the schools. Coordinate with your RD regarding required AF Form 1288 actions.

   b. **Primary Duty, Non-Voluntary Resignation:** Inform the ALO of your decision. Send an email to your Regional Director and USAFA/RRA. USAFA/RRA administrators will then assign the ALO to the non-participating USAFR and delete the ALO from the database. School assignments will default to the LOD unless transferred prior to deletion. Coordinate with your RD regarding required AF Form 1288 actions.

   c. **Additional Duty, Voluntary Resignation:** Have the ALO write and sign a resignation letter. Submit the letter to the Regional Director. USAFA/RRA administrators will then delete the ALO from the database after LOD or school assignment officer reassigns the schools.

3. **Area-to-Area Transfers**
USAFA/RRA needs confirmation from the losing LOD and the gaining LOD that they are aware of the transfer and approve it. This can take the form of a telephone call, an email, or a letter.

**NOTE:** It is critical for the gaining LOD to determine the due date of the next OPR for Primary Duty ALO transfers. It is in the gaining LOD’s best interest to coordinate who will write the ALO’s OPR, based on the OPR closeout date and the transfer effective date.

4. **Special Project Officer Changes or DLOD Appointments**
Coordinate with the Regional Director copy USAFA/RRA to report DLOD appointments. Use the ALOWeb to assign/change additional duty assignments. A duty title change requires completion of an AF Form 2096.

5. **ALO Personal Information Changes**
ALOs should keep their data current on the ALOWeb. If required, the LOD can update all ALO data, including home/business telephone numbers, mailing address, or email address on the ALOWeb “Career Tracking” page.

6. **Primary Duty ALO Retirements**
ALOs must submit a signed AF Form 131, Application to transfer to the Retired Reserve, to USAFA/RRA at least six months prior to their planned retirement date. The LOD should not sign the AF Form 131. USAFA/RRA will forward the form to the appropriate office at ARPC.

**NOTE:** To download form, you might have to copy link into your web browser.

**NOTE:** The ALO should annotate in the remarks section if he/she desires a flag to commemorate their retirement. Though there are on-line retirement application options available to reservists, ALOs MUST NOT use the on-line retirement application. Rather, an ALO MUST coordinate his/her retirement with the RMG at USAFA to ensure compliance with the most recent policy guidelines.

7. **General Helps and Hints**
Make sure that correspondence submitted contains individual ALO ID numbers. This helps USAFA/RR tremendously in responding to requests and updating necessary data in minimal time.

- **Do not send pre-stamped envelopes for HQ USAFA/RR** to use in returning information to you. All mail sent out from Admissions must be metered
- **Encourage unit ALOs to use the unit chain of command** should they have any questions regarding admissions activity, i.e., Reserve Affairs, etc. If upon completing a call to the LOD or DLOD, the question is still not resolved, please feel free to contact the appropriate Admissions division. Also, the ALOWeb, the ALO Handbook, Insider newsletter, USAFA Catalog as well as several other items serve as excellent sources of information for answering various questions. Encourage maximum familiarity with all Admissions’ publications and the ALOWeb
- **For questions regarding pay, points, or orders** for Selective Reservist or ANG additional duty ALOs, please contact primary duty unit first. Primary duty ALOs should first contact the unit LOD

8. **Additional LOD Tools on ALOWeb**
- **Updating home addresses, rank, or phone numbers:** use the ALOWeb’s “Edit” option under the LOD’s “ALO Roster” screen.
- **Updating additional duties:** Use the ALOWeb’s “Edit” option under the LOD’s “ALO Roster” screen.
- **Change School Assignments:** The LOD can reassign schools via the “ALO Roster” screen.
- **Reassign Applicants/Candidates:** The LOD can reassign both AFA and AFROTC candidates via the “Reports” menu on the ALOWeb. AFROTC candidates cannot be reassigned until the controlling AFROTC Detachment PAS releases the candidate to the LOD candidate screen. The AFROTC on-line process is described in detail on the ALOWeb under the “ROTC” menu.

I. **LOD/DLOD “Area Management” Functions on ALOWeb**
The web pages accessed through the "area management" page (see Figure 6) provide tools to help the LOD keep track of his or her area. The signature programs can be downloaded to digitally sign Form 49s and 40As submitted
by ALOs, thus providing the ability to email the forms. To use this page, select the radio button next to the desired
option and then hit the red “Go to the Selected Page” button at the bottom of the screen. The first useable LOD
function button provides a listing of ALOs and completed Phase I and Phase II training.

