

USCG AUXILIARY  
PUBLIC AFFAIRS SPECIALIST  
(AUXPA3) – ENTRY LEVEL



PERSONNEL QUALIFICATION STANDARDS (PQS)  
STUDY GUIDE AND WORKBOOK





16790  
05 Sep 23

## MEMORANDUM

Reply to CG-BSX-11  
Attn of: Mr. D. Goff  
(202) 372-1264

From: /T. P. Glendye, CAPT/  
Chief, Office of Auxiliary and Boating Safety

To: Distribution

Subj: AUXILIARY PUBLIC AFFAIRS SPECIALIST 3 PERSONNEL QUALIFICATION  
STANDARDS (PQS) – STUDY GUIDE AND WORKBOOK

Ref: (a) Auxiliary Public Affairs Specialist 3 PQS Study Guide of Feb 2016  
(b) Auxiliary Public Affairs Specialist 3 PQS Workbook of Feb 2016  
(c) ALAUX 015/23 of 19 Apr 2023  
(d) Auxiliary Manual, COMDTINST M16790.1 (series)

1. PURPOSE. The purpose of this Personnel Qualification Standards (PQS) Study Guide and Workbook is to provide training and qualification guidance for Auxiliarists to achieve the Auxiliary Public Affairs Specialist 3 (AUXPA3) competency.
2. ACTION. Elected and appointed Auxiliary leaders and program managers at all levels of the Auxiliary organization shall ensure Auxiliarists adhere to this PQS.
3. AUTHORIZED RELEASE. Internet release is authorized.
4. DIRECTIVES AFFECTED. References (a) and (b) are cancelled.
5. BACKGROUND. The Auxiliary public affairs program has historically provided outstanding support of Coast Guard public affairs and outreach efforts particularly in times of significant events like major hurricane, Midwest flood, and the Deepwater Horizon response operations. Such high-quality support has been achieved through close collaboration between Coast Guard and Auxiliary public affairs program managers and resultant training and qualification tools like this PQS.
6. DISCLAIMER. This PQS is not a substitute for applicable legal requirements, nor is it a rule. It is intended to define requirements for Auxiliary personnel and is not intended to, nor does it impose legally binding requirements on any party outside the Coast Guard.

7. MAJOR CHANGES. In accordance with reference (c), Coast Guard Public Affairs Specialists 3 (PA3) may be granted the AUXPA3 competency without having to complete this PQS if they enroll in the Auxiliary within three years of their separation from active or reserve duty.
8. SCOPE AND AUTHORITIES. It is recommended AUXPA3 trainees become familiar with and adhere to the guidelines and content throughout this PQS.
9. ENVIRONMENTAL ASPECT AND IMPACT CONSIDERATIONS. This PQS will not result in any substantial change to existing environmental conditions or violation of any applicable federal, state, or local laws relating to the protection of the environment.
10. DISTRIBUTION. No paper distribution will be made of this PQS. An electronic version will be posted on the Auxiliary Public Affairs (A) Directorate's training division website: <https://wow.uscgaux.info/content.php?unit=A-DEPT&category=training-division> . All websites in this guide are the most current available. If the cited web link does not work, then access should be attempted by copying and pasting or typing the web site address into the user's internet browser.
11. RECORDS MANAGEMENT CONSIDERATIONS. Records created as a result of this PQS, regardless of format or media, must be managed in accordance with records retention guidance in reference (d).
12. FORMS. Forms referenced in this guide are available on the Coast Guard Auxiliary web site: <https://www.cgaux.org>.
13. REQUEST FOR CHANGES. Auxiliary units and individuals may formally recommend changes in writing through the chain of leadership and management including the appropriate Auxiliary national program manager(s) (email acceptable). Comments and suggestions from users of this PQS are welcomed. All such correspondence may be emailed to Commandant (CG-BSX) at: [CGAUX@uscg.mil](mailto:CGAUX@uscg.mil).

