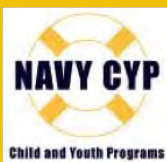


CONNECTIONS

Navy School Based Programming



Navy School Based Programming envisions a collaborative effort between the schools, military and community to facilitate transition and orientation experiences that addresses the needs of mobile students, and provides support during deployments while promoting academic achievement and successful social and emotional adjustment at school.



Navy Child Youth and Education Services

A guide to implement Navy School Based Programming

2011

CONNECTIONS

Navy School Based Programming

TABLE OF CONTENTS

Part I

- Chapter 1: History, Overview, Navy Mission
- Chapter 2: School Based Programming Overview
- Chapter 3: Designing a School Based Program
- Chapter 4: Tools to Assist the School Liaison Officer
- Chapter 5: Defining Roles and Responsibilities
- Chapter 6: Planning the School Based Program

Part II

- Chapter 7: Component 1 – Transition & PCS-IN
- Chapter 8: Component 2 – Youth Sponsorship
- Chapter 9: Component 3 – Deployment Support
- Chapter 10: Component 4 – Family Support
- Chapter 11: Component 5 – Ongoing Monitoring
- Chapter 12: Component 6 – Exiting & PCS-OUT

Appendix

- Teachers Toolbox



Acknowledgements

The School Based Programming Guidebook serves as a guide to initiating and sustaining Child and Youth Education Services and Youth Sponsorship programs in Local Education Agencies. The guidebook also outlines the specific responsibilities of Navy SLOs with regard to the initiatives. This guidebook was developed by Commander Navy Installations Command (N913), Child and Youth Programs using a cross-functional team of Navy and Local Education Agency subject matter experts, including the following individuals

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28 Feb 2011

From: Director, Fleet and Family Readiness

Subj: CHILD AND YOUTH SCHOOL-BASED PROGRAMMING

Ref: (a) Section 1785 of Title 10, United States Code
(b) DoD Instruction 6060.4 of 23 August 2004
(c) OPNAVINST 1700.9E
(d) Navy School Liaison Officer Guide
(e) *Connections: Navy School-Based Programming Guidebook*

1. Per references (a) and (b), Commander, Navy Installations Command (CNIC) Child and Youth Program (CYP) is required to establish a Youth Sponsorship Program. Programs must ensure Navy installations provide transition and Youth Sponsorship programs that offer pre-arrival, arrival, and pre-departure services and assist youth in relocating to/from installations. To meet this requirement, Child and Youth Education Services (CYES) will be collaborating with Child and Youth Programs to address Youth Sponsorship and K-12 education issues for Navy families.

2. Child and Youth Programs will use School Liaison Officers (SLOs) to assist with delivery of installation programs and create school-based programming for military children, youth and families. The mission of "*Connections: Navy School-Based Programming*" initiative is to cultivate an environment supportive of transitioning families, school preparedness, and military mission readiness. School-based programming is a collaborative effort between the school, military and community to facilitate transition and orientation experiences that address the needs of mobile students, and provide support during deployments while promoting academic achievement and successful social and emotional adjustment at school. There are six components of school based programming: PCS-IN, Youth Sponsorship, Deployment Support, Strong Families, Ongoing Monitoring and PCS-OUT.

Subj: CHILD AND YOUTH SCHOOL-BASED PROGRAMMING

3. References (c) and (d) require that Navy installations facilitate integration of preteens and teens into new surroundings when moving as a result of a parent's permanent change of station (PCS). Child and Youth Programs will provide support and opportunities for involvement of children of Sailors and DoD civilian employees that are integrated with local education agencies (LEAs). Target audiences for school-based programs include LEAs with greater than fifty military students. All CYES programs are required to work with CYP to create Youth Sponsorship programs that connect with local schools serving Navy families. Specific responsibilities of CYES and CYP in implementation of this program are defined in chapter 8 of reference (e).

4. Upon receipt of this memorandum, Region and installation Child and Youth Programs should begin planning for the implementation of "Connections: Navy School-Based Programming" initiative using guidance provided in reference (e). All CYP programs are also required to implement at each installation beginning in School Year 2011/2012 (August 2011).

5. My point of contact is Mrs. Kirsten E. Webb at 202-433-4384, DSN 288, or kirsten.webb@navy.mil.



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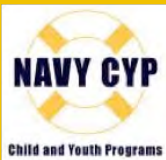
CHAPTER 1

History and Organization



Chapter 1 provides the history of the Navy's interest in educational issues and an overview of the Navy Organizational Structure and Mission.

- History of educational interest
- Military Community and Family Policy (MCFP)
- Organizational Structure
- SPEAK12: Strategic Planning for Educational Advocacy K-12
- Child and Youth Programs
- U. S. Navy Mission
- Ready Communities



CONNECTIONS
Navy School Based Programming

History, Organizational Structure, and Mission

History

The Navy's interest in educational issues has existed for many years in various forms. Prior to 2007, there was no recognized Navy-wide program addressing the educational needs of Navy families. Installation commanders often made decisions to impact this quality of life challenge for their families without input from Child and Youth Program (CYP) personnel. The identification of the specific educational needs of Navy families led to the establishment of Child and Youth Education Services (CYES). It is important for School Liaison Officers (SLOs) and commanders to be aware of the factors that shaped the current program.

- **1987 Navy Region, Guam:** An education specialist hired by Commander, U.S. Naval Forces Marianas was the first known Navy advisor for educational matters for military dependents in grades K-12.
- **1991 Hampton Roads, Virginia:** The Navy hired three dedicated staff members as a result of overwhelming requests for educational briefings from school personnel, churches, and community organizations.
- **1993 Navy Region, Guam:** The education liaison role was expanded to include Navy Community Service Programs per OPNAVINST 5350.6 series.
- **1995 Navy Pacific Command (PACOM) Initiative:** PACOM led the initiative to partner with the Hawaii Department of Education to enhance educational opportunities for Navy families.
- **1999 U.S. Pacific Command:** The partnership between the U.S. Pacific Command and the Hawaii Department of Education was expanded.
- **2000 Army Secondary Education Transition Study (SETS):** SETS, a research study, identified transition issues faced by military-connected high school students. The results of this study served as the foundation for the early establishment of the SLO position.
- **2001 Navy Region, Hawaii:** The first SLO was hired to facilitate the growing relationships between PACOM and the Hawaii Department of Education. This action paralleled the Army's initiative to hire SLOs.



- **2002 Navy Region Northwest (NRNW) and Navy Region Mid-Atlantic (NRMA):** SLOs were hired to address the needs of Navy parents, children, and school personnel as advised by Fleet and Family Support leadership.
- **2005 Tool Kits for Commanders, Educators, and Parents:** The Navy, in collaboration with Army, Air Force and Marine Corps leadership, developed Department of Defense (DoD) Military Community and Family Policy tool kits for military associated families, commanders, and educators.
- **2007 Establishment of Child and Youth Education Services:** Commander Navy Installation Command initiated a Navy-wide program to address quality education and hired SLOs at selected Navy installations. This was authorized by National Defense Authorization Act authority (Section 1785 of Title 10, United States Code) as specified within the DoD Youth Instruction 6060.4.
- **April-July 2008 Process Enhancement Team (PET):** CYES was tasked with developing a Strategic Implementation Plan, which uses the SLO position. In response, CYP chartered the Process Enhancement Team to offer input and recommendations.
- **June 2008 Navy Installation Command Board of Directors (NICBOD) and Commanding Officers Board of Directors (COBOD):** The Navy's CYES Strategic Implementation Plan was approved.
- **July 2008 Navy Child and Youth Education Services Strategic Plan:** Navy CYP proceeded with the implementation of the CYES Strategic Plan. CYES hosted the first SLO training.
- **September 2008 Navy School Liaison Officer Guide Working Group:** A team comprised of installation, regional, and CNIC subject-matter experts met to create the SLO Guidebook.
- **December 2008 Navy School Liaison Officer Academy:** First Regional SLO training was held to establish a platform for the delivery of CYES to Navy families.

Military Community and Family Policy (MCFP)

The Office of the Deputy Under Secretary of Defense for Military Community and Family Policy is directly responsible for programs and policies that establish and support community quality of life programs on military installations for service members and their families worldwide. This office also serves as the focal point for coordination of the broad range of quality of life issues within the Department of Defense. Specifically, the office is responsible for the following functions, which apply to Navy Fleet and Family Readiness:

- Provides family support policies and programs in areas such as family center operations, child care, youth programs, family advocacy, relocation, transition



support services, and support during mobilization and deployment (including casualty affairs).

- Provides policy and management direction for dependents' education programs stateside and overseas to ensure that educational services are of uniformly high quality.
- Establishes program policy for mission-sustaining programs and basic community programs for Morale, Welfare, and Recreation and postsecondary education.
- Coordinates the services of non-profit agencies such as the Red Cross, Armed Services YMCA, and the United Services Organizations (USO).

Department of Defense Education Activity (DoDEA)

DoDEA is a field activity of the Office of the Secretary of Defense. It is headed by a director who oversees all agency functions from DoDEA headquarters in Arlington, Virginia. DoDEA's schools are divided into three areas; Department of Defense Schools - Europe (DoDDS-E), Department of Defense Schools - Pacific (DoDDS-P) / Domestic Dependent Elementary and Secondary Schools - Guam (DDESS-G), and the Domestic Dependent Elementary and Secondary Schools (DDESS). Each area is managed by an area director. Within each of these three areas, schools are organized into districts headed by superintendents.

DoDEA's mission is to plan, direct, coordinate, and manage the education programs for eligible dependents of U.S. military personnel and civilian personnel of the DoD. DoDEA provides an exemplary education that inspires and prepares all students for success in a dynamic, global environment. Dependents of military personnel face unique challenges to their educational attainment. They move more frequently than typical students and are also subject to the stress that accompanies the potential deployment of parents to combat. DoDEA schools provide students with a uniform curriculum and standards that mitigate the stress of frequent moves. DoD also provides resources to non-DoDEA schools to help them deal with the challenges faced by military dependents.¹

Approximately 60% of military children in the U.S. are school age and nearly 80% of them attend public schools throughout the nation. DoDEA's K-12 Partnership Branch works collaboratively with the Department of Education in an effort to ease the transition of military children and provide academic support to improve educational opportunities and outcomes for military children.²

¹ Department of Defense Education Activity Website, <http://www.dodea.edu/home/about.cfm>, Jan 2011

² Department of Defense Education Activity Military K-12 Partners Website:
<http://www.militaryk12partners.dodea.edu>



CNIC Organizational Structure

Commander Naval Installations Command (CNIC) is the organization primarily responsible for designing, developing, and delivering programs that support mission readiness for the fleet, the fighter, and the family. It is essentially the headquarters' organization for Navy services and programs. CNIC seeks to effectively and efficiently execute shore capabilities across three major categories: operations, quality of life, and facilities management.

Organizationally, CNIC is divided into geographic regions throughout the world. Each region is tasked with providing support and guidance to local installation leadership.

Regional Organizational Structure

A team of regional-level personnel provides strategic management and oversight of quality of life programs in support of installation-level leadership. One important member of this team is the Regional SLO, who serves as a resource for the SLO at each installation. Roles and responsibilities of the Regional SLOs include the following:

- Provide guidance for Navy region and installation-level leadership with respect to the roles and responsibilities of the installation SLO
- Address resource and manpower issues
- Facilitate information flow among installation, regional leadership, and CNIC (N913)
- Support development of installation school system advisory committee
- Provide training and oversight of SLOs
- Work with installations and State Departments of Education to resolve educational issues faced by military families

Installation Organizational Structure

The organizational structure of each installation may vary slightly. Generally, Navy installation leadership includes the Commanding Officer (CO), Executive Officer (XO), Command Master Chief (CMC), and a host of other military and civilian personnel. The base CO has primary responsibility for overseeing the day-to-day operations of local installation programs and facilities.

Installations may house “tenant” commands, military agencies, and programs that are not under the direct leadership of the installation’s Commanding Officer. For example, an

installation may house a helicopter squadron, an aircraft carrier, or Naval training facilities, which are led by their respective Commanding Officers.

Support and service programs are usually divided into departments and are under the direction of civilian or military leaders. Those departments may include, but not be limited to, Fleet and Family Support Centers (FFSC); Morale, Welfare and Recreation (MWR); CYP; and many more. Exhibit 1-2 illustrates this organizational structure.

Commander CYES Program Support

Commanders play a critical role in the success of the CYES programs with local school systems. A commander's primary role is to establish the installation's focus and give direction for overall program implementation. It is important for commanders to regularly interact with school boards, superintendents, and state-level education policymakers. This relationship works to ensure that community leaders have access to the commander. The SLO is an important day-to-day link in providing open communication between the installation commander and the educational community.