![LOD/DLOD Page](image)

**Figure 6: LOD/DLOD Page**

The next section of the LOD/DLOD page (see Figure 7) provides excellent tools to manage and track ALO OPRs,
points, mandays, and career information. The DLODs also have access to these pages. The only "official" data on
the pages are the names and contact information on each ALO while most everything else is self-reported and
entered by the ALO/LOD/DLOD. All the info is placed into a separate database that can be used and modified.

![Area Summaries](image)

**Figure 7: Area Summaries**

Please note the “Automatic Area Roster Update” button. This option will update area pages with the latest
information available from the Academy’s database. Selecting this option will add new ALOs, delete old ALOs and
update current ALOs information (address, name, ALO number and contact information). Consider using this
option before using the other options.
The Full Man-Day Page – Abbreviated Man-Day Page man-day pages help track the progress of ALO man-day requests. When an ALO makes a request from the “Generate 49/40A” process, it will be added to the table (see Figure 8). After the ALO sends a Form 49 for signature, a LOD can track when it was signed by clicking the radio button in the column “49 Mailed to USAFA.” Several requests can be worked at the same time and then submitted at if desired. The column will display “49 SENT ON” and the date it was submitted. A different date can be selected at the top of the page.

Since all the totals are visible at the bottom, this page provides an excellent system for tracking an area’s man-days. A LOD may see man-days that additional duty ALOs have requested. These do not need LOD action and do not show up in the totals. Also special man-days that are not charged against an area’s allotment of man-days do not show up in the totals, but will appear on the page as “N/A.” A text box at the bottom of the page allows manual entry of an area’s man-day allotment.

Figure 8: Area Management Page

Be advised that if a LOD does not use this page, their ALOs point totals will not reflect their man-days in the FY, RR, and calendar year tallies. USAFA/RRA has MANDATED all LODS use the man-day pages.

In addition, automatic emails will be sent to ALOs whenever a LOD performs an action on this screen. This email will include the date stamp and assume that the Form 49 is on its way. To turn off this feature, click the check box at the top of the page prior to hitting the submit button. It can take several seconds for each email to be generated, so the next page can take a minute or so to appear.

The “Individual Edit” link on the Area Management page allows LODs to edit man-days already in the system or make new entries. To delete a man-day, select the start date and put a zero in the “Days Requested” field.

1. Points Review Page

The points review page provides a good summary of what ALOs are logging. LODs should use this page to show which 40As have been sent to USAFA/RRA. The points that show up in blue have been sent. To change the points to blue, use the “Submit Points” page, which will be discussed in a moment. If the points show in red, then the ALO has changed their IDTs since it was submitted, and LODs may need to resubmit another 40A.
A nice feature with this page is the average column at the right. LODs can get a good idea on how many points each ALO is logging per month and whether they could log more.

From this page you can display a copy of an ALO’s activity form. The management system was designed to eliminate the requirement to have paper copies of the activity form. This page provides the access to the data in the activity form. Just click the radio button next to the ALO you wish to view, then select the month and year you wish to view and then click the button “View Activity Form for Selected ALO”. There is a link at the bottom of the individual’s activity form that creates a printable version. You can view different years by clicking the link for the desired year on this page. The page will refresh with the newly chosen year.

The Medical Tracking page is self-explanatory. A yellow background warning shows as medical, dental and fitness requirements come due, and a red warning, as they become overdue. The information comes from the online activity report and IS SELF REPORTED. This info is not what is in the official system of record.

### 2. Composite Reports

There are four different composite reports. The one on the activity form is for the ALO and is only accessed from the individual ALO’s activity form. The “COMPOSITE ACTIVITY REPORT Annual Calendar Year” provides a complete summary in the format of an activity form. There is a nifty expanded version using the “Print” link on this page that provides a summary of all available information including the med tracking and career tracking. It also shows all the activity forms included in the report. The “COMPOSITE ACTIVITY REPORT for Month of” selection does the same thing as the year selection. It also has an expanded “print” option. The COMPOSITE FY ACTIVITY REPORT select ALO # and year * selection summaries an individual ALO’s information and includes their bullet information as well. The year shown is the year that is displayed in the selection box just above this choice in the MONTH SELECTIONs section.