#

Encl: (1) AUXPA3 Study Guide  
(2) AUXPA3 Workbook

Dist: DIRAUX (dpa), NEXCOM, ANACO-FC, DIR-A, BC-ATP



## **Auxiliary Public Affairs Specialist 3 (AUXPA3) Study Guide**

### **Introduction to Coast Guard Auxiliary Public Affairs (AUXPA)**

1. What is the purpose of U.S. Coast Guard Auxiliary Public Affairs?
  - a. To publicize Auxiliary activities so the public understands and appreciates Auxiliary support of the Coast Guard. To assist the Coast Guard with its public affairs and training programs. We must:
    - (1) Tell what's going on (i.e., tell the Auxiliary story).
    - (2) Act as persuaders and marketers.
    - (3) Develop relationships and two-way communications.
    - (4) Enhance Auxiliary brand.
    - (5) Cultivate strong media relationships.
  - b. Thus, through an active public affairs program we can:
    - (1) Encourage attendance at PE classes.
    - (2) Spur interest in vessel safety checks.
    - (3) Boost Coast Guard and Auxiliary image.
    - (4) Build morale of both Auxiliary and active-duty personnel.
    - (5) Recruit new members of all ages.
2. Outline organization of the AUXPA program.
  - a. Public Affairs Officers (PAO's) conduct AUXPA efforts at the flotilla, division, and district level.
  - b. They also assist Coast Guard units as needed.
  - c. At the national level, the "A" Directorate supports Auxiliary PAOs by developing programs and resources.
3. What is the web "gateway" to the world of PA? The Auxiliary national PA website:  
[www.auxpa.org](http://www.auxpa.org).
4. Describe the proactive approach to public affairs.
  - a. Actively disseminating messages through a variety of communication media.

- b. Identify your audience.
  - c. Know your target media (prepare a contact list).
  - d. Write articles and promotional materials regularly.
  - e. Publish announcements in community calendars.
  - f. Set up displays and safety exhibits at special events.
  - g. Create public service announcements and video news releases.
  - h. Distribute posters, fliers, and flotilla newsletters.
5. Outline the four-step public affairs process.
- a. Planning (identify audience, message, media).
  - b. Execution (putting plan into action).
  - c. Analysis (determine impact of your AUXPA program).
  - d. Follow-up (adjusting and repeating communication effort).
6. What are the guidance manuals used for AUXPA?
- a. U.S. Coast Guard Auxiliary Public Affairs Guide (revised October 2014).
  - b. U.S. Coast Guard External Affairs Manual, COMDTINST M5700.13 (series).
7. What are the AUXPA responsibilities of the flotilla commander?
- a. Supervise the PA staff officer (FSO-PA).
  - b. Rely on the FSO-PA for guidance and counsel in all public affairs matters.
  - c. Represent the unit as spokesperson.
  - d. Identify public affairs opportunities in various mission areas.
8. Do flotilla members have any AUXPA responsibility? Why? Public Affairs, as a function that crosses all Coast Guard missions, is the responsibility of everyone in the Auxiliary.
9. What channels can be employed to communicate with the public?
- a. Commercial media (newspapers, magazines, radio, television).

- b. The Internet.
- c. Church or community bulletins.
- d. Local boating newsletters.

### **Print Media**

- 10. Discuss different types of print media.
  - a. Internal: Flotilla, division and district newsletters, Navigator magazine, national e-mail newsletters such as NAVIGATOR Express.
  - b. External: Weekly and daily newspapers, commercial magazines, shopping guides, company newsletters and magazines.
- 11. Explain Auxiliary guidelines for release of information.
  - a. “If you did it, or were responsible for it, you can talk about it. If not, then don’t.”
  - b. Tell it all...tell it now...tell the truth.
- 12. Develop a media contact list for your local area.
- 13. Publish one or more articles in local newspapers.
- 14. Prepare/distribute a press release for Public Education (PE) and Vessel Examinations (VE).
- 15. Publish an article in an Auxiliary publication.

### **Broadcast and Social Media**

- 16. Name the Auxiliary approved social media platforms and briefly discuss each.
  - a. Facebook.
  - b. Twitter.
  - c. YouTube.
  - d. Instagram.
- 17. Describe the different types of broadcast media.
  - a. Radio, television, internet based.
  - b. Each has advantages and disadvantages in terms of Auxiliary material.