While the SLO may take the day-to-day lead for CYES issues, the installation commander needs to stay involved and remain visible. Visibility includes meeting with parents to ensure their concerns are being heard first hand by leadership and visiting the schools military children attend. Above all, the health, safety, and welfare of military families are the primary focus of all commanders.

Frequent communication between the commander and the SLO is best way to make a positive impact on K-12 school issues as they relate to military families. Commanders might expect, as a matter of standard operating procedure, regular updates from the SLO on the local K-12 issues and Local Action Plan initiatives with local schools. By monitoring the outcomes identified on the Local Action Plan, the commander can accurately measure the effectiveness of the CYES program and its ability to improve educational programs and service provided to military school-aged children. Installation commanders should:

- Inform the local community of issues concerning military families
- Functionally align CYES (as performed by the SLO) under the CYP
- Provide support to Department of Defense Education Activity (DoDEA) schools, if applicable, and dependent children of military families who attend local public schools, private schools, charter schools, homeschools, or a cyber-campus



- Support annual forums to include installation leadership and representatives of local education and community agencies to discuss issues impacting the education of military children.

Child and Youth Programs Organizational Structure

CYP is a Commanders' program delivered at the installation level. These programs provide high quality educational and recreational programs for children and youth.

Teams of professionals plan developmentally appropriate programs that are responsive to the unique needs, abilities, and interests of children. These services include:

- Child Development Centers (CDC)
- Child and Youth Education Services (CYES)
- Child Development Homes (CDH)
- School-Aged Care Programs (SAC)
- Youth and Teen Programs
- Child and Youth Outreach Coordinator

CYES is a function of the CYP. The SLO takes the day-to-day lead for CYES under the leadership of the CYP administrator, who should perform the following tasks:

- Provide strategic management and oversight of CYES activities
- Identify budget and manpower requirements to Navy regional leadership
- Advocate for partnerships that foster installation, school, and parent relationships
- Establish communication protocols that provide the SLO opportunities to work directly with installation leadership, educators, and parents.



U.S. Navy Mission

The mission, vision, and guiding principles of Commander Naval Installation Command were developed to clearly and concisely capture and articulate the who, what, where, why, and how of the Sailor's role within the Navy Enterprise as the Navy's Shore Readiness Integrator. These concepts are outlined in Exhibit 1-4.

EXHIBIT 1-4	
U.S. NAVY MISSION, VISION, & GUIDING PRINCIPLES	
Mission	
Deliver effective and efficient readiness from the shore	
Vision	
Be the sole provider of shore capability to sustain the Fleet, enable the Fighter, and support the Family	
Guiding Principles	
Collaborate through teamwork	
Practice transparency	
Deliver best value to our customers	
Be accountable	
Develop our people	
Embrace change	
Improve continually	
Foster innovation	

Preparing local military families for a move to a new duty station and being ready for new military families when they arrive in a service area are critical components of the SLO's duties. A successful CYES program connects all Navy programs worldwide from installation to installation as well as with all branches of service. As joint basing expands, Navy families may find themselves stationed at Army, Air Force, or Marine Corps installations. The agreement among the military services is that regardless of branch, all families will receive the same level of educational support.

Sailors may deploy onboard a ship or submarine. They may serve at sea or on shore or in the air. An entire command may deploy or only a subset of the command, called a squadron or detachment. Sailors may be called upon to support other branches of service, as units or as individuals. An individual Sailor selected to support other branches of service is referred to as an Individual Augmentee (IA) or a Global War on Terror Support

Assignment (GSA) based on the type of orders he or she receives. These unique assignments are often longer than the traditional six month Navy deployment. As a result, these Navy families may require additional supports. As more and more reservists and National Guardsmen have been mobilized (called to active duty service and/or deployed), the SLO may be called upon to assist those families as well.

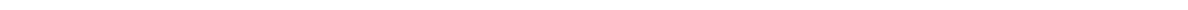
The SLO's goal is to ensure a system that creates a "smooth take-off and soft landing" for military families relocating during a Permanent Change of Station (PCS). The transition services that the SLO can provide to military families during the PCS include the following pre-relocation, mid-relocation, and post-relocation activities. Leadership engagement, at all levels, is imperative along with partnerships and collaborative planning between communities, school systems, and the installation. This shared responsibility requires face-to-face interaction to develop *Ready Communities* to achieve successful transitions for military children.

Ready Communities

A *Ready Community* is a community prepared to seamlessly send and/or receive military-connected students. By dedicating themselves to addressing critical partnership components and developing multimedia/web-based systems links, Ready Communities offer:

- Local action plans
- Coordinated system for effective information sharing
- High quality school and youth programs





CHAPTER 2

School Based Programming Overview



Chapter 2 is designed to give a broad overview of what School Based Programming is, and what it can achieve.

- Why School Based Programming?
- Facts
- Permanent Change of Station and Deployment Needs of Military Children
- Mission & Vision Statements
- Who will benefit from School Based Programming?
- What can School Based Programming Achieve?
- Benefits for Parents
- Possible Challenges
- Quick View of Positive Impacts



CONNECTIONS
Navy School Based Programming

SCHOOL BASED PROGRAMMING: AN OVERVIEW

Why School Based Programming?

Military children face many challenges in educational transitions. The Navy can reduce or alleviate such challenges by implementing School Based Programming designed to provide preparation and support for all transitioning students, and support for deployment related challenges while promoting academic achievement and successful social and emotional adjustment.



Navy Captain Joseph Stuyvesant (Ret), best summarized the seriousness of transition related issues for military children:

My family has been through a challenging few months with my deployment to Iraq and a move from an overseas duty station back to the United States. You may not be aware, but the children of military members who are forced to move when their parent changed duty stations, are faced with a myriad of issues as they try to assimilate into a new school system. These challenges are magnified by a significant factor when the child is in high school, as is the case for my daughter. There are issues on what classes they can take, qualifying for AP level courses, resolving state history requirements, specific school graduation requirements such as PE and exit exams that vary from state to state, computation of GPA and class ranking, ensuring that all course work is accurately captured on transcripts and finally ensuring that the child is eligible to compete in high school athletic. My wife and daughter have been embroiled in these issues, on top of everything else that accompanies an overseas move, for months now. They have diligently sought out requirements and provided documentation in every case to ensure my daughter is not penalized by my military service.

The Facts

- Military families encounter significant challenges in the education of their children due to frequent relocations in performance of service to our Nation.
- Military Children experience numerous relocations during their K-12 education. On average, this involves attending 6 to 9 different schools between grades K-12.

- Military families face numerous challenges related to their child's education including issues related to:
 - o Enrollment
 - o Eligibility
 - o Placement,
 - o Graduation requirements
 - o Extracurricular opportunities
 - o Social adjustments
 - o Emotional stability
- Frequent transitions are often complicated by bureaucratic procedures that are different in every school, district, state and country.
- Due to the frequency of transition, and the service member's limited ability to choose their duty station, military parents have concerns regarding their children's lifestyle, education and friendships. This concern is not limited to the former lifestyle, but also to future encounters waiting at their new command.
- Challenges related to deployment can also impact a child's well-being and academic success.

Permanent Change of Station (PCS) and Deployment Needs of Military Children

1. Children need to feel socially connected in their new school and community within two weeks of arrival.
2. Children need to be placed in the appropriate academic curriculum to continue their education with the least amount of interruption possible. Every effort should be made to ensure children are enrolled in an equivalent level of academics as their previous educational institution. For example, if a child was taking Honors Algebra I at the sending school, then the student should be enrolled in Honors Algebra I at the receiving school.
3. Emotional stability for the student and his or her family is a key element for academic and social success for the child; therefore, School Based Programming should provide a mechanism of support for the emotional needs of the student and family.
4. Moving and deployment are life-altering situations that cause a great deal of stress and confusion for a military (or any) family. It can be challenging for those experiencing a great deal of stress or handling a crisis to navigate support systems,

or sometimes even realize they need them! When you are new to a community it is even more difficult. The “One-Stop Shop” style of comprehensive resource and referral is an integral part of School Based Programming.

Mission

- The mission of School Based Programming is to cultivate an environment supportive of transitioning families, school preparedness and military mission readiness.

Vision

- School Based Programming envisions a collaborative effort between the school, military and community to facilitate transition and orientation experiences that address the needs of mobile students, and provides support during deployments while promoting academic achievement and successful social and emotional adjustment at school.

Who Will Benefit From School Based Programming?

While an entire community stands to benefit from a comprehensive School Based Program, there are certain sectors that experience a greater positive impact.

Children:

- Military children
- Children of National Guardsmen and Reservists
- Children of geographically dispersed families
- Transient civilian children
 - Although School Based Programming directly targets military children, civilian children in the districts can utilize and benefits from its services as well. Certain high risk populations like Foster Youth and Homeless Youth will benefit immensely.



Military

- Ready families = Mission Readiness! When families are stable and have all of the support and resources necessary there is less stress on the service member and he or she is more capable of completing their task at hand and is more productive at work.
- Service members know that the Navy recognizes that the education and social and emotional stabilities of their families is a priority!

Local Education Agencies

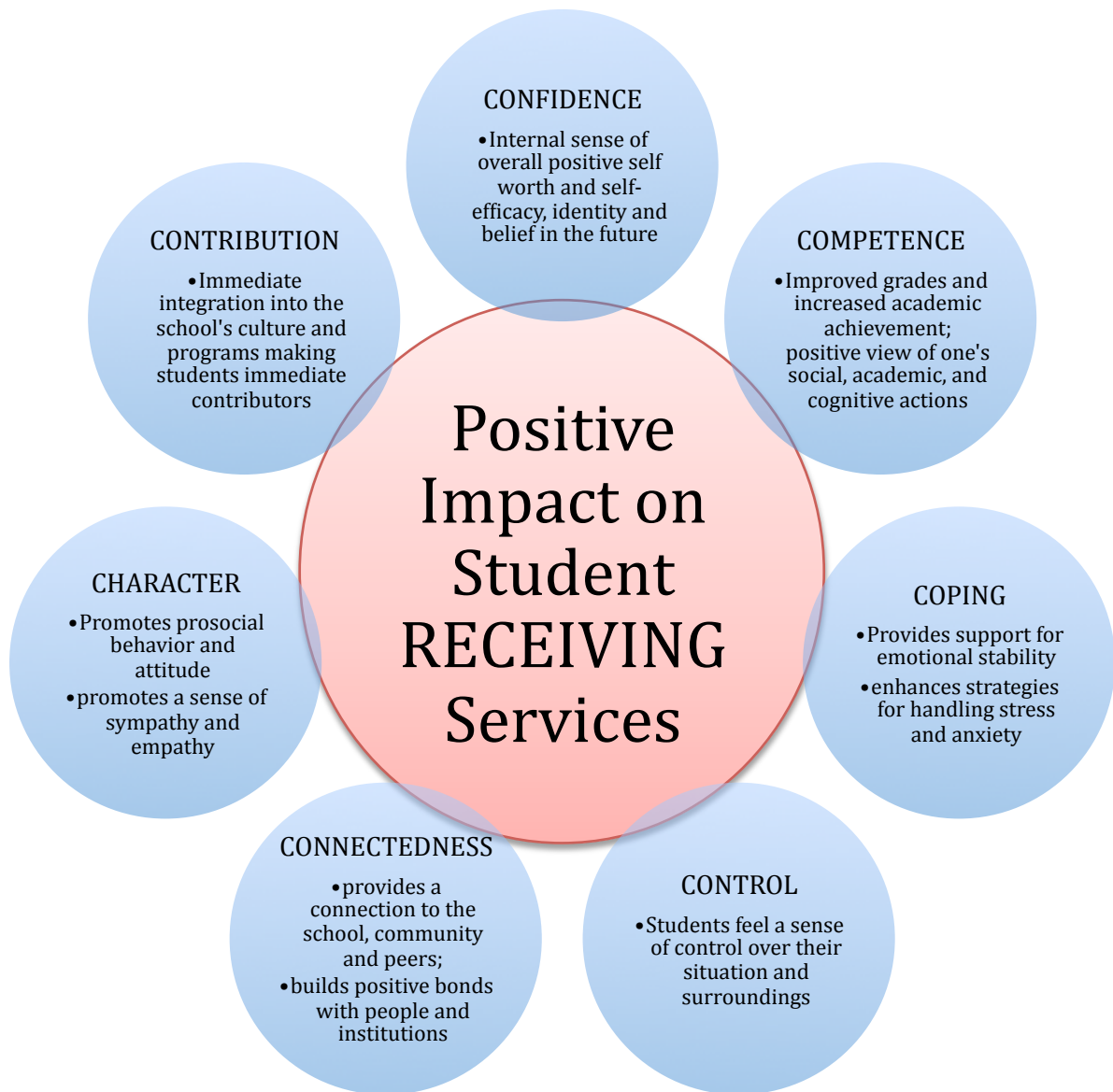
- Increased learning time due to reduction of distracters
- Improved school perception
- Increased on-time graduation
- Increased parental involvement
- Stronger sense of community