### 3. Submit Month’s Points (40A Mailed)

This is the page where you change the color of the points on the “Points Review” page from black to blue. USAFA/RRA has MANDATED all LODs use this page to keep track of the 40A that you have sent. You can work all the forms at one time before hitting the “Points Submitted” button.
This page also has an automatic email function. The ALO will receive an email informing him or her that their form 40A has been sent. You can turn off this function by selecting the check “Turn Off Auto-email Function”. It can take several seconds for each email to be generated, so the next page can take a minute to appear. Notice that ALOs can resubmit a form 40A after editing their activity report, thus you see the "1st submission" and "resubmission" in the table of submitted points.

USAFA/RRA has MANDATED all LODs use the Career Tracking page as a tool for managing their area (see Figure 9). LODs can get a heads up on upcoming OPRs, who needs an award and Tallman pins. LODs can sort each of the main functions. When working on OPRs, hit the sort link above that column and the page will list all the ALOs based on next OPR. All the displayed information is based on what the LOD or DLOD has entered, not what is in USAFA’s main database or what is listed at ARPC. This is self reported, and is only as accurate as reported. Most of the information can be extracted from a member's Data Verification Brief, which they can download from the vMPF.

If an OPR has been submitted, it shows in blue text. If it is due in 90 days it shows up as black text. If it is due in 30 days the background turns yellow. And of course if it is overdue, it shows up red.

If someone has not had an award in three years the last award shows up red. If the next award is coming due in 90 days, it shows up with a yellow background.

If an ALO was hired over ten years ago and does not have a Tallman pin in the database, their date of hire will show up as red. A LOD can update all this information by selecting the ALO and hitting the “Update Button”.

This page has several great features. For working on OPRs, LODs can sort that info and get a good idea of when OPRs are coming due throughout the year. The same goes for awards. LODs can also get an idea of upcoming PRFs. Take note of the “CSV FILE” link. That link will provide a comma separated file of all the information on the career page with some other info. It may be displayed in Microsoft Excel and can serve as a very useful tool.
The "Roster Page" is not the same as the "National Roster" that LODs can access directly from the ALOWeb main screen. This roster has some additional information and functions: LODs can edit individual ALO info and print it as well as email one or all of their ALOs from this page. The links at the top of the roster will initiate a new email all unit ALOs in the “TO” box. Two links for email to all are provided, one with commas and one with semicolons.

**Figure 10: Roster Page**

4. **Individual ALO Bullets**
   After selecting the ALO, this page will display all the previous bullets the ALO has entered on their online activity reports. It is also color coded for relevance. If the bullet is over 13 months old, it will appear with a yellow background in the date column to remind you that it is old. This page can be very helpful for writing OPRs.

   **Figure 9: Career Tracking Page**

5. **Area’s Bullet For Month**
   LODs can use this page and view all the bullets that have been logged for a particular month in their area.
J. The LOD’S “Little Black Book”

The LOD’s “Little Black Book” was written by an LOD for LODs. The purpose of this brief guide is to provide both the new USAF Liaison Officer Director (LOD) and the seasoned LOD some suggested techniques to help their unit run efficiently. The information in this pamphlet will provide an organizational framework for the new LOD or it will spur the seasoned LOD into a search for constant organizational improvement.

Roles of the Effective Liaison Officer Director

The list below captures the roles that must be mastered to be a successful LOD. The list is not all-inclusive, but it provides a good starting point for both the new and the seasoned LOD.

- **Leader** - Be the example for your folks. Never ask them to do anything you wouldn’t do yourself. SHOW THE WAY—don’t just make the rules, live by them. Your consistent, tireless example will instill in your folks a desire to do the same. Your actions carry ten times the weight of your words

- **Servant** - Sacrifice to ensure your centers of gravity are consistently addressed. As LOD, you have many masters—USAFA, AFROTC Detachments, your ALO’s, and (most importantly) your candidates. Again, your example of tireless and responsive service will provide the “juice” to get your folks “fired up” about the mission

- **Mentor** - Ensure each ALO has a mentor through both Phase I training and continuation training. Take every opportunity to listen to your folks, answer questions, and monitor their performance. Keep their careers and personal desires in mind—offer advice often (without being a “micro-manager”). The most effective teaching tool: allow an ALO to reach a desired conclusion individually (rather than have a decision directed from above). Always keep in mind the next professional step for an ALO in his/her career. Also be cognizant of the fact that not all ALO’s want to advance in rank and/or responsibility. Try and find ways to keep the “min run” folks energized, as well

