

The Checklist

New England Aviation Academy quarterly
Maine's premier Cirrus Training Center

Q3-24 / July-September / Vol. 3



WHAT WE DO, WHO WE ARE, WHY WE DO IT

Everything we do is based on our mission statement: *'New England Aviation Academy's mission is to train and educate our clients to fly the most advanced and safest General Aviation airplanes in the world with professionalism and standardization while employing encouragement and guidance in our teaching methods.'*

Our corps of six instructors have accumulated over 80,000 hours of flight time with backgrounds in the US Navy, Air Force, Marines, and General Aviation. In short, we didn't just get our wings.

We teach like we were trained; with safety, proficiency, and precision. We know how hard it is to learn how to fly. We take great strides to provide the proper pace, teaching techniques, and at the end of the day, keep it fun!

From the Left Seat pg. 2

Earle Harvey: Chief Instructor Pilot talks about: *'Where we are, where we're going and how do we get there'*

Ops Update pg. 2

Tony Alves: Flight Ops Manager 'SitRep'

Pictures of the Month pg. 3 CAPS stats, 2024 Discover Cirrus Day at NEAA

CFI/II TCI Corner pg. 4

Luke Welch analyzes the differences between Part 141 and 61 Flight Schools

Misc. Checklist items pg. 4

Engine Leaning: Cliff Notes version

Shutdown Checklist pg.5

Training pilots, Grooming PIC's

From the Left Seat Earle Harvey, Chief Instructor Pilot

Hello everyone and welcome to Summer! First of all, we at NEAA want to thank you for your continued business and interest in flying with us. Without your participation we would not be in existence. We enjoy teaching and introducing safe methods for flyers in the best General Aviation airplane on the market.

I wanted to provide you with some high-level details of Cirrus information and “goings-on” at NEAA. As you know, the G7 version of the SR Cirrus airplane is now on the market. We will have a new G7 SR20 in August or September of this year and we will thoughtfully roll this out to our customers after some initial training takes place. I have completed the required G7 training and look forward to sharing with everyone the capabilities and ease with which this version carries. If anyone is interested in seeing a new G7 prior to our delivery our Regional Sales Director, Max Mortell, is able to schedule the time for a demo flight and visit to NEAA. Just let one of us know so we can schedule.

Thank you to those who participated and assisted in our successful June 6th Discover Cirrus event held at the NEAA hangar. We had a great turnout and successfully spread the Cirrus brand to many. We plan on doing another event like this again next year and we especially want to thank East Coast Yacht Sales of Yarmouth and Morong Brothers of Falmouth for participating and bringing their inventory of high-end products to Hangar 5.

On August 2nd we will be hosting a hangar lunch and social event to coincide with the Great State of Maine Airshow which will feature the U.S. Air Force Thunderbirds along with several other performers. On Friday afternoon (8/2/24) please join us to watch the practice day airshow from our hangar and join us for burgers and hot dogs. We are able to open the hangar doors that day and watch the practice show while breaking bread together. This is a family event so everyone is invited.

As summer is upon us, please keep in mind the violent weather which can erupt at any time. Get a thorough Foreflight weather brief, call 1-800-WX-Brief, check out the awesome Skew-T log-P reports from NOAA, and/or use aviationweather.gov. Watch for convective sigmets, be aware of close temperature-dew point spreads for fog, respect high CAPE indexes, and be on the lookout for potential wind shear. Summer is a great season for flying but all pilots must be aware of the risks to any type of aircraft. We must be mindful of potential weather risks in all seasons, but summer can bring unique challenges. Remain Stable and Fly Safe!

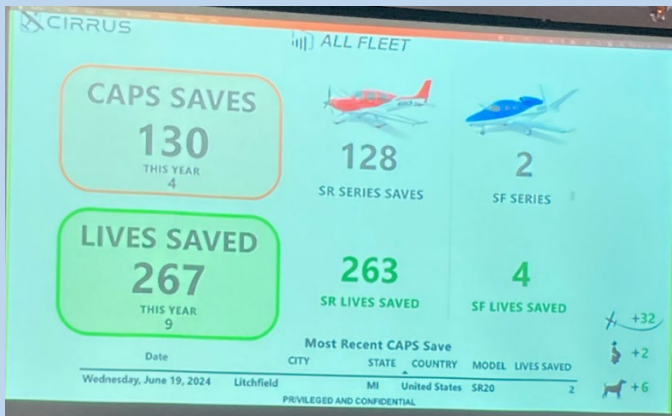
Ops Update Tony Alves , Flight Operations Manager, TCI, CFI/II

This quarter, April-June we've flown over 550 Hobbs hours delivering NEAA training. Up 16% from same period last year. This is all the more impressive while dealing with unsettling Maine weather issues and required maintenance issues within our fleet of aircraft. We're also accommodating many training events with owners of Cirrus aircraft that are enrolled in the Transition course or upgrading their rating level.

We finished the Spring semester of Private Pilot Ground school in mid-May with 13 students and successfully competed 3 Private Pilot License check rides and 4 Instrument rating check rides. With 26 active students and three PPL checkrides already scheduled we're hoping for great summer weather as our monthly operating schedule has very few openings.

In conclusion, we're happy to announce that Farooq Safi, featured in our Q2 ***The Checklist*** newsletter completed his 1st flight since fleeing Afghanistan in 2021.