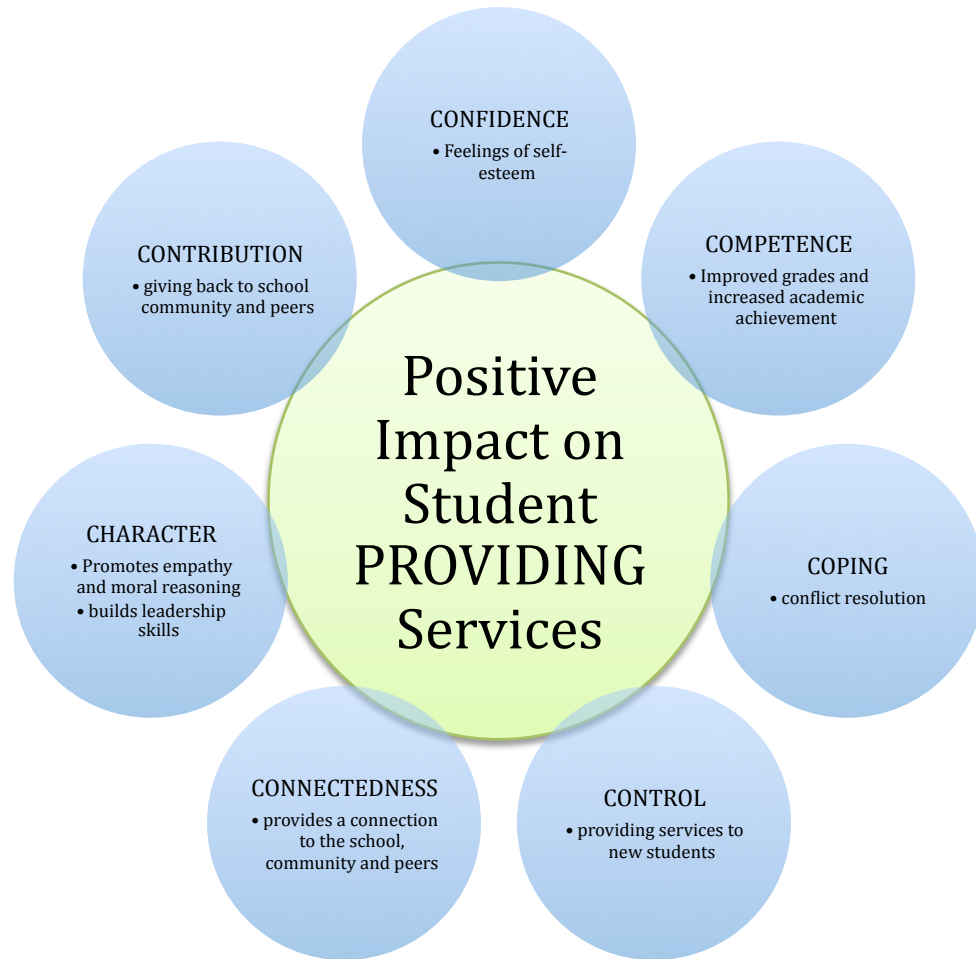
Community

- Community organizations play a key role as a stakeholder in School Based Programming. This allows organizations to:
 - Become involved at the school level in producing productive citizens
 - Have a targeted area to implement services they offer (outreach)
 - Create a strong bond/relationship with the military community

What Can School Based Programming Achieve?

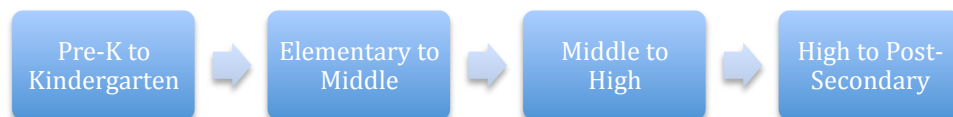
One of the main appeals of School Based Programming is that it can produce a range of positive outcomes. School Based Programming addresses and integrates the American Academy of Pediatrics Model of Resiliency Components so that children are prepared and equipped to overcome challenges, stress and adversity. The following two charts illustrate the positive effects on students involved with School Based Programming in relation to the crucial 7 C's of Resiliency:





There are numerous additional benefits of implementing a comprehensive School Based Support Program. School Based Programming will:

- Provide a support network within a school district to allow students to express ideas, feelings, and emotions with peers who are familiar with the military lifestyle, and will assist students in multiple grades with transition both arriving at a new command as well as departing
- Support natural transitions (even when not moving)



- Allow military students to become involved in a mentorship program. Participating in a mentoring partnership has proven to have positive results such as improved attitude toward school, improved attendance, improved relationships, and prevention of substance abuse
- Provide a safe haven for youth. Having adults and staff regularly involved with students will positively affect the students' social and academic experiences
- Support and promote family stability. Parents often have unforeseen stress placed upon them at their new command. School Based Programming will assist in reducing the possible stress projected by their children
- Reduce transition-related stress and anxiety. Often stress in a student will appear in the first few days at a new school, however, in some students, stress can appear later. School Based Programs will put a program in place to follow students and continually monitor for issues and challenges that may arise at any time.

What this Means to Parents

- Information, resources, and support will be readily available for families upon entrance, duration of stay, and exit.
- Programming and resources are available in a one-stop shop. This collection of all military, school and community resources eases stress on families and saves parents time by eliminating the need to do extensive individual research.
- Children facing adjustments such as deployment, relocation, and separation from loved ones can receive counseling and support at their school site free of charge.
- Parents may receive support (or referrals) as needed to help them cope with adjustments and acquire tools that will allow them to provide more effective support for their children and family.
- School staff may receive education in the area of military family culture and experiences to help them respond sensitively and appropriately to parents/families of military students.
- Events may be scheduled for parents and/or children to strengthen family communication, cohesion and well-being.



Quick View of Positive Impact



Students

- Fewer academic transition challenges
- Facilitates on-time graduate
- Promotes social and emotional adjustment
- Increases school connectedness
- Opportunity to learn leadership skills
- Volunteer opportunities
- Facilitates acquisition of positive strategies to cope with stress



Schools

- Reduced discipline issues
- Increased parent involvement
- Improved school perception
- Increased on-time graduation
- Improved attendance
- Increased learning time due to reduction of distractors
- Reduction in negative communications between principals, school staff, and families
- Increased community involvement



Military

- Family Readiness = Mission Readiness. When families have the supports they need, there is less for the service member to worry about. This positively impacts work performance and directly impacts overall mission readiness
- Increased retention - When families are happy, service members are more inclined to stay in the service
- Military friendly schools can reduce the rate of servicemembers choosing to serve as geographical bachelors
- Reduction in juvenile misconduct



Family

- One-stop shop style resource support saves time and reduces stress
- Facilitates emotional stability
- Increases connectedness to the school and community
- Increased awareness and use of support program and resources
- Feeling welcome and appreciated at the school and in the new community reduces stress and promotes interactions and relationships and ultimately facilitates a positive acclimation to the new duty station

Possible Challenges of School Based Programming

While there is tremendous potential for success with School Based Programming, there are always risks involved when implementing a new program. Potential risks that must be accounted for in a School Based Program include:

- Roles and responsibilities of all stakeholders are not fully understood
- Peer sponsorship and mentoring can sometimes provide negative role modeling
- School Based Programming may struggle with consistency and quality
- Lack of interest or involvement from local youth
- Lack of school staff buy-in
- With financial strains many school based programs must rely on volunteers which is always a challenge
- Identifying students PRIOR to moving can alleviate a lot of transition challenges, however, it is difficult to do so

The Research

The Navy's School Based Program initiative is based on the most current and relevant research on military families, deployment, transition, K-12 education (as related to transition and social/emotional needs) and child development.

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- [Adjustments among Adolescents in Military Families When a Parent is Deployed](#)
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The Navy's School Based Program Initiative builds upon the Transition Centers in the Hawaii schools. The Hawaii Department of Education graciously hosted the Navy and San Diego Unified School District administration to tour the centers in order to observe the best practices in place to support transitioning students. Hawaii Department of Education has set a high standard for supporting military families and a large portion of the Navy's School Based Program initiative is based on the excellent work being done in Hawaii.

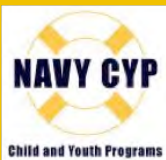
CHAPTER 3

Designing a School Based Program



Chapter 3 provides the tools to design a School Based Program from conception to execution.

- The Six Components of a School Based Program
- Creating a Logic Model
- Step-by-Step Planning Guide for the School Liaison Officer
- Preparing to Start a New Program
- Worksheet: Basic Needs Assessment
- Worksheet: Resource & Support Inventory
- Successful Implementation Requirements
- Existing Mechanisms for Support



CONNECTIONS
Navy School Based Programming

Designing a School Based Program

There are six components to the School Based Program. Table 1 provides an overview of each component illustrating the “big picture” of how a School Based Program operates, and what it should include. This manual contains a chapter dedicated to each component with detailed information and resources.

Components of A Comprehensive School Based Support Program

School Entry (PCS-In)	Youth Sponsorship	Deployment Support	Family Component	Ongoing Monitoring	Exit Process (PCS-Out)
•Official welcome •School starter kit provided •Orientation •Academic needs/ placement •Student interest survey •Home life survey •Service member status •Special needs	•Assign youth sponsor for acclimation •Sponsor/mentor for deployment support •Youth as sponsors	•Deployment needs survey •Coordination with counseling services •Facilitated support groups •Peer lunch groups and/or Military Kids Clubs •Resiliency activities •Resource and referral •Facilitate communication with deployed parents to keep them engaged in their child's education	•Parent interview/ needs assessment •Parent tour of school •p\Parent orientation (policies, procedures, grades) •Volunteer opportunities •Monthly family activities (especially at Elementary level) •Parent workshop series	•Continuous monitoring of student and family at 1 week, 2 weeks, 1 month, 3 months, 6 months, 1 year •9 months before PRD	•Start process 6 months prior •Information for new school and community •Arrange for Youth Sponsor •Records gathered •Contact receiving school •Exit assessment

Defining Program Outcomes & Building a Planning Team

In order to develop a successful program, you must first identify a need for the program and then establish clear goals on how to meet the perceived need. The best way to ensure that the goals of your School Based Program are met is to develop a logic model that outlines exactly how the School Based Program will achieve the desired outcomes. A logic model can be considered a road map to success. Utilizing this model will assist you in:

- Identifying a whole curriculum, system or activities that can have an impact on identified student, family and school needs
- Determining what resources are available to support your goals
- Clarifying the data you need to collect for monitoring and evaluating the program, and identifying methods to collect such data



After the School Liaison Officer and Principal have committed to implementing a School Based Program, a Planning and Advisory Committee should be established. This planning team will utilize the Logic Model to assist in planning a comprehensive program that will meet the desired outcomes.

There are several planning forms and worksheets provided for your use. The School Based Program Planning Team should utilize the one that best meets the needs of the group.

NEEDS

Transient students need to feel connected to their new community within two weeks.

Consistent system to ensure smooth transitions in to and out of school

Support for challenges incurred due to deployment



RESOURCES/INPUTS

Navy Child and Youth Programs (School Liaison Officers, Youth Directors) Fleet and Family Support Center, Morale Welfare and Recreation, Public Private Venture (PPV) Housing Partner, Installation Commanders, Command Partnerships (PIE), Community Organizations, Government Organizations (coordinated through military partner), non-profit organizations, Parent Groups, Local Education Agency (LEA)



ACTIVITIES

Welcome kits provided, orientation to school, family needs assessment & referral as appropriate, assignment of a youth sponsor, deployment support groups, military resiliency activities and clubs, parent workshop series, parent volunteer opportunities, ongoing monitoring of student & family, exit kit



OUTPUTS

Evidence of the services provided in both quantitative and qualitative formats to ascertain the usage and impact of each component.