- **Facilitator** - As LOD you are the “Shell Answer Person”. Help your ALO’s find the information, points of contact, or whatever they need to do their job. Keep copious notes and share what you learn with your ALO’s. It is highly recommend each unit develop a local website to supplement the ALOWeb (it’s a great additional duty for a computer savvy ALO). Keep ALL POC’s and other information in a clean, easy to use format. Over time, you can simply refer an ALO to your website as questions arise. ALO’s will then come to use the local website as an adjunct to the ALOWeb (hopefully, ALO’s will answer their questions themselves rather than contacting the LOD over and over again)

- **Warrior** - Though we no longer put “bombs on target”, the roles of the LOD and the ALO are vital to the security of America’s freedom. As LOD, you have the ultimate leadership challenge—how do I motivate folks to work hard with little to no economic incentive (other than retirement points)? How do I motivate my peers? Your embodiment of the “warrior spirit” will help your folks remember each ALO area is a military unit. Foster a sense of unit pride, talk about unit history and your current and future members, gather families together on occasion, and stay connected with the personal lives of your ALO’s. A private offer of help during hard times is ALWAYS appreciated. A public word of congratulations on a family success is ALWAYS well received. Let the unit share in an ALO’s success

- **Cheerleader** - As the LOD, your praise goes a long way. When the first drop of 4060’s comes down, get out and rally your troops. Praise those folks who are first to complete their taskings. Publicly praise those folks who go the extra-mile for their candidates and the unit. A local award given to the hardest working ALO (as chosen by the LOD and the Flight Commanders (Flight/CC’s)) might provide a great opportunity for public praise. Sometimes, ALO’s feel like they have a thankless job “gutting-out” multiple 4060s while still having to accomplish all of their other administrative requirements. Take every opportunity to focus positive attention on those doing a great job

- **Administrator** - As LOD, you are a one person MF. You process all of the points and manday requests for your folks. You are responsible for their OPR’s and their annual counseling. You are responsible for PRF’s and awards and decorations, as well. Almost any personnel issue, candidate issue, or ANY issue for that matter will more than likely be worked through the LOD. As LOD, try and tap the resources of your strongest folks and have them give you a hand. An energetic Executive Officer, or your senior Flight/CC might be a great choice to track and draft awards and decorations packages. Flight/CC’s should be trained (under the supervision of the LOD) in the finer points of OPR writing. The ultimate goal of the LOD is to
always “build the better watch”. The best LOD develops the talents and skills of his/her personnel so the unit will run smoothly with little to no LOD intervention. Reach out to a small cadre of folks around you, who will in turn work with the folks in their flights. The trust you give your subordinates will be reflected back to you tenfold. Expect unit members to complete tasks completely and on-time. But beware! The leader must also abide by the same set of high expectations expected of the subordinates. Make success the standard of your unit. Embed within the unit the norm of “tasks done completely, on time, and correctly”--and it will come. But again, beware! Do not expect more out of your folks than you expect of yourself.

- **Advocate** - Be a strong advocate for both your folks and their candidates. Never let an opportunity pass to recognize the accomplishments of your folks with USAFA. ALWAYS put your folks in for national awards. ALWAYS put your folks in for their extended tour MSM’s (and any other awards that become available). ALWAYS pass success stories up the chain with a cc: to the unit (so everyone in the unit sees the accomplishments of their teammates). Always back your ALO’s with their candidate issues (in a professional manner, of course). NOTE: when dealing with candidate issues (and cadet issues, later on) the role of the ALO is “sherpa” or guide. Help candidates get in touch with the prime movers in the issue (i.e. DoDMERB, Admissions, etc.). DO NOT try and become a prime mover yourself! We all want to see our candidates/cadets succeed. But as ALO’s we also have a responsibility to step back and allow the prime movers an opportunity to do their jobs. A word to the wise—experience has shown time and again that as ALO’s we RARELY have the entire set of facts on a given situation (especially regarding candidate/cadet issues). Facilitate communication when issues arise, but DO NOT lose your objectivity. All ALO’s wear two hats—we represent both candidates/cadets and the Air Force. Our task is to walk the fine line between both groups.