18. Explain major differences between print and broadcast media.
  - a. Deadlines. Days and weeks vs. hours.
  - b. Frequency. Broadcast is immediate, live, often 24/7; sound and motion give TV immense power; radio can reach audiences almost anywhere.
  - c. Newspapers and magazines offer much more in-depth coverage rather than a “headline” service; less need for entertainment and “filler;” readers still enjoy clipping articles and pictures.
19. Identify three staff positions in a broadcast news operation.
  - a. News director. Responsible for overall news product, makes final decisions on content; supervises news staff.
  - b. Assignment editor. Determines general coverage; gives assignments to news crews; helps generate story ideas. This is your primary contact.
  - c. Reporter. An “on the ground” working news journalist; covers general news and features. Large stations may have specialists that report on a particular topic such as sports, business, or education.
20. Send a news release to a local radio or TV station.
  - a. Safe boating topics are always good.
  - b. Remember, the national PA website offers ready-made Public Service Announcements (PSAs).
  - c. Localize if possible, or simply contact a local station and forward the digital file. Please follow-up and encourage the station to broadcast the spot.

### **Public Appearances**

21. Write a simple speech about the Coast Guard Auxiliary. Suggested topics:
  - a. Recreational boating safety.
  - b. Maritime domain awareness (America’s Waterway Watch).
  - c. Auxiliary mission and history.
  - d. Membership benefits.
  - e. How the local flotilla serves the community and the Coast Guard.
22. Present a speech before a group (in the margin of a PQS notebook, note the topic, date, and

audience (name of group)):

- a. A local yacht club, Rotary Club, Elks or Moose Lodge or other civic organization.
- b. Would not include a public education presentation using Auxiliary PE materials.
- c. For public affairs training purposes, this may be a presentation to an Auxiliary group.

### **Static Displays / National Safe Boating Week**

23. Discuss various ways to use static displays. To enhance exhibits at boat shows, marine dealerships, government agencies such as DMV, visitor centers at national parks or national forests.
  - a. Bulletin board using ready-made or custom created posters (which may feature photos of local activities and people), along with printed material and attached objects. Boards may be wall hung, placed on an easel, or have a built-in display stand.
  - b. Counter display of pamphlets ideal for marinas, sporting goods stores.
  - c. Portable, weather resistant display of Vessel Safety Check (VSC) pamphlets and posters very effective at VSC station at a boat launch ramp.
  - d. Store window space can make for a dramatic display of printed materials, safety equipment and aids to navigation displays, including charts.
  - e. A portable sandwich board (double board hinged at top) is free-standing and large enough to hold several posters or photos.
24. Describe new types of electronic displays. Several options are available and are useful in many of the same venues as a conventional static display.
  - a. A simple sign with a programmable “crawling message” is eye-catching and can hold attention.
  - b. A laptop computer can be attached to a digital projector for a dramatic, colorful display. “Endless loop” slide shows, with sound and music are possible.
  - c. Just the computer screen— or Apple iPad —is fine in a smaller setting. External speakers may be needed for adequate sound volume.
25. Set up a VSC exhibit or promotional exhibit.
26. Name some key reasons for participating in NSBW. Although PA activities take place throughout the year, National Safe Boating Week (NSBW) provides an opportunity to highlight boating safety at the traditional start of the boating season. The wide scope of this program gives local units a chance to tie-in with a national program for added leverage.



27. Explain the role of public affairs in NSBW.

- a. Event established by President Eisenhower in 1958.
- b. The public affairs officer has primary responsibility for promoting NSBW activities in his or her Area of Responsibility, including planning, scheduling, and providing coverage.

28. What other staff should take part? What should they do?

- a. Additional unit members are needed to staff exhibits, perform VSCs and provide other support, such as public education programs and marine dealer visits.
- b. It's essential to find members with the interest, energy, and charisma to lead and participate in this activity.

### **Photography**

29. What are some advantages of photos with a story? It adds important visual interest to draw reader into story. Gives the story more credibility; increases the likelihood that an editor will publish the story.

30. Define picture composition and perspective.

- a. Composition is the pleasing arrangement of all the story-telling elements in a scene. Simplicity is key. What do leave in? What do you leave out? Best way to simplify is to get close and fill the frame.
- b. Perspective is to create an illusion of depth (3D) in the flat 2D space of a photo. Often done by showing dramatic size differences of objects in the image.