OUTCOMES

Lasting and significant results of the program are expected to include: Improved social & emotional stability of student and family - supporting mission readiness, Fewer transition related challenges experienced - increased on-time graduation, Increase in quality learning time, Increase in parental involvement

SCHOOL BASED PROGRAMMING STEP-BY-STEP GUIDE FOR THE NAVY SCHOOL LIAISON OFFICER

PART ONE (8 – 12 months out):

- 🍏 Identify schools with successful potential
 - Includes:
 - High military population
 - SLO relationship
 - Evidence of military support (OPERATION BIGS, F.O.C.U.S.)
 - Principal backing: proven follow-through, responds to SLO correspondence
 - Parent Involvement
- 🍏 Conduct needs assessment
- 🍏 Conduct Resource and Support Inventory
- 🍏 Overall Goals Generated by Principal and SLO
- 🍏 Create an Advisory Panel (tap into any existing, appropriate committee)
 - Develop Action Plan with SLO as Lead/Facilitator
 - Include specific action items with accompanying timeline for implementation
 - Include list of responsible parties
 - Develop list of materials needed
 - Outline who will run center/who will rehab center
 - Develop marketing plan
 - Develop flow chart
 - Meet with/train local community partners (FFSC, CYP Youth/SAC, EFMP, Housing, SAC, FOCUS, etc.)
- 🍏 Create and Prioritize Budget
- 🍏 Work with Regional SLO to Complete Application for CNIC Funding

SCHOOL BASED PROGRAMMING STEP-BY-STEP GUIDE FOR THE NAVY SCHOOL LIAISON OFFICER

PART TWO (3-6 months out):

- 🍏 Order Materials
- 🍏 Rehab Spaces
- 🍏 Implement Marketing Plan
 - Begin working with PAO/Command Leadership
- 🍏 Conduct School Staff Training
 - Emphasis on front office staff
- 🍏 Training of Volunteers/Connection Room Workers
- 🍏 Tour for Internal Partners
- 🍏 Room Set-Up (include stakeholders and students/children)
- 🍏 Dry Run through Connection Room Process
- 🍏 Grand Opening/Ribbon Cutting/Open House

Preparing to Start a New Program

This section is designed to guide the School Liaison Officer and LEA through the early stages of planning a comprehensive School Based Support Program to meet a perceived need in the school and community. These components should be completed prior to launching the program as they lay the groundwork for the buy-in and community support needed to thrive.

Assessment

The first step in understanding how a School Based Program could positively impact the local education agency is to conduct a needs assessment. This needs assessment will inform decisions you make as you plan the services and procedures of your program.

The needs assessment should document the challenges facing military children (and all students in general) and list an inventory of the existing support services available in the community already. The Navy School Based Program is designed to target a specific group of youth; however, it is likely that you will learn much more about the group's specific needs and you may identify other groups that will benefit from SBP as well.

When assessing services already available in the community, be sure to examine those provided by:

- Schools and Local Education Agencies
- Non-profit organizations serving youth
- Non-profit organizations serving military
- State and county government agencies
- Federal agencies
- Department of Defense agencies and contractors
- Foundations
- Civic groups
- Service clubs
- Community and neighborhood associations
- Navy organizations and support services
 - o Fleet and Family Support
 - o Child and Youth Programs
 - o Morale, Welfare and Recreation
 - o Public, Private Venture (PPV) Partners

Self- Assessment Questions

Have we conducted a needs assessment?

What information did we learn about our target audience?

What did we learn about the availability of community resources?

Have we identified gaps in services?

Have we identified overlaps in services?

Which stakeholders and community members/organizations should be involved in the planning process?

How will information gathered in the needs assessment be incorporated into our program planning, goals, and operations?

WORKSHEET

Guiding Questions for the Community

As a part of your needs assessment, be sure to talk directly with a variety of community leaders and youth service agency leaders. These conversations will help to not only inform your decisions and processes, but will lay the groundwork for obtaining community support and new partnerships.

- What is changing for the better for youth in our community?
- What is changing for the worse in the community, military, schools for children?
- What specific groups of children would benefit from school based programming?
- What organizations, groups and individuals are already stepping up to help youth in the area and/or schools?
- Where are the gaps in services to military youth?
- Does our community provide broad support for schools and social services?
- If we could change one thing for the better for our military children, what would it be?

WORKSHEET

Basic Needs Assessment

General Youth Needs	Details of Issues
School performance and quality	
Academic challenges due to transition	
Attendance	
Challenges related to deployment	
Family challenges (adjustment, stability, etc)	
Access to mental health services	
Access to social services	
Substance abuse	
Other delinquent behavior	
General Community Issues	Details of Issues/Impact on Youth
Changing demographics	
Transportation	
Poverty (or financial stability)	
Access to higher education	
Access to social services	
Crime	
Quality of schools	

WORKSHEET

Resource & Support Inventory

Youth Services Provided by the Navy (or other Military Service)	Details of their Services and Target Population
Youth Service Providers in our Community	Details of their Services and Target Population

Successful Implementation Requirements

While every school and community is unique, there are some common elements that must be in place in order for a School Based Program to be successfully implemented. The following requirements are in place in order to receive Navy funding for of all, or part of a SBP include:

- Existing relationship between Installation Commanding Officer or Region Commander and Local Education Agency (LEA).
- A mutual desire by stakeholders to proactively address the mobile needs of students and families
- Buy-in at the highest levels of school leadership
- School-prepared budget outlining financial needs to support logistical set-up costs and sustainability (funding for staffing will not be provided)
- A defined space and infrastructure, or, defined process
- Staffing plan (who will run the day-to-day functions in the center)
- Action plan for implementation
- Plan for program evaluation and sustainability
- Stakeholder buy-in (FFSC, CYP, community organizations, families, schools, military, etc).
- Hard data outlining:
 - o Students transferring in and out and when
 - o Where the students reside
 - o What are the family needs specific to the area (for example, lack of school transportation, high rate of geographical bachelors, etc)
- Clearly defined roles and responsibilities for all stakeholders involved with NSBP

Existing Mechanisms that Could Provide Support



Navy & Military (DoD) Programs

- Fleet and Family Support
- Child and Youth Programs
- Service Member Sponsorship Program
- Deployment Support Specialist
- Welcome Aboards
- F.O.C.U.S. (D.O.D. contracted)
- Ombudsman Program
- Smart Move
- Navy Housing (PPV)
- MFLC (Military Family Life Consultants)
- Military One Source
- Partnerships in Education (PIE)
- Operation Military Kids (OMK)
- N1 Personnel
- DoDEA



School Programs

- School counselors
- Behavior consultants
- Orientations
- Buddy programs and/ambassador programs (S2S, JS2S).
- School websites
- Parent organizations
- Military Kids Clubs



Community & Non-Profit Organizations and Programs

- 4-H
- Boys and Girls Club of America
- American Legion
- Operation Hero
- ISFAC (Interservice Family Advocacy)
- JFSAP
- YMCA
- Soroptomist
- Kiwanis
- Chamber of Commerce
- Military Child Education Coalition
- VFW

WORKSHEET

Sustainability Planning Checklist

Preparation

- ☐ Get approval and buy-in from CYP, school leaders, Commanding Officers
- ☐ Identify leadership involvement for the planning effort
- ☐ Establish a planning team
- ☐ Clarify your team's role and the scope

Assess the factors impacting sustainability

- ☐ Conduct an internal assessment. Include:
 - ☐ Goals, objectives and outcomes
 - ☐ Current funding, budget and outside resources
 - ☐ Organizational capacity and limitations
- ☐ Conduct an assessment of your partnerships. Include:
 - ☐ Responsibility of stakeholder partners
 - ☐ Strengths of partnerships
 - ☐ Weaknesses or drawbacks of partnerships
 - ☐ Potential for enhancement of partnerships
- ☐ Conduct comprehensive needs assessment to include:
 - ☐ Community needs/priorities
 - ☐ Resource inventory
 - ☐ List of potential partners
 - ☐ Funding and resource availability in community
- ☐ Compile assessments
 - ☐ Summarize information received
 - ☐ Identify key challenges
 - ☐ Identify strengths

Develop an action and implementation plan (Follow Steps to Sustainability)

- ☐ Know your primary reason for developing a School Based Program
- ☐ Develop and clarify your priorities by writing clear goals and objectives
- ☐ Understand the availability of resources
- ☐ Develop activities with realistic timelines
- ☐ Assign roles for accountability
- ☐ Develop a final action plan
- ☐ Implement action plan

- ☐ Monitor and review
- ☐ Celebrate success

Implement Program Plan & Schedule Review

- ☐ Share the final action plan and guidance with all stakeholders
- ☐ Monitor your progress and evaluate the program as outlined in your action plan
- ☐ Continue to meet with the Program Planning Team at intervals specified by your team in the program action plan to implement changes
- ☐ Adjust and modify
- ☐ Celebrate
- ☐ Publicize

CHAPTER 4

School Liaison Officer Start-Up Tools



Chapter 4 provides the Navy School Liaison Officer with valuable tools to get started planning for a School Based Program. It includes special guidance to assist the SLO with collaborating with local education agencies (LEAs).

- Getting Buy-in
- Special Consideration for Working With Schools
- Worksheet: Opening the School Door



CONNECTIONS
Navy School Based Programming

Tools to Help the School Liaison Officer Get Started

Getting Buy-In at all Levels of School Leadership



For any school program to be successful it is necessary to have a commitment from leadership of the district, school principal, school councils, parent groups and other school leaders. These personnel are key in gaining the support of teachers, school staff, coaches, club facilitators and others who will assist in the implementation of NSBP.

Most teachers, administrators and school staff are already overworked and have limited resources. It is important to understand this when approaching a school about developing and implementing a new program that may require time and effort on their part—even if they know the results will be positive. It is important to let stakeholders know up front how they will benefit from the program—not just the students. *The ABC's of School Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities* (2007)¹ outlines several ways that you can gain support from key personnel:

- Find a “Champion.” Early on in the planning, identify a key supporter who is well respected in the schools that can help to promote the program to other school personnel.
- Show how your program will help achieve state and local educational objectives, and/or abate any gaps in educational programming. You want to focus on the school’s objective—providing academic excellence! Show schools how NSBP will contribute to existing educational plans and priorities for the school, district and state. Whenever possible use research-based approaches.
- Bring other community partners to the table. Identify any local businesses or organizations that have a desire to support schools and gain their support for the program.
- Be aware of possible “turf” issues. Remember all organizations have a “home turf,” and different playbooks and styles of play. When large groups try to collaborate it is important to take the following “turf” issues into consideration:

¹ Jucovy, L. (2007). *The ABC's of School Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities*. Retrieved June 12, 2010 from www.nwrel.org/mentoring.

- o Varying jargon, acronyms and “languages” can interfere with professional communication.
- o Supplies and logistics (such as the use of space, or equipment like copying machines) are often challenges especially in economically challenging times.
- o Different organizations that offer similar services may also “compete” with one another for the business.
- o Lastly, remember it is the school’s turf, and be respectful of those at all times



Figure 1 - Connections is a collaborative team. Pictured here: San Diego Unified School District's Serra High School Connections Team (Left to right: School Liaison Officer, San Diego Unified Grant Support, Connections Coordinator, San Diego Unified Youth in Transition Administrator, Serra High School Principal).

Special Consideration for Working With Schools

You want the School Based Program to be a positive addition to the school. Accomplishing this requires an ongoing process of building and maintaining support from the school. There are three guiding principles to keep in mind: (1) Schools require a lot of structure in order to accomplish their mission of education children. (2) Schools are often short on resources. (3) Schools are bound by education codes.

The following practices have been recommended by organizations that have developed long lasting positive relationships and programs with schools.

Know the school culture, policies and procedures. Respect teachers' time constraints and need for structure and order. Develop a schedule that fits into the school-day structure and obtain feedback from teachers and other school personnel early and often so you can make any necessary adjustments.

Be sure any NSBP volunteers are aware of, and sensitive to the school culture. Volunteers should understand the procedures for using school property, honors the dress code, and understand whether, when and how to access teachers. They should also know if there are any unwritten rules" governing the space where they are working.

Understand that school staff and administrators may have had negative experiences with previous military and/or outside agencies and programs. At times well-meaning groups and individuals approach schools with the intention of working with them and then fail to follow through with, or fall short of their original commitment. That in turn, is likely to influence a school's attitude toward the program, and you may meet resistance from some staff and administrators until the program has proven its reliability and value.

Provide a presence at the school as often as you are able. A Navy representative who is the "coordinator" on the military side, should be a regular presence in the school –including times when teachers are free to have informal conversations. The NBSP Center is an ideal location for an off-site office for the School Liaison Officer.

Remember that the program requires three-way communications among the school, military and community. Have a clear system in place for communications.

Address and resolve problems as soon as they arise. As you work together to resolve problems, recognize and respect the validity of the school's experiences and points of view.

Remember that partnerships between organizations often depend on particular individuals within each organization. This is particularly true with schools, where a change in leadership may require rebuilding the partnership. If the principal leaves, it is essential for the School Liaison and NSBP Coordinator to meet with the new leadership and discuss what the program has accomplished and what benefits the school, students, families and community have derived from it.