**Centers of Gravity (Customers, ADCON, OPCON)**

As LOD’s, we have many customers who depend on our service. Our customers serve as our center of gravity (COG)—if one ”attacks” or addresses his/her COG’s diligently, success as a unit will follow. As LOD’s we serve multiple leaders. ADCON refers to administrative control (i.e. the folks who handle all of the personnel issues and requirements that allow continued service in the military). OPCON refers to operational control (i.e. our “tactical” boss, the makers of the policy directives ALO’s execute).

- **Candidates (Customer)** - Be available and proactive with your number one external customers—the candidates. Be prompt when fielding candidate questions. Try and “hook-up” a candidate with their ALO. If time is of the essence, however, field the question and cc: the ALO. Then ensure the ALO takes over. Have a ready reference list for important contact numbers, to include: USAFA counselors, Falcon Foundation, DoDMERB, and USAFA athletics. Your roles here are twofold—guide and supervisor. You can serve as a guide for both your ALO and the candidate. You can indirectly gauge the capability of the unit’s ALO’s by the frequency of questions that “filter-up” to you. Strive to answer candidate e-mails daily. Remember to stress to your candidates that THEY should initiate all contact with USAFA and/or DoDMERB. The LOD can guide, but it is very important the candidate fully engage in the application process (as opposed to the LOD or the parents doing all of the leg work). That being said, if you come across a candidate with an exceptional background, desire, and/or ability, you have an opportunity to highlight the candidate to USAFA. Make the phone call or e-mail to the Director of Admissions (with coordination through your Regional Director) or the Athletic Department to ensure USAFA is aware of the unique qualifications of the “special” candidate.

- **Unit ALO’s (Customer)** - As an LOD, you serve many internal customers. The ALO’s in your unit can make your job very easy (or very difficult!) based on how well you take care of them. The flight system is highly recommended. Pick your best folks as Flight/CC’s. Establish a system in which the Flight/CC’s draft OPR’s under your tutelage. If your unit manning allows, an Executive Officer can be extremely useful in tracking both OPR’s and awards and decorations. Ensure all OPR’s and PRF’s are timely and of high quality. Ensure all unit members receive extended tour MSM’s every three years. Ensure all of your folks who are eligible receive the Military Outstanding Volunteer Service medal (MOVSM). Ensure all of your folks receive the Global War on Terrorism medal (non-deployed or deployed, as appropriate). Have your unit members contact ARPC and ensure their Air Force Longevity Service medals are updated. Ensure your folks log at least THREE points per month to ensure a good year of 35 points. For the hard working folks, up to 130 points can logged each year. Maintaining contact with schools, logging onto the ALOWeb (reading the Insider, checking candidate status, performing training modules, etc.), and carrying
ready to answer his/her e-mail daily. If you have a candidate/parent/unusual issue, a courtesy “heads-up”
may not, as LOD YOU MUST be computer savvy. Establish a close link with your Regional Director (RD) -- be
available to your Regional Director (RD) and our Regional Director, etc. -- for ready reference. Note: issues
be very good care of you. The paperless world is upon us, so you MUST be fluent with the following:
- The LOD still retains the ability to change an ALO on an AFROTC 4060, so do so as required. A good
- Never let the 4060 interview be the last outstanding item in a candidate’s file. Work with the USAFA counselors as required. Also, ensure your
- USAFA (Customer) - The folks of the Admissions Department depend on the LOD to prosecute an effective “campaign” in their area. Ensure your ALO’s are completing 4060 interviews in a
timely manner and in the correct format. Set the expectation level high for your folks—ALL 4060’s done
on time and on-target. Be ready to “flex” if one ALO becomes overloaded--distribute the 4060 workload to
other ALO’s, as required. As LOD, you might institute a “Subs and Primes” program. The primary ALO
for a school remains the “Prime” for all 4060 interviews in the school, but they should have a named
substitute or “Sub” as their back-up or relief valve. The “Subs” and “Primes” can establish their own
threshold for handoffs. When required, they simply need to request that the LOD make the handoff on the
ALOWeb. Drive responsibility down to the lowest level.
- USNA (Customer) - The Lodge and Candidates Office depend on the LOD to prosecute an effective
“campaign” in their area. Ensure your ALO’s are completing 4060 interviews in a timely manner and in the
correct format. Set the expectation level high for your folks—ALL 4060’s done on time and on-target. Be
ready to “flex” if one ALO becomes overloaded--distribute the 4060 workload to other ALO’s, as required. As
LOD, you might institute a “Subs and Primes” program. The primary ALO for a school remains the “Prime”
for all 4060 interviews in the school, but they should have a named substitute or “Sub” as their back-up or
relief valve. The “Subs” and “Primes” can establish their own threshold for handoffs. When required, they
simply need to request that the LOD make the handoff on the ALOWeb. Drive responsibility down to the
lowest level.
- AFROTC (Customer) - Remember, we are AIR FORCE Admission Liaison Officers, NOT AIR FORCE
ACADEMY Admission Liaison Officers—do not neglect the vital role AFROTC plays in officer
accessions. The local AFROTC detachment has the ability to task an ALO to complete an AFROTC 4060
on a candidate for which the ALO has already written an USNA 4060 (normally, a simple “cut and paste”
from the USNA form will work). Remember, AFROTC forms are more text limited than USNA forms. The
LOD still retains the ability to change an ALO on an AFROTC 4060, so do so as required. A good
working relationship with both the Professor of Aerospace Science and the administrative assistant at the
AFROTC unit is vital. Invite AFROTC reps to your meetings and functions. Try and coordinate training
time at the AFROTC detachment from time to time for your folks. Many times, AFROTC has money for
cooperative agreements, etc. Try and coordinate training time at the AFROTC detachment from time to
make sure you do NOT spend ALL of your time at the AFROTC detachment.
- ALO Management (Customer & OPCON & some ADCON) - As LOD’s, we receive our “marching
orders” from the Chief of the Admissions Liaison Division and our Regional Director. Support their
policies fully. Question when you need to (again with respect and good humor), and “throw the flag” when
you see an issue that seems to be a “foul”. Bring your best ideas to the table, but be ready to move out in a
different direction as conditions warrant. Work closely with USAFA Reserve Personnel on all awards and
designations, OPRs, and point logging issues. Stay ahead of the curve with them, and Reserve Personnel will
take very good care of you. The paperless world is upon us, so you MUST be fluent with the following:
electronically signed 40a’s, 49’s, IMT Viewer/Lotus Viewer, and scanned *.pdf award packages. KEEP A
COPY OF EVERY DOCUMENT YOU E-MAIL, so it can be re-sent if lost. Many LODs set up a number
of folders as part of their e-mail accounts: “Forms to Work”, “ALO Archive”, “College Fairs”, “Candidate
Issues”, etc. are just a few that will allow you to keep your In-Box relatively clean. Whether you like it or
not, as LOD YOU MUST be computer savvy. Establish a close link with your Regional Director (RD) -- be
ready to answer his/her e-mail daily. If you have a candidate/parent/unusual issue, a courtesy “heads-up”
to the RD is appreciated BEFORE the issue “grows legs”. A good RD will provide top-cover for you, as you do for your ALO’s. Good communication up and down the chain of command will ensure success in our highly visible business.