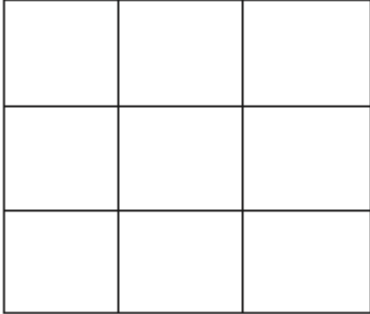
31. What is Depth of Field (DOF)? How do you control it? DOF is the amount of sharp focus in the scene. Three factors that control depth of field are:

- a. Lens focal length. Shorter (wide-angle) lenses give greater DOF than longer (telephoto) lenses.
- b. Aperture setting. Larger lens openings (such as f/4) give less DOF; smaller lens openings (such as f/16) give more. Thus, for a portrait, you might use f/4 to blur the background while keeping the face sharp. For a landscape, you would use f/16 for an extended range of sharpness.
- c. Lens-to-subject distance. The closer your subject to the lens, the less DOF you'll get. Thus, for extreme close-up (macro) photography, DOF may only be a few inches.

32. Cropping can help create a more dynamic composition. Discuss. By eliminating distracting or unwanted elements, cropping can simplify and strengthen an image. Like a zoom lens, cropping brings the viewer in close, enhancing content and taking out extraneous detail.

33. Explain the Rule of Thirds.

- a. Visually divide your viewfinder into thirds vertically and horizontally. Place main subject on one of these lines to avoid dead-center, “perfect balance” positioning and make the composition more dynamic and interesting.



- b. Much like a tic-tac-toe board, the image area is divided into nine squares. The four points where the lines intersect are the strongest focal points. For example, placing the horizon at the upper third or lower third helps create a well composed landscape.

- c. The Rule of Thirds is more of a guide than a hard and fast rule but is very helpful when choosing the placement of the subject in the frame. A photograph

is often much more appealing when the subject is not directly in the center and occupies a significant area within the frame.

34. What two camera adjustments control exposure?

- a. Aperture. Controls the amount of light reaching the digital sensor through a series of “f/stops” which are fractions of the lens focal length. An f/2 aperture setting, for example, means the size of the opening is 1/2 the lens focal length, while f/16 means the opening is 1/16th of lens focal length. Thus, smaller numbers equal larger openings; larger numbers equal smaller openings.
- b. Shutter speed. Controls how much time the light can enter the camera to capture an image. Measured in fractions of a second. The faster the shutter, the faster action can be stopped.

35. Document at least three Auxiliary activities and produce publishable images from each.












**Team Coast Guard**

36. How can public affairs increase Auxiliary membership? By delivering credible and consistent messages that enhance the Auxiliary brand. Beyond traditional public outreach, other methods to attract and keep younger members (ages 18–39) include:

- a. Visits to local high schools, colleges, vocational schools, and area youth groups. Leave literature, offer to teach boating safety classes.
- b. Start a speaker’s bureau and send speakers to schools, companies, and service organizations.
- c. Set up PA exhibits at non-boat show events like job fairs, local festivals.
- d. Assign new members a mentor. Promote free training opportunities and offer training immediately. Get new members involved.

- e. Entrust new members with meaningful tasks that tap into specialized skills so they can help Team Coast Guard right away.

37. Name Coast Guard enlisted personnel grade structure from lowest to highest.

<b>Seaman Recruit (SR) / E-1</b>		<b>Petty Officer Third Class (PO3) / E-4</b>	
<b>Seaman Apprentice (SA) / E-2</b>		<b>Petty Officer Second Class (PO2) / E-5</b>	
<b>Seaman (SN) / E-3</b>		<b>Petty Officer First Class (PO1) / E-6</b>	
<b>Chief Petty Officer (CPO) / E-7</b>			
<b>Senior Chief Petty Officer (SCPO) / E-8</b>			
<b>Master Chief Petty Officer (MCPO) / E-9</b>			
<b>Command Master Chief Petty Officer (CMC) / E-9</b>			
<b>*Gold Stars and Gold Shied denotes Area CMC/MCPOCG in Coast Guard Reserve and Master Chief Petty Officer of the Coast Guard E-10</b>			