Note. From "The ABC's of School Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities" by Linda Jucovy, 2007, , p. 11. Copyright 2007

WORKSHEET

Opening the School Door

1. Who among the military, parents, community organizations, volunteers and current institutional partners has connections that could help provide access to the school district and/or individual schools?

2. Do any Navy commands have a Partnership-in Education (formally Adopt-A-School) program? If so, could they become an immediate stakeholder in the NSBP?

3. What are the current educational priorities and plans of the school and district of the school you are approaching?

4. How can you “sell” the Navy School Based Program Model to the school and/or district? For example, what research can you use to demonstrate the effects that school-based programs can have on academics, social and emotional stability, attendance, attitude, and behavior? What can you describe about the Navy and the School Based Program to help school personnel understand its value?

5. How will you get buy-in from each of the key school-related groups

Note. From “The ABC’s of School Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities” by Linda Jucovy, 2007, , p. 11. Copyright 2008

Be Aware and Knowledgeable

School Districts and the military are two very bureaucratic agencies that each has their own policies, procedures and instructions that guide their actions. It is essential that the School Liaison Officer familiarize himself with the policies, procedures, and instructions that could assist, limit or help define the School Based Program initiative.

The following resources should be consulted by the SLO, and shared with the SBP Planning Team as necessary. Please note that this is not an inclusive list, and not all resources are applicable to all locations.

- Navy School Liaison Officer Guidebook
- OPNAVINST 1700.9E CYP
- Section 1785, Title 10, United States Code
- DoD Youth Instruction 6060.4
- OPNAV 1754.1B (FFSC)
- OPNAV 5350.6C (Community Support)
- Region/Installation MOU policy
- Interstate Compact on Educational Opportunity for Military Children
- SECNAV 1754.5B (EFMP)
- TWMS Training Module: Personal Identifiable Information (PII) Training
- DoDI 1300.1 and 1342.13 (For overseas locations)
- SOFA Agreements (overseas locations)

Navy -
DoD



- State Education Code
- District Education Code and procedures
- School and/or District Handbook
- Personal Information Safeguards Policy
- Volunteer policy and procedures
- Partnership policy and procedure
- Child Abuse Reporting Procedures
- School Board Policy
- School Site Plan

LEA



CHAPTER 5

Roles and Responsibilities



Chapter 5 guides the School Based Program Planning and Advisory Group through a solidification of the partnership by specifying roles and responsibilities.

- Determining Roles and Responsibilities
- The Role of the Navy School Liaison Officer
- The Role of the Principal and Teachers
- The Role of School Counselors and Social Workers
- Consider the Liabilities
- The Role of the Parents
- The Role of Community Organizations
- Worksheet: Partnership Goals, Roles and Responsibilities
- Worksheet: Responsibilities of the School Based Program Coordinator and the School Liaison Officer
- Worksheet: Memorandum of Understanding

Determine Roles and Responsibilities

Once you have completed your needs assessment and determined your School Based Program goals, and configured a logic model for the program, the next step is to solidify the partnerships by specifying roles and responsibilities. For School Based Programs to be successful and effective, it is imperative that all stakeholders clearly understand the goals, objectives and policies. It is also helpful if the all partners and stakeholders have a voice in the program design to increase their sense of ownership and commitment. Developing a shared understanding and commitment up front will increase the likelihood of success.

Establishing mutual expectations between all collaborators partaking in NSBP is key and should be clearly described in formal written Memorandums of Understanding (MOUs) signed by all parties. These expectations may include, but are not limited to:

- Roles and responsibilities
- Referral of students to the program
- Referral of families to the program
- Sharing confidential information (such as attendance records and test scores)
- Data collection tasks for evaluative purposes
- Financial agreements may require a separate contract or may be included in the MOU depending on legal advice from school district or Navy JAG/OGC.

Identifying a primary contact person at each partner organization/stakeholder is essential to ensure that each person is aware of the expectations of the partnership. Orientation for key partners should occur initially and whenever there is staff turnover at that position.

What is the role of the Navy School Liaison Officer?

The Navy School Liaison Officer facilitates, coordinates and initiates the process of planning and implementing a Navy School Based Program. The role and daily responsibilities of the Navy School Liaison Officer makes him//her the perfect person to coordinate the project. According to the Navy School Liaison Officer Guide, the roles of the Navy School Liaison Officer that will be utilized in the process include:



Provide information: The SLO provides information to families, organizations, and commands regarding youth educational and transitional issues. It is important that the SLO take a proactive approach to sharing this information using a wide range of platforms and formats. This information must be objectively conveyed from one party to the other. Sharing personal opinions or views is NOT an appropriate function of the SLO position.

Make referrals: Because the information the military families need is very specific to their situations, it is important that the SLO helps area school personnel understand the types of situations families will encounter and need assistance with. Additionally, the SLO will work with the SBP staff and school personnel to educate them about Navy and DoD resources available for families to access for support. The referral process is a joint effort between school personnel, community organizations and the SLO, however, the SLO is the subject matter expert on all military resources.

Educate families: The SLO is responsible for making parents aware of the educational processes, school organization, school communication, interaction strategies, and youth education support services. A SBP is designed to not just educate parents about these processes, but to take them through it.

Encourage Parent Advocacy: By providing families with the necessary support and referral information, parents will gain the tools and necessary information for them to become advocates for their children's education.

Coordinate Services: The SBP is a collaborative effort and should include many organizations. The School Liaison officer is the Navy's primary point of contact for all school programs and interactions; however, the SBP initiative is a collaborative effort and will include CYP Youth Programs and Fleet and Family Services resources as well. The Navy SLO will coordinate the services and act as the liaison between all stakeholders.

Critical duties of the SLO include, but are not limited to, the following:

- Serve as the subject matter expert (SME) to the SBP staff and the schools for all military information and questions
- Facilitate SBP planning and execution
- Assist school in assembling SBP Advisory Panel
- Assist school in strategic planning of SBP, and application for Navy assistance
- Educate school personnel and SBP personnel and community organizations on educational issues affecting military children,
- Serve as liaison between organizations providing services to students, school personnel, and community to foster partnerships between all stakeholders
- Assist in marketing of SBP to families, commanders, children and LEAs
- Monitor program effectiveness and provide quarterly data and a yearly report (SLO may only be involved with ensuring it is done).
- In instances where CNIC funding/resources are needed or requested, installation SLOs will work with RSLOs to obtain CNIC approval, funding, resources, etc. Please note: not all SBP will need financial assistance or support. In these cases, the Installation SLO may work directly with the school.

NOTE:

- SLOs are not to solicit for, or accept ANY outside sponsorship or gifts. Schools may solicit for community support, but the SLO cannot be involved with that process. Any "in-kind" donations should be coordinated directly with the school. The SLO MAY, however, work with the Navy Marketing department to request "sponsorship" if so desired and approved by his/her direct supervisor.

What is the role of the principal and teachers?

It is essential to have the support of the school principal, although his or her role will most likely be limited to encouraging school faculty and staff support of the program and encouraging students and families to participate.

Teachers, however, have a key role to play in NSBP. Always remember, however, to respect their workloads and inflexible daily schedules. In a School Based Program teachers will generally participate in the following ways:



- Refer students
- Refer families
- Assist with support and supervision by communicating with SBP staff and student sponsors, and by letting the appropriate people know of any program inconsistencies and/or problems. The teachers are the eyes and ears.
- Participate in program evaluation, often by completing a questionnaire at the end of the school year about changes in the students that have participated in the program and the impact on the classroom.
- Refer students to become youth sponsors
- Market the program to students and families

What is the role of school counselors and/or social workers?

- Provide intake assessment of academic records
- Assist with appropriate academic placement
- Conduct needs and interests inventory
- Resource and referral as necessary
- Social and emotional support
 - o One-on-one
 - o Group
 - o Resiliency activities
 - o Facilitates sponsorship relationships
 - o May participate in training sponsors, volunteers, teachers, outside partners, etc

What is the role of the parents, and who coordinates their involvement?



Figure 1 - Debra Pruitt is a Parent volunteer and Navy Spouse that is the heart and soul of the Hancock Elementary Connections Corner

Some schools will have staff that can assist with the coordination and day -to- day operations of the School Based Program and do not have much of a role for parents beyond providing permission for their children to participate. Other schools that are smaller, or understaffed will rely more heavily on volunteers—the key group being parents.

Training plans and lesson ideas for parents and volunteers are provided on the resource disc. In most schools, parents will need to follow the school

district guidelines to become a volunteer in the school. Some schools require all volunteers to be fingerprinted, attend required OSHA and mandatory

reporting training, etc. It is important to inform parents of the required step to becoming a volunteer. If your NSBP requires volunteers to sustain the program, your action plan should make the training as easy and accessible as possible. It should also take into consideration that many parent volunteers have children and will require day care in order to attend training. (NOTE: Navy Child and Youth Programs now offers Hourly Drop in Care that parents can take advantage of.)

If parent volunteers play a key role in your NSBP, you will need to find creative ways to address day care challenges. Suggestions include:

- Create a baby-sitting co-op among volunteer group
- Partner with CYP or Youth Center
- Provide “at-home” projects that volunteers can complete off the school site such as putting together folders and packets, or calling parents

Another role of parents is for established parents to reach out to incoming families. When adults feel welcome and appreciated they are more likely to become actively involved in the school and their child’s education. Established parents can help:

- Recruit for the Parent Teacher Organization
- Facilitate parent networking

What is the role of Navy Child and Youth Programs

Navy Child and Youth Programs need to play a critical role in the School Based Program. Youth Programs will work closely with School Liaison Officer to coordinate Youth Sponsorship, and to market the valuable programs available for youth in Navy Youth Programs. Key duties of the Youth Programs include but are not limited to the following:

- Be a member of the School Based Program Advisory and Planning Committee
- Coordinate Youth Sponsorship activities quarterly for youth to connect, network and acclimate to their new community
- When schools do not offer a Youth Sponsorship or “buddy” program (and in the summer), the Youth Center will be the primary provider for the Youth Sponsorship Program
- Provide training for children wanting to be Youth Sponsors
- Collect and analyze data on the number of children being supported through Youth Sponsorship and the quality of programming
- Provide information to the schools and families about the availability of Navy Youth Programs as well as youth programs availability in the local community (i.e. sports, after school programs, etc)
- Work with the SLO and schools to identify needs for children in local schools and work to implement supports to abate identified gaps
- Provide “new kid” orientations to the area
- Provide smooth-take off for children PCSing-Out to include connecting student with a sponsor in receiving area

What is the role of community organization partners?

If you have partnered with community organizations (government affiliated, non-profit or other) it is important to get their commitments in writing. Remember that the Navy cannot accept any “gifts” on behalf of schools. All donations and “gifts” must be given directly to schools. The Commitment Statement or Memorandum of Understanding should clearly illustrate:

- What services or products the organization will provide
- When such service or products will be provided
- What their time commitment is
- A schedule of committed time
- Specific tasks or roles of any volunteers
- Training that volunteers must undergo prior to working in the school



The NSBP planning team should meet annually to review any partnership or MOU agreements. This provides an opportunity to discuss each action item, clarify expectations, iron out problems, and make any changes needed.

Consider any liabilities

Be sure your planning team discusses potential liability issues and agree on how to address them in the School Based Program plan. Potential issues include:

- Student safety
- Confidentiality
- Mandatory reporting
- Suicide threats
- Substance abuse

Any policies and procedures **MUST** align with school or district policies.

WORKSHEET

Partnership Goals, Roles, and Responsibilities

1. What are the goals of the School Based Program? How do they help SLO deliver 7 Cores?
2. Will you have a center or a system? If a center, what will be the initial site for the program to be run out of?
3. Who are the key personnel responsible for the Navy School Based Program? (See Worksheet: Responsibilities of Program Coordinator)
4. What is the role of the teachers at your site?
5. What is the role of the principal at your site?
6. What legal and liability issues do you need to explore and get clarification on?
7. What, if any, financial agreements need to be made between organizations?
8. What procedures will be used to inform parents about the program (see Marketing NSBP Chapter)
9. How will you evaluate the program?
10. Have you developed a Memorandum of Understanding for the collaborative partners?

WORKSHEET

Responsibilities of the School Based Program Coordinator and School Liaison

Who will have the day-to-day responsibility for the school-based program? What will the title of that person be? Who is responsible for what tasks? Which responsibilities will be shared?