- **Readiness Management Group (ADCON)** - The RMG handles ALO readiness issues (physicals, security clearance, and fitness testing), as well as our retirement processing. As LOD, ensure your ALO’s refer to the ALOWeb for the latest policies and instructions regarding their USAFR annual physicals. Keep a repository of information on the best locations for physicals (to include: location, points of contact, hours of operation, etc.). Again, a local website as an adjunct to the USAFA ALOWeb is very useful here. Regarding security clearances, individual ALO’s should work with the RMG directly. As LOD, you should ensure your folks have ready access to Physical Training Leaders or PTL’s in your unit for fitness testing (the PTL checkout is not that difficult). In the interim, AFROTC detachments and almost all active/ANG/AFRES bases offer testing a few days a month. Encourage your folks to visit the AF Portal and check out the fitness testing section (as well as the fitness testing calculator) to determine their fit level by age group. Regarding retirement processing, ensure your folks visit the ALOWeb and consult the latest policy letter there (there are very specific instructions for the on-line AFRES retirement application available on the ALOWeb). If these instructions are not followed to the letter, the retirement application will not process. It is also a good idea to call the RMG after you have sent in your retirement application to ensure it is in the system. Many folks have been surprised months after they thought their retirement application was in the works to find it was NOT in the system. Good communication between the LOD, the ALO, and the RMG is paramount.

**Conclusions**
The success or failure of a unit rests in the hands of the LOD. The role of the LOD is both very challenging and very rewarding. Speak with other LOD’s and the RD regarding “best practices”. Always offer to help and solicit feedback. Get out in front of the unit ALOs and carry the flag for them. They will follow.
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