38. Name Coast Guard warrant officers and commissioned officers.

**Chief Warrant Officer 2 (CWO-2)**  
**W-2**



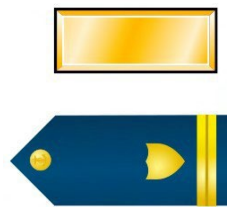
**Chief Warrant Officer 3 (CWO-3)**  
**W-3**



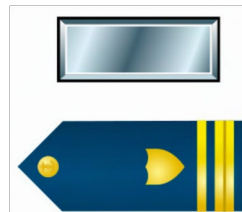
**Chief Warrant Officer 4**  
**(CWO-4) W-4**



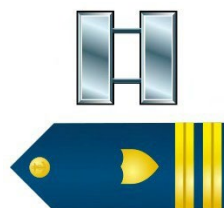
**Ensign (ENS)**  
**O-1**



**Lieutenant Junior Grade (LTJG)**  
**O-2**



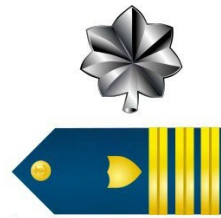
**Lieutenant (LT)**  
**O-3**



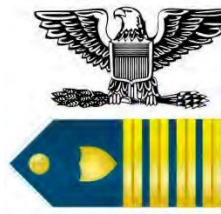
**Lieutenant Commander (LCDR)**  
**O-4**



**Commander (CDR)**  
**O-5**



**Captain (CAPT)**  
**O-6**



**Rear Admiral (lower half) (RDML)**  
**O-7**



**Rear Admiral (upper half) (RADM)**  
**O-8**



**Vice Admiral (VADM) O-9**



**Admiral (ADM)**  
**O-10**





## **Auxiliary Public Affairs Specialist 3 (AUXPA3) Workbook**

1. Introduction.
  - a. This Personnel Qualification Standard (PQS) workbook and accompanying study guide are designed to help you become a Coast Guard Auxiliary Public Affairs Specialist 3 (AUXPA3).
  - b. All AUXPA Specialist levels require skills in journalism and writing, print, broadcast and social media, public appearances, photography, video basics, static displays, ethics, media relations, and television interview techniques. Specialist candidates must demonstrate expertise in media policy, release of information, Coast Guard ranks and rates, the phonetic alphabet, Incident Command System (ICS), command Area of Responsibility (AOR), and Joint Information Center (JIC) operations.
2. PQS Verification.
  - a. A Verifying Officer (VO)/mentor and you will use this workbook to show completion of each task. Your (VO)/mentor must be an active status certified AUXPA Specialist who has earned the qualification level you are seeking, an Auxiliary Public Affairs C-school (AUX-12) graduate, or an active-duty Coast Guard Public Affairs Specialist. Please contact the Auxiliary Public Affairs Directorate's Branch Chief for Professional Standards (BC-ATP) if you need an active status certified AUXPA Specialist to be your VO/mentor. A list of approved VO/mentors is also provided under the Auxiliary Public Affairs (A) Directorate's Public Affairs Academy website: <https://wow.uscgaux.info/content.php?unit=A-DEPT&category=pa-specialist> .
  - b. More than one VO/mentor may make entries in your workbook. The VO/mentor will review your qualifications and/or observe you perform specific jobs. The VO/mentor will sign off tasks as you demonstrate proficiency. For some tasks, you must present evidence such as published articles, news press releases, and photos.
3. Documentation Packet.
  - a. When you complete this PQS, you must submit a documentation packet via e-mail (all files in a single PDF format) to the BC-ATP. Scan all your course completion certificates, every PQS sign-off page, and articles, news press releases, and photos into one file. Save the file as a PDF and submit it with a request for an oral board and the dates and times you will be available for approximately 60 minutes. You will be scheduled for an oral board following review and validation of your documentation.
  - b. The PQS sign-off tasks, articles, news press releases, and photos must be no more than two years older than the date you request your oral board.

4. Oral Board.

- a. The board consists of three AUXPA Specialists, generally members of the national staff, and is conducted as a free teleconference phone call or via virtual platform session for approximately 60 minutes.
- b. An oral board is required for each level of AUXPA Specialist. There is a 3-month waiting period between each AUXPA level before trainees are eligible to test for the next level. This waiting period affords an opportunity for trainees to obtain experience prior to testing for the next level.