Responsibility	Program Coordinator	School Liaison
Informs school staff about the Navy School Based Program and referral process		
Informs school staff of referral process		
Arranges for space in school (should be able to accommodate small groups)		
Works with teachers to identify best times for students to access SBP services and partake in various activities		
Coordinates transition process and referral of all incoming students-coordinates or works with Youth Sponsorship coordinator to assign all incoming students a sponsor		
Coordinates process for all exiting students		
Coordinates ongoing monitoring		
Coordinates with parents (parent liaison)		
Assigns youth sponsor (the School Based Coordinator may or may not be the person responsible for assigning a sponsor. Some sites may elect to have a dedicated Sponsorship Coordinator.		
Conducts training including creating agenda, arranging venue, finding and confirming appropriate trainers		
Recruits potential sponsors		

WORKSHEET

Responsibilities of the School Based Program Coordinator and School Liaison

Responsibility	Program Coordinator	School Liaison
Tracks volunteer hours Handles quarterly and yearly data collection and assessment. Prepares report.		
Provides orientation for volunteers		
Provides new student and new family orientation		
Responsible for sponsor and volunteer recognition		
Coordinating training of sponsors		
Training parent volunteers		
Other:		
Other:		
Other:		
Other:		

WORKSHEET

Memorandum of Understanding

We are looking forward to a partnership with your school. This agreement between [name of your organization] and [name of school] specifies the expectations of the partnership. The partnership is in effect from [date] to [date]

Partnership Goals

[name of your organization] and [name of school] agree to work together to:

-
-
-

Roles and Responsibilities

[name of your organization] agrees to:

-
-
-

[name of school] agrees to:

-
-

Finances, Resources and Liability

[name of your organization] agrees to:

-
-

[name of school] agrees to:



Evaluation

We agree to use these criteria to identify whether the partnership is achieving its goals:



[name of your organization] agrees to:



[name of school] agrees to:



Communication

We commit to open and regular communications:

[fill] in details

- [who—name or job title—in each organization will be primarily responsible for the ongoing communication?]
- [how, and how often, will the communication take place?]

In witness thereof, the parties hereto have caused this MOU to be executed as of the day and year listed below.

Name	Title	Date
------	-------	------

Name	Title	Date
------	-------	------

Name	Title	Date
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Name	Title	Date
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Name	Title	Date
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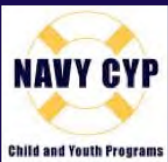
PART 2: PLANNING

Planning the School Based Program



PART 2 is designed to assist the School Liaison Officer and the School Based Programming Advisory and Planning Committee in planning the program to fit the unique needs of the school, students, families and community.

- Chapter 6: Beginning Planning
- Chapter 7: Component 1 - *PCS-IN*
- Chapter 8: Component 2 - *Youth Sponsorship*
- Chapter 9: Component 3 - *Deployment Support*
- Chapter 10: Component 4 - *Family Support*
- Chapter 11: Component 5 - *Ongoing Monitoring*
- Chapter 12: Component 6 - *PCS-OUT*



CONNECTIONS
Navy School Based Programming

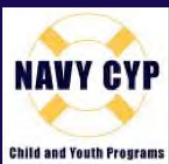
Chapter 6

Beginning SBP Team Planning



Chapter 6 provides the tools needed for the first planning phase in which the SBP Team will focus on creating a customized School Based Program designed to meet the needs of the school, students, families and community.

- Best Practices of a School Based Program
- PCS-In Flow Chart
- PCS-Out Flow Chart
- Worksheet: Informed Planning
- Action Planning
- Creating a Space
- Worksheet: Creating a Space
- Obtaining Financial Support
- CNIC Grant Process & Application



CONNECTIONS
Navy School Based Programming

Planning the Components of a School Based Program (SBP)

Now that you have a clear understanding of the components of a School Based Program, have determined the needs, and have set clear goals, the next step is for the planning team to customize a School Based Program to meet the recognized needs of the specific school, students, families and community.

Best Practices of a SBP

When creating your school's plan, take into consideration the best practices that have been identified through research and site visits. Many of the best practices have been modeled after the Hawaii Department of Education's most successful transition centers. It is important to note that the Navy will use the term *Connections*¹ for the school based program system rather than transition center due to the fact that the goal of school based programming is to create and facilitate *Connections* between the school, military and community.

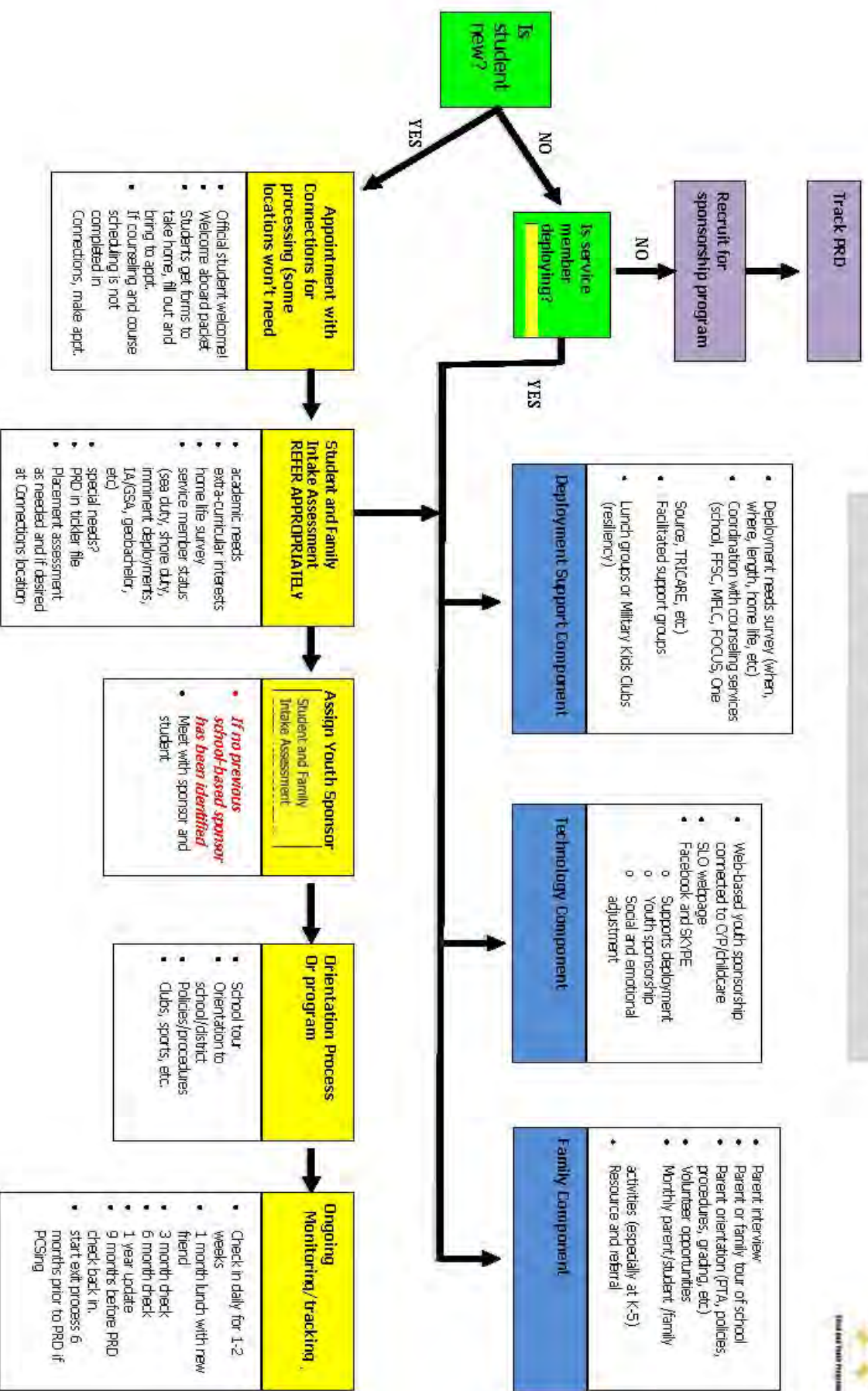
- Timely
 - Research shows that families and children need to feel connected within two weeks of arrival.
 - The transition center/process will ensure new families are welcomed on the first day they visit the school and oriented within one week.
- Warm
 - The center/process should be delivered in a manner that reduces family anxiety.
 - Open communication between the school and family
- Welcoming
 - An accessible and comfortable area is provided for new families where families feel encouraged to:
 - Congregate
 - Visit
 - Network
 - Volunteer
- Comprehensive
 - The center/process welcomes the student and family to the:
 - Classroom and teacher
 - Key school personnel
 - Nurse
 - Custodian
 - Counselor
 - Librarian
 - Lunch personnel
 - School secretary
 - Counselor
 - Transition center coordinator
 - PTA president or parent representative

¹ The term Connections was conceived by San Diego Unified School District

- o School Orientation Essentials. This can be presented with individual families, or, schools may choose to hold group orientations at regularly scheduled intervals (or as needed).
Orientations should include the following:
 - Mascot
 - Colors
 - Mission and vision statement
 - Daily bell schedule
 - Yearly calendar
 - Regularly scheduled meetings (site counsel, PTA, assemblies, etc)
 - PTA or parent organization
 - School foundations
 - District policies and procedures (enrollment, attendance, etc)
 - Community (local merchants, services, recreation, etc)
 - Culture and traditions
 - School mores
- Promotes Family Connection and Belongingness
 - o A plan to communicate with all family members should be included. Consider including:
 - Deployed service members
 - Geographical bachelors
 - Divorced families
 - o Regular communication methods should be established
 - Email distribution lists
 - Phone trees
 - Newsletters
 - Reverse 911
 - Texting
 - Social networking (i.e. Facebook & Twitter, Military Kids on the Move)
- Enduring
 - o The transition process does not stop! Families continue to add to and deepen their connections, and then participate as volunteers and facilitators for new families
- Smooth Take-Offs and Soft Landings
 - o Processes should be in place to support children and families as they prepare to leave the school
 - Acknowledge the connections the whole family had with the school even after departing
 - Exit passport
 - Exit “celebration”

The following flow charts may be helpful in your planning. Figure 1 provides a Transition In model flow. Figure 2 provides an optimal Exiting Student Model Flow.

School-Based Transition Support System Flow



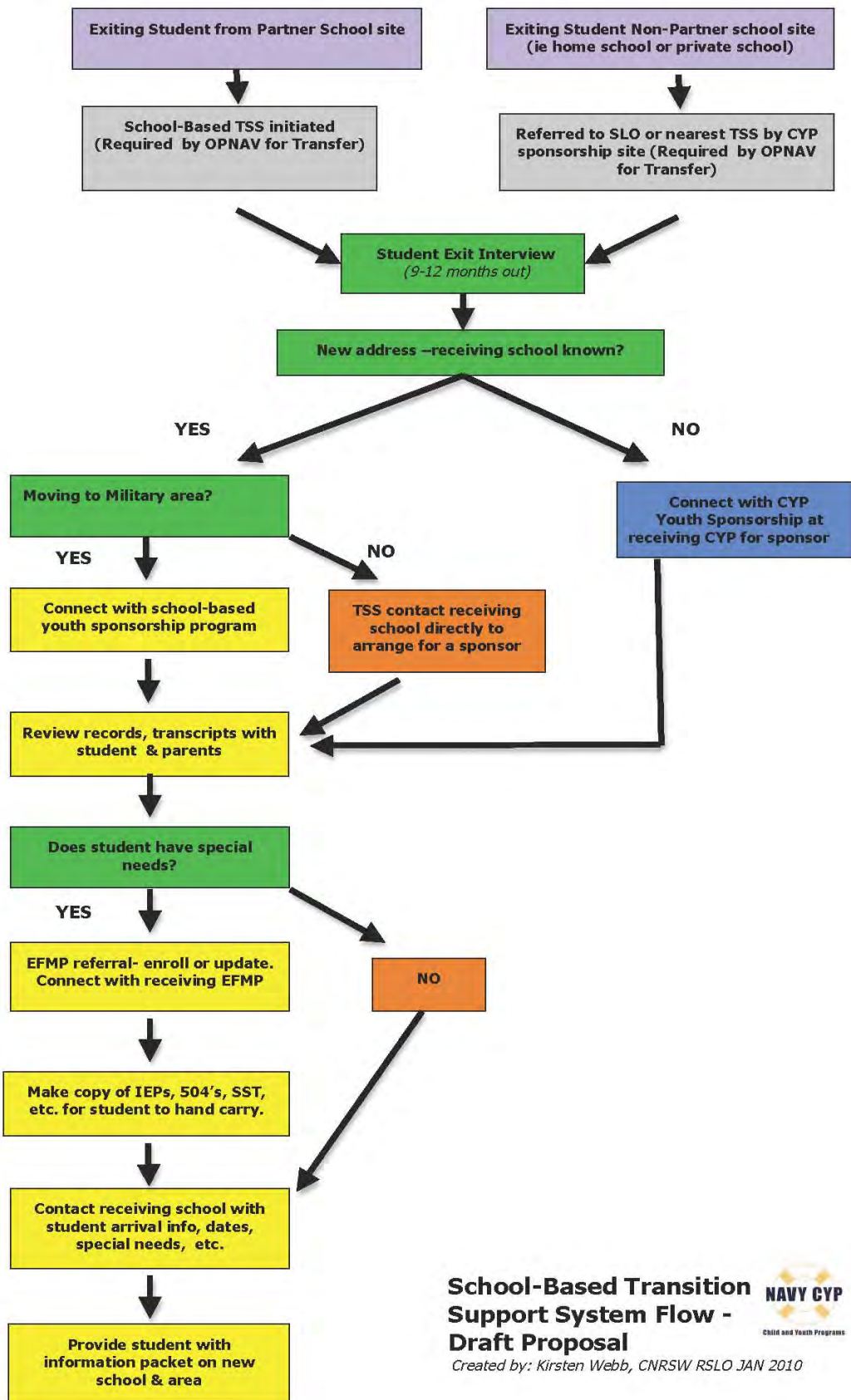


Figure 2

WORKSHEET

Informed Planning

- What is our school's military enrollment percentage? _____
 - Based on this, how much space is appropriate to dedicate (if any)? *Note: some schools with a smaller military population may only need a defined Connections System rather than a dedicated space. In such instances, mobile Connections would be appropriate.*
- What other transitioning populations (i.e. pre-K to K, 5th to middle, middle to high, foster, homeless, all new students) will benefit from the space and process?
- What entry and exit materials and processes are already in place that are working well?
- Do we have an existing student buddy, sponsorship, S2S© or JS2S©, or ambassador system in place already that we can integrate with the center?
- Is there a staff position/person who would be an ideal choice for coordinating the transition room or process? Consider outside help as well:
 - MFLC (Military Family Life Consultants)
 - School liaison officers
 - Fleet and Family Support Personnel
 - Parent Coordinator
 - Partnership in Education (Adopt A School)
- How would we like to use any counselors, mental health clinicians, resource teachers, School Liaison Officers, or other professionals to assist with this project?
- Is there a military parent, PTA member, older student(s), or other person(s) who should also be a part of coordinating the creation of the process and/or room?
- What needs or interested related to transitions and deployment have our military parents expressed?

- What challenges related to transitions and deployment has our school staff witnessed or noticed?
- How would we like to involve students and families in this project?
- What systems and resources are part of our school and community that might contribute to the process/center? (i.e. service-dedicated groups, military affiliated associations/groups, PIEs, businesses, military commands, etc)
- What budget limitations do we have, and what opportunities for fundraising do we have?
- Do we have any partners (military or civilian) that can make donations to this project?

CREATING AN ACTION PLAN

The next step in creating and implementing any program is often overlooked; however, it is probably the most crucial and deserves a great deal of attention. You probably feel like you have planned multiple times and yet another “planning phase” is redundant. In this phase; however, it is time to put in the specific tasks that need to be completed and a timeline for each. Additionally, you will be assigning responsibility for the completion of each task.

An Action Plan can be known by many names, and can take many formats. Most military personnel are familiar with the Plan of Action and Milestones (POA&M), and schools districts are most familiar with Strategic Plans. The name of the Action Plan and the format it takes does not matter, but, the planning team should decide on one format and stick with it. The only requirements are that it contains the essential components:

- Component of School Based Program (notated as 1,2,3,4,5,6)
- Task to be completed with brief description
- Responsible party
- Target completion date
- Next steps and comments

Action plans are designed to be living documents that are continually modified, revised and updated. For this reason, the document should be easily manipulated and created in a format that all planning team members can access (i.e. software, or program created in, MAC vs. PC, etc)

ACTION PLAN TEMPLATE

Component Column: Write the number of the component that the action item or task corresponds with. 1 – School Entry 2 – Youth Sponsorship 3 – Deployment 4 – Family Support 5 – Monitoring 6 - Exit	Task Column List specific tasks and/or action item to be implemented	Target Completion Date List the date the action item should be completed by.
	Responsible Persons List who is responsible for completing the task and/or action item.	Comments & Next Steps List any pertinent comments or next steps.

SCHOOL BASED PROGRAM ACTION PLAN TEMPLATE/EXAMPLE

COMPONENT	TASK	RESPONSIBLE PERSON (OR POSITION TITLE)	TARGET COMPLETION DATE	COMMENTS & NEXT STEPS
1	Train office staff on welcome procedures for new families	Principal, office staff, SLO	July 30	
1	Create welcome kits for new students/families	Parent volunteer, school staff	August 1	
1	Create a flow chart for check-in procedure	School SBP team		
1	Refurbish designated space for a School Based Program Center	PIE	July30	
2	Designate youth sponsorship coordinator at school	Principal	June 30	
2	Advertise/recruit for youth sponsors	School principal, teachers	Ongoing	
3	Conduct needs assessment	Principal, SLO	August 2010 and ongoing	
4	Provide resources for family counseling options in the School Based Programming center	SLO, FFSC		

CREATING A SCHOOL BASED PROGRAM OR SPACE

If your planning team has determined that a dedicated room or space is available and warranted to support youth in transition and deployment, the next step is to create your space.

When designing your space, consider items below and mark those that have the greatest potential for your school.

- ☐ Warm, inviting meeting space (even if very small)
- ☐ Comfortable, welcoming furniture, including child-sized chairs as appropriate
- ☐ Easily accessible
- ☐ Family friendly (parents can bring infants, toddlers, etc) Provide toys and books for children to play with so parents can speak with center folks
- ☐ Located in area that parents and students do not have to hunt for—close to front of school is idea, or in an area where parents normally visit or gather
- ☐ Collection of books for children of all ages (topics may include moving/relocation, deployment, grief and loss , military pride, parent-child relationships, general emotions, etc)
- ☐ Resource library for parents
- ☐ Coffee maker, microwave, refrigerator
- ☐ Internet accessible with SKYPE or similar program available (can be used for communicating with deployed parents, schools, etc. It could also be used for parent conferences with a deployed member, IEP meetings, etc)
- ☐ Bulleting boards with school, local community information, pictures of school staff, even information, recreation program information, etc.
- ☐ Student artwork, writing, poetry
- ☐ World map with deployed units displayed
- ☐ Desk for school counselor, Military Family Life Consultant (MFLC), School Liaison or other personnel (including coordinator /volunteer on duty)
- ☐ Posted schedule for hours the center is open
- ☐ Group work area for activities or counseling/support groups to meet, and for meetingss

WORKSHEET

CREATING A SPACE

When planning the room it is essential to think about what resources are already in place or available to support. The Center and Room Planning sheet will assist you in this.

1. Do we have an existing space to utilize for a dedicated space?
2. What infrastructure is needed to create a space? (Couch, chairs, desk, etc)
3. What is the technology capability of the space?
 - a. Web-access? Is it wireless or hard-connect?
 - b. Email?
 - c. Is the school's network protected?
 - d. Does the school and/or district have computers available to place in the space for those running the center and parents?
4. What "renovations/rehab" of the space is necessary to make the room presentable and functional for its purpose?
 - a. What resources and support is available to assist with rehab at a low cost? (suggestions include: Partnerships-in Education Commands, parent volunteers, district staff, etc)
5. Spaces should be child-friendly and safe. What actions need to be taken to ensure safety of small children?
6. Is there an "access to campus" procedure families need to follow to access the room? If so, how we will market that?

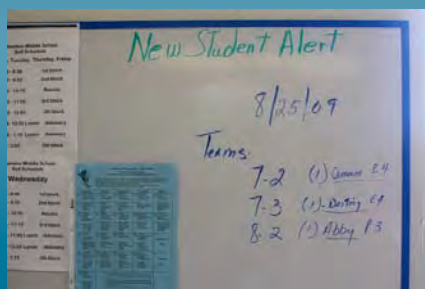
CENTERS OF EXCELLENCE: SHOWCASING THE HAWAII TRANSITION CENTERS



Iriquois Elementary School



Aliamanu Middle School



Wheeler Middle School



Kale Kula Elementary School



OBTAINING NAVY SUPPORT FOR A NAVY SCHOOL BASED PROGRAM

CNIC Support for School Based Programming

Any school or district associated with a Naval Installation and impacted with Navy and/or military children is eligible to apply for financial and/or logistical support for implementation of a SBP. The level of financial and logistical support for an SBP and the assignment of resources will vary depending on the school's needs, families' needs, and the concentration of military associated families.

When determining the level of financial and logistical support for a SBP, and assigning resources CNIC will utilize the following guidance to define priority levels:

Priority One - Program Critical

Priority School District: School Districts with 250+ military-associated children.

Local Action Plan must be completed with school district and updated annually thereafter.

Program Two - Program Impact

Emphasis School District: School Districts with 25 – 249 military children.

Local Action Plan is preferred but not required.

Priority Three - Program Optional

Information School District: School Districts with <25 military associated children.

Local Action Plan is preferred but not required.

Remember that there are many ways to implement SBP with limited resources, and community partners can also provide assistance.



NAVY SCHOOL BASED PROGRAMMING CYP Funding Application



Dear Navy School Liaison Officer:

The School Based Programming Funding Application was developed by CNIC N912/3 to facilitate the application process for School Liaison Officers seeking support to implement a Navy School Based Program in a Local Education Agency (LEA).

All applications will be reviewed upon the closing date of the application process. Grants will be awarded based on the following:

1. Established need (data)
2. Impact program could have
3. Tier (number of military children that will benefit)
4. Evidence of an engaging and ongoing Navy relationship with LEA
5. Quality of proposal
 - a. Inclusion of Navy internal partners (CYP, FFSC, etc)
 - b. Employs best practices as established in CONNECTIONS: Navy School Based Programming Guidebook
 - c. Essential components included (minimum requirements: Transition In, Transition Out, Deployment, Youth Sponsorship)
6. Installation and/or Region endorsement

Please keep in mind that additional information may be requested at any stage in the proposal process. Further, grants may be requested and/or awarded in the form of financial support, or services (i.e. training, web support, etc).

Instructions

1. A cover letter should be included with each proposal and should include the strategic link between your proposal and the mission of Navy CYES.
2. Please type and double-space all proposals utilizing all provided forms.
3. Please answer all the questions.
4. Follow all timelines and deadlines.

Resources:

- **CONNECTIONS: Navy School Based Programming Guidebook**
- **Navy School Liaison Officer Guidebook**

Glossary of Terms:

Outcome: The intended impact or results the program or project is trying to produce.

Project: A planned undertaking or organized set of services designed to achieve specific outcomes that begins and ends within the grant period. (Note: A successful project may become an ongoing program of the organization.)

General Operating Support: Grant funds to support the ongoing services, mission or goals of an organization.

Collaboration: Organizations submit joint proposals for funding to address common issues of organizational capacity and program outreach where they have similar outcomes to accomplish.

Cooperation: Organizations explain the networking and information sharing that is occurring with other similar organizations in their community and includes any shared values that the organization has with similar organizations in their community.

Program: An organized set of services designed to achieve specific outcomes for a specified population that will continue beyond the grant period.

Capital Only Request: A planned undertaking to purchase, build or renovate a space or building or to acquire equipment.

**NAVY SCHOOL BASED PROGRAMMING
FUNDING APPLICATION COVER SHEET**
(A fillable form is also available on the resource disc)

Date:

Navy Installation Applying:

Navy Region:

Installation School Liaison Officer:

Address (SLO administrative office):

City/State/Zip:

Phone Number:

DSN:

Fax:

E-mail Address:

School Liaison Officer Direct Supervisor:

Phone Number:

DSN:

Fax:

E-mail Address:

Regional School Liaison Officer:

Project Name:

Purpose of Grant (one sentence): _____

Dates of the Project:

Amount Requested \$:

Total Project Cost \$:

Geographic Area Served (list all associated installations):

Number of military children that will benefit from proposal:

Data source:

Date data obtained:

**NAVY SCHOOL BASED PROGRAMMING
FUNDING APPLICATION SIGNATURE SHEET**

Signature, Installation School Liaison Officer

Date

Typed Name and Title

Signature, Regional School Liaison Officer

Date

Typed Name and Title

Signature, School Liaison Officer Supervisor

Date

Typed Name and Title

Signature, Local Education Agency Partner

Date

Typed Name and Title

NAVY SCHOOL BASED PROGRAMMING FUNDING APPLICATION FORMAT

Please provide the following information in this order. Use these headings, subheadings and numbers provided in your own word processing format, thus leaving flexibility for length of response. All worksheets and forms can be found in the CONNECTIONS: Navy School Based Programming Guidebook.