Picture(s) of the Month



CAPS stats presented to attendees at the June regional Cirrus meeting. We are often asked about these numbers and the effectiveness of Cirrus Airframe Parachute System. The most recent life-saving CAPS deployment occurred one day before this meeting!



June Discover Cirrus Day at New England Aviation Academy

Axopar yachts, Porsche(s), Cirrus G7 SR20/22's and a Cirrus SF50 Vision Jet



(... and did we mention tacos and oysters?)

Taking Inspiration from Part 141 and Part 61 Flight Schools

I've been fortunate to have had a variety of training experiences throughout my relatively short flying career. As a lower-time CFI, I try to draw from as many good sources of information as I can. Earning my private pilot certificate through a Part 61 school, my flight experience started out like many general aviation pilots. I was then able to attend a university in which I had an aviation major and flew in their Part 141 program. There are many aspects I like from both Part 61 and 141 schools, but I would like to highlight the best elements of both training environments which I now try to incorporate as a CFI.

Standardization is the first topic that comes to mind and as expected, I found my Part 141 flight school to be very standardized in both procedures and overall flying experience. I highly valued being able to fly with different CFIs and not having to worry about changing the procedure because "this CFI likes it done this way." I believe that having written out SOPs can mitigate differences in procedures and confusion among students. When there is a conflict about the way which something is done, one can reference the SOPs. Not only can SOPs be incorporated into flight deck management procedures, but ground handling procedures, preflight procedures, and other areas as well, such as required callouts during certain flight operations. I feel that additional SOPs which build off of the POH are beneficial to ensure that flight students have an easier transition between instructors.

An additional aspect of the Part 141 atmosphere was the heavy use of simulators for flight training. Although some people in a Part 61 environment want to skip the simulator when the weather is poor, there is still much to learn from using a simulator. Simulators are not dependent on weather; therefore, more missions are able to be completed in a given period of time rather than flying in the airplane. At first, simulators may seem to be less effective training devices than the airplane, but in my experience, a student who uses a simulator finishes training more efficiently than a student who does not utilize simulators as a training resource. Simulators are also flexible in that they can simulate problems which cannot be replicated in the airplane.

A benefit of the Part 61 course which I find helpful is the ability for flexibility in a student's flight training. A CFI in a Part 61 environment is able to better tailor the flight course to suit their client. This can be especially helpful when a client is unable to fly often, and has to repeat the same lesson, for example. Part 141 flight schools generally have a more rigid structure in which a limited number of attempts at a given lesson are allowed.

As a CFI with both Part 61 and 141 training experience, I think there is a lot of benefit to incorporating some elements of the more structured Part 141 schools into the Part 61 environment. The benefit of a Part 61's flexibility in training supplemented with some Part 141 elements enhances safety and also provides the student with consistency in training, which in turn can reduce the amount of time needed to finish a certificate.

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Cliff Notes explanation for 'Leaning an Engine' (excerpt from 1 June AOPA Flight Training magazine)

"... As the airplane climbs, the engine takes in thinner, less-dense air at high altitude. Maintaining the proper fuel/air mixture requires less fuel. Slowly pulling back the ... *Cirrus red mixture lever* ... reduces the amount of fuel that gets mixed with the same quantity of air. The right fuel/air mixture is essential for optimum speed and range performance.

Put another way, failing to lean the engine in flight will result in an excessively rich mixture that increases fuel consumption, reduces range, and may foul spark plugs" **Dave Hirschman** *AOPA Pilot Editor at Large*

Shutdown Checklist **Scott Ruppert, ATP, CFII/II, TCI**

Teaching Maneuvers while Grooming Pilots in Command

In the ongoing effort to build the list of licenses and ratings for any student it is a main consideration at **New England Aviation Academy** that there is an equally important, underlying concept in your training sessions. At any flight school there is the overriding objective of guiding a student pilot through the curriculum to prepare him for a date with the ACS and an FAA inspector. It is sometimes easy for a flight school to get caught up in simply teaching the maneuvers to achieve a certain level of performance while missing opportunities to groom that aspiring aviator to acquire the skills to become a Pilot in Command. It's not only possible to do both but should be considered every time a CFI is with a student pilot. At NEAA, our CFI's take this responsibility seriously.

The pilot in command of an aircraft is the person aboard an aircraft who is ultimately responsible for its operation and safety during flight.

One training effort focuses on the physical skills to complete a task and the other on the emotional presence of the pilot working to complete those tasks. Each has specific training requirements and completion standards if both are to be successful. I've known some very good pilots who turned out to be pretty poor PIC's and some pretty average pilots who excelled in their role as a Pilot in Command; both can be potential evidence of their training as well as the pilot's personal standards.

Teaching the skills needed to advance our students toward a license or rating is the labor-intensive side of the equation and our first priority. This is closely followed by grooming them to be the pilot who holds everyone's safety and confidence in their hand; the subtle training skill that only the best CFI's possess.

Teaching this intangible skill will become increasingly part of the training environment as one gets closer to their first solo when in many cases, they act for the first time as a pilot in command. Along the way we endeavor to impart sound judgment and aeronautical decision making, humility, maturity, competence, patience, and composure. I refer to these PIC qualities as: 'Presence'.

How one prepares and plans for each flight, conducts checklists and briefings, and makes aeronautical decisions from engine start to shut-down all become evidence of the evolution of every PIC. Train hard, Fly safe, Enjoy the Ride.

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