5. Qualification.

- a. Once you successfully complete the oral board, your task sign-off sheet will be forwarded to the Auxiliary Director of Public Affairs (DIR-A) for endorsement and then forwarded to your District Director of Auxiliary (DIRAUX). You will receive an AUXPA3 Specialist certificate from the DIR-A.
- b. Upon DIRAUX approval, you will receive a qualification letter along with the AUXPA ribbon (this may be relayed and presented to you by your Flotilla Commander). Your DIRAUX will also make the appropriate AUXDATA II qualification entry. If you have not received the qualification letter within four weeks of completion of your oral board, then notify the BC-ATP.

**AUXILIARY PUBLIC AFFAIRS SPECIALIST (AUXPA) PROGRAM**

**AUXILIARY PUBLIC AFFAIRS SPECIALIST 3 (AUXPA3)**

**TASK SIGN-OFF RECORD**

**AUXPA3 Specialist Trainee Name:** \_\_\_\_\_

**Member ID Number:** \_\_\_\_\_ **Auxiliary Region / Division / Flotilla:** \_\_\_\_\_

These tasks must be performed by the AUXPA3 trainee and signed off by a qualified AUXPA3, AUXPA2 or AUXPA1, or a Coast Guard Public Affairs Specialist 3 (PA3) or above as the Verifying Officer (VO)/mentor. These tasks are similar to those required of a Coast Guard PA3 candidate. The AUXPA3 trainee may be asked questions or be required to demonstrate certain tasks as necessary to judge competency.

Task signoffs must be completed within one year after the date of the first task signoff. If not completed in this time, then the AUXPA3 trainee shall start a new AUXPA3 task signoff sheet with another one-year period for completion. The completed form must be submitted to the Auxiliary national Branch Chief for Professional Standards (BC-ATP). The BC-ATP will review and submit it with their recommendation to the Auxiliary Public Affairs Director (DIR-A) for endorsement and forwarding to the District Director of Auxiliary (DIRAUX) for AUXDATA II entry and AUXPA3 qualification issuance.

Coast Guard PA3s and above may be granted the AUXPA3 competency without having to complete these tasks if they enroll in the Auxiliary within three years of their separation from active or reserve duty.

**VO/Mentor Printed Name(s):** \_\_\_\_\_

**VO/Mentor Initials:** \_\_\_\_\_

**VO/Mentor Qualification/Office:** \_\_\_\_\_

**Member ID Number:** \_\_\_\_\_ **Auxiliary Region / Division / Flotilla:** \_\_\_\_\_



## AUXPA3 – PQS Tasks

TASK NUMBER	PRELIMINARY TASK DESCRIPTION	SIGNOFF (INITIALS)	DATE
P-1	Possess Favorable Operational Support Personal Security Investigation (OS PSI).		
P-2	In Basically Qualified (BQ) or Operational Auxiliarist (AX) membership status.		
P-3	Current in Auxiliary Core Training (AUXCT).		
P-4	AUX-20: Introduction to Auxiliary Public Affairs.		
P-5	AUX-22: Coast Guard Public Affairs Specialist 2nd Class.		
P-6	AUX-23: Journalism for USCG Public Affairs.		
P-7	AUX-26: Introduction to Digital Photography.		
P-8	ICS 100: Introduction to Incident Command System.		
Optional P-9 to P-11	AUX-12 Public Affairs C-School (Counts for all courses above, except AUX-20 and ICS 100).		
P-12	Submit copy of AUXDATA II report showing minimum 16 hours in PA activities, Code-10, recorded in AUXDATA II during the past 12 months.		
P-13	Submit full-length (jpeg/png) photos of candidate in ODUs and/or Tropical Blue Uniforms.		