A. NARRATIVE

1. Executive Summary

- Begin with a half-page executive summary. Briefly explain why the Installation is requesting this grant, what outcomes you hope to achieve, and how you will spend the funds if the grant is made.

2. Purpose of Grant

- Statement of needs/problems to be addressed; description of target population and how they will benefit.
- Description of project goals, measurable objectives, and action plans.
- Timetable for implementation.
- Who are the other partners in the project and what are their roles?
- Acknowledge similar existing projects or agencies, if any, and explain how your agency or proposal differs, and what effort will be made to work cooperatively.
- Describe the active involvement of constituents in defining problems to be addressed, making policy, and planning the program.
- Describe the qualifications of key staff and volunteers that will ensure the success of the program. Are there specific staff training needs for this project?
 - Long-term strategies for funding this project at end of grant period.

3. Evaluation

- Plans for evaluation including how success will be defined and measured.
- How evaluation results will be used and/or disseminated and, if appropriate, how the project will be replicated.
- Describe the active involvement of constituents in evaluating the program.

4. Budget Narrative/Justification

- Project budget; use the **Funding Budget Format** that follows.
- On a separate sheet, show how each budget item relates to the project and how the budgeted amount was calculated.
- List amounts requested of other funding sources
- In the event that we are unable to meet your full request, please indicate priority items in the proposed grant budget.

5. Organization Information

- Brief summary of SLO/Navy relationship with LEA.
- Brief statement of how the proposal will help meet the Navy CYES mission and goals.
- Description of current programs, activities and accomplishments.
- Organizational chart, including School Based Program Advisory Panel Members, staff and volunteer involvement.

B. ATTACHMENTS

1. List of Navy School Based Program Advisory Panel members with affiliations.

2. Letters of support should verify project need and collaboration with other organizations. (Optional)

NAVY SCHOOL BASED PROGRAMMING FUNDIGN BUDGET FORMAT

Please provide the project budget in this format and in this order:

A. Organizational fiscal year: _____

B. Time period this budget covers: _____.

C. **Expenses:** include a *description and the total amount* for each of the following budget categories, in this order:

Equipment	\$ _____		\$ _____
Supplies	\$ _____		\$ _____
Printing and Copying	\$ _____		\$ _____
Postage and Delivery	\$ _____		\$ _____
Space rehab/Maintenance	\$ _____		\$ _____
Marketing	\$ _____		\$ _____
Other (specify)	\$ _____		\$ _____
Total amount requested	\$ _____	Total project expenses	\$ _____

E. **Revenue:** include a **description and the total amount** for each of the following budget categories, in this order; please indicate which sources of revenue are committed and which are pending.

	<u><i>Committed</i></u>	<u><i>Pending</i></u>
1. Grants/Contracts/Contributions		
CNIC	\$ _____	\$ _____
Navy Region	\$ _____	\$ _____
Installation	\$ _____	\$ _____
Local Education Agency	\$ _____	\$ _____
Sponsorship (itemize)	\$ _____	\$ _____
Other (specify)	\$ _____	\$ _____
2. In-Kind Support	\$ _____	\$ _____
3. Itemized list of donations (items)	\$ _____	\$ _____
Total Revenue	\$ _____	\$ _____

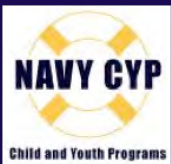
Chapter 7

Component 1: Transition & PCS - IN



Chapter 7 provides the tools to assist the SBP Planning Team in defining a clear and consistent entry process for students and families.

- Model New Student Flow
- PCS - IN Best Practices Menu
- New Family Questionnaire
- Transition Support Information
- Welcome Aboard Packs



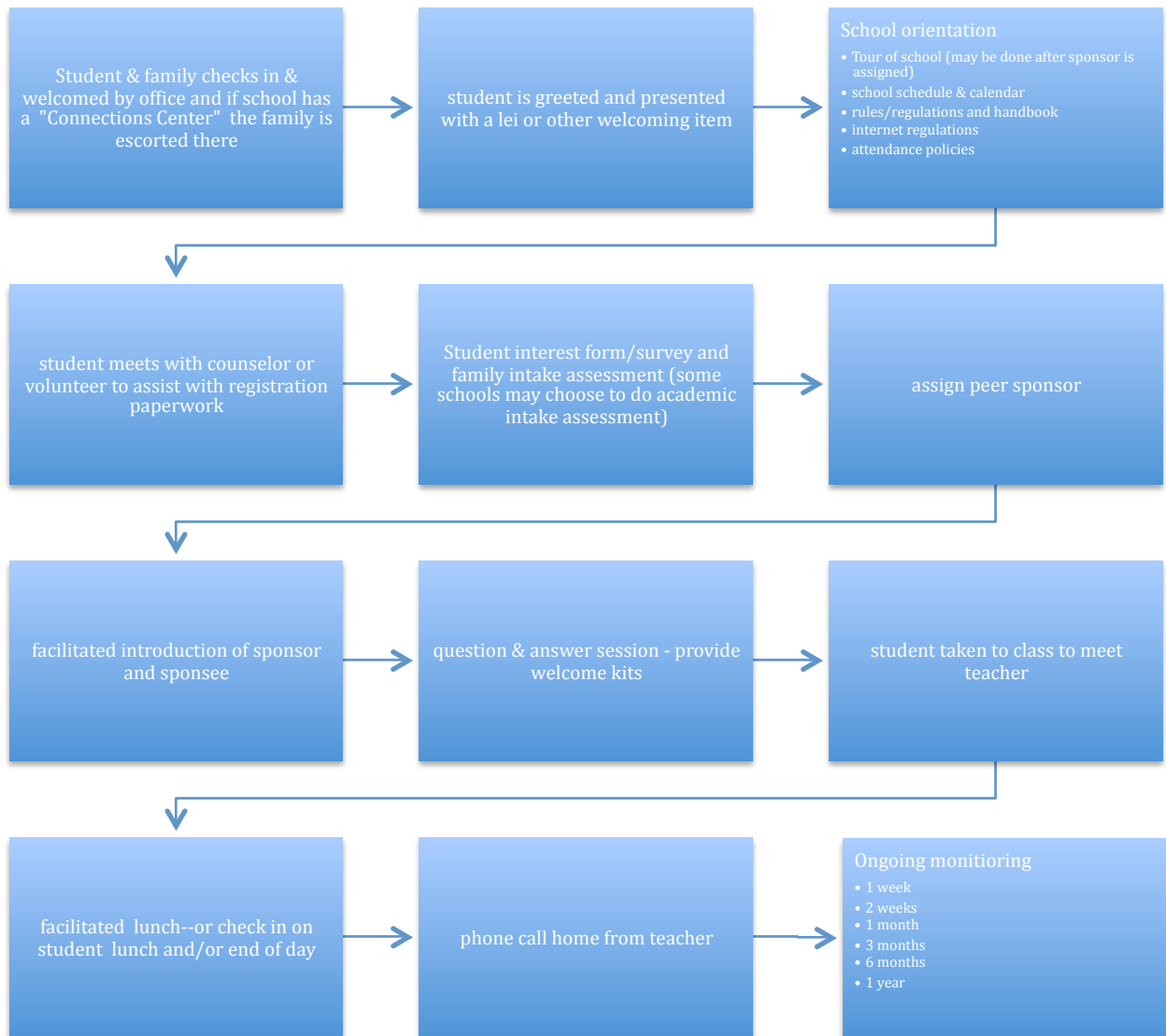
CONNECTIONS
Navy School Based Programming

Planning Each Component

Component 1: The Entry Process—providing a “soft landing”

A clearly defined and consistent entry process is a key factor in the successful transition for a student. It ensures new students can easily adjust to a new school and community. The goals of the entry process are to increase learning time by:

- Ensuring proper academic appropriate placement
- Providing opportunities for social adjustment and acclimation



ENTRY PROCESS BEST PRACTICES

PROVDING A "SOFT LANDING"

- Handshake at the first school visit
- School passport with photos including:
 - o Key staff personnel
 - o Student council/ambassadors
 - o Key places
 - o Events
- School handbook
- Regularly used forms
- School tour (consider stamping passport)
- Student name on desk and board and the class list prior to student arrival
- Classroom buddy or student ambassador (youth sponsor) walks the new student to class the first week
- Lunch buddy system for one month
- Lunch bunch social groups – ongoing
- Military Kids Clubs and/or Friendship groups that meet weekly – ongoing
- In-class welcoming ritual that is consistent (paper lei or welcoming item offered, question/answer sessions, etc.)
- Phone call home from principal, counselor and nurse during the first week to welcome family and answer any questions
- Follow-up phone call to home at 1 month, 3 months, 6 months, and 1 year
- Provide a welcoming center or system
- Military welcomes new kids (School Liaison Officer and/or PI)
- Website welcome with posted calendar, resources, photos of events, and ways for deployed parents to communicate
- Determine military status (active duty, reservist, National Guard) and document any deployments that the child will experience
- Introduce new students and families at school meetings, assemblies and in newsletters
- Home visits by principal, counselor, nurse, or parent committee member
- Monthly family/parent-child activities
- Orientation and resiliency classes run by staff or students
- Follow up with students to assess acclimation at:
 - o Weekly for one month
 - o 3 months
 - o 6 months
 - o 1 year (recruit for ambassador program)
- Conduct student and family needs/concerns assessment upon entry and evaluation upon exit (see K12 Connections New Family Questionnaire)

Connections ~ New Family Questionnaire

What branch of service are you affiliated with?

- ☐ Army
- ☐ Navy
- ☐ Air Force
- ☐ Marine Corps
- ☐ Coast Guard
- ☐ National Guard or Reservist
- ☐ DoD Civilian
- ☐ Not affiliated with any Service

The military sponsor's rank is:

- ☐ E1 - E3
- ☐ E4 - E6
- ☐ E7 - E9
- ☐ O1 - O3
- ☐ O4 - O6
- ☐ Flag

Please write the name of the command your sponsor is attached to (please note, we will not contact the command)

Command: _____

What type of duty is your sponsor's current assignment?

- ☐ Shore duty (non-deploying)
- ☐ Shore duty - with travel or extreme working hours
- ☐ Sea Duty or deployable unit
- ☐ IA/GSA

Will the sponsor be deploying during this school year?

- ☐ Yes
- ☐ No
- ☐ If YES, please indicate the estimated month of departure and estimated month of return:

.....

Which Installation's services do you utilize most frequently (or would you use) for Family Programming?

Name of Installation: _____

List the ages of your children that live with you (you may add names if you like)

Do any of your family members have special needs (medical, education or other) that you need assistance finding resources for?

- ☐ Yes
- ☐ No
- ☐ If so, please describe:

Many of our schools and Fleet and Family Support Centers offer deployment support groups and Military Kids Clubs. Would you like more information on these programs for your child?

- ☐ Yes
- ☐ No

Would you like to have a sponsor or buddy for your child to help ease the school transition?

- ☐ Yes
- ☐ No

Which of the following Family programs would you like more information about:

- ☐ Exceptional Family Member Program (EFMP)
- ☐ Deployment Support
- ☐ New Parent Support
- ☐ Relocation Assistance
- ☐ Financial Management
- ☐ Retirement
- ☐ Spouse Education
- ☐ Spouse Employment
- ☐ Family or individual counseling
- ☐ Other, please specify

I am interested in learning more about the following child and youth programs:

- ☐ New Parent Support

- ☐ Child Development Centers
- ☐ Child Care, Before and After school Care
- ☐ Youth sponsorship
- ☐ Youth Centers, Before and After School Youth Program (School Aged Care)
- ☐ Youth Sports
- ☐ Other, please specify _____

I am interested in learning more about the following school programs:

- ☐ PTA (Parent/Teacher Association)
- ☐ Volunteer opportunities
- ☐ Special education process
- ☐ Before and After School Care Programs at the school
- ☐ Free and Reduced Lunch Program
- ☐ Minimum Days
- ☐ Site Council
- ☐ Other, please specify _____

I would like to volunteer at my child's schools. Please list your name, contact information and the days and times you are available (optional- you may also contact the SLO or school directly to give them your information)

-  Name: _____
-  Phone number: _____
-  email address: _____
-  Days you are available: _____
-  Times you are available: _____

I would like to volunteer at the school. I am interested in:

- ☐ Fundraisers
- ☐ Special events
- ☐ Parent groups
- ☐ K12 Connections
- ☐ Phone tree
- ☐ Newsletter
- ☐ Room parent
- ☐ Office Helper
- ☐ Classroom helper (with students)
- ☐ Teacher's helper (prep)
- ☐ Running Club
- ☐ Military Kids Club
- ☐ Other, please specify