Candidate: \_\_\_\_\_ Member Number: \_\_\_\_\_

District: \_\_\_\_\_ Unit Number: \_\_\_\_\_ City, State: \_\_\_\_\_

Training Officer(s) Signature(s): \_\_\_\_\_

Training Officer's Printed Name: \_\_\_\_\_

Training Officer's Position: \_\_\_\_\_

Training Officer's Initials: \_\_\_\_\_

<b>TASK NUMBER</b>	<b>TRAINING TASK DESCRIPTION</b>	<b>SIGNOFF (INITIALS)</b>	<b>DATE</b>
	<b>INTRODUCTION TO COAST GUARD AUXILIARY PUBLIC AFFAIRS (AUXPA)</b>		
T-1	What is the purpose of U.S. Coast Guard Auxiliary Public Affairs?		
T-2	Outline the organization of the AUXPA program.		
T-3	What is the web “gateway” to the world of AUXPA?		
T-4	Describe the proactive approach to public affairs.		
T-5	Outline the four-step public affairs process.		
T-6	What are the guidance manuals used for AUXPA?		
T-7	What are the AUXPA responsibilities of the flotilla commander?		
T-8	Do flotilla members have any AUXPA responsibility? Why?		
T-9	What channels can we employ to communicate with the public?		
	<b>PRINT MEDIA</b>		
T-10	Discuss different types of print media.		
T-11	Explain Auxiliary guidelines for release of information.		
T-12	Develop a media contact list for your local area.		
T-13	Publish one or more articles in local newspapers.		
T-14	Prepare/distribute a press release for Public Education (PE) or Vessel Examinations (VE).		
T-15	Publish an article in an Auxiliary publication.		
	<b>BROADCAST AND SOCIAL MEDIA</b>		
T-16	Name the social media platforms and briefly discuss each.		
T-17	Describe the different types of broadcast media.		
T-18	Explain major differences between print and broadcast.		

<b>TASK NUMBER</b>	<b>TRAINING TASK DESCRIPTION</b>	<b>SIGNOFF (INITIALS)</b>	<b>DATE</b>
T-19	Identify three staff positions in a broadcast news operation.		
T-20	Send a news release to a local radio or TV station.		
	<b>PUBLIC APPEARANCES</b>		
T-21	Write a simple speech about the Coast Guard Auxiliary.		
T-22	Present a speech before a group (in the margin of a PQS notebook, note the topic, date, and audience (name of group)).		
	<b>STATIC DISPLAYS / NATIONAL SAFE BOATING WEEK</b>		
T-23	Discuss various ways to use static displays.		
T-24	Describe new types of electronic displays.		
T-25	Set up a VSC exhibit or promotional exhibit.		
T-26	Name some key reasons for participating in NSBW.		
T-27	Explain the role of public affairs in NSBW.		
T-28	What other staff should take part? What should they do?		
	<b>PHOTOGRAPHY</b>		
T-29	What are some advantages of photos with a story?		
T-30	Define picture composition and perspective.		
T-31	What is Depth of Field? How do you control it?		
T-32	Discuss how cropping is used in photo editing.		
T-33	Explain the Rule of Thirds.		
T-34	What two camera adjustments control exposure?		
T-35	Document three Auxiliary activities and create publishable images from each.		

TASK NUMBER	TRAINING TASK DESCRIPTION	SIGNOFF (INITIALS)	DATE
<b>TEAM COAST GUARD</b>			
T-36	How can public affairs increase Auxiliary membership?		
T-37	Name Coast Guard enlisted personnel grade structure from lowest to highest.		
T-38	Repeat for warrant officers and commissioned officers.		
T-39	Submit your documentation packet (email acceptable) to BC-ATP with request for an oral board. Include all relevant course certificates, Task Sign-off record, photos, media lists, articles, speeches, and news press releases (latter three items must be no more than two years older than the date of the request for the oral board).		
T-40	<b>Final Task:</b> Successful completion of AUXPA31 oral board. Must be signed off by BC-ATP (email notification acceptable).		

**Record of AUXPA3 PQS Completion**

**Record of BC-ATP Notification and Forwarding**

Name (BC-ATP): \_\_\_\_\_

Recommendation for Qualification: Approve / Disapprove

Comments: \_\_\_\_\_

Date Forwarded to DIR-A: \_\_\_\_\_

**Record of DIR-A Notification and Forwarding**

Name (DIR-A): \_\_\_\_\_

Recommendation for Qualification: Approve / Disapprove

Comments: \_\_\_\_\_

Date Forwarded to DIRAUX: \_\_\_\_\_

**Record of DIRAUX Receipt and Competency Assignment**

Name (DIRAUX staff member): \_\_\_\_\_

Date AUXPA3 Competency entered in AUXDATA II: \_\_\_\_\_

Date AUXPA3 Qualification Letter (with ribbon) issued: \_\_\_\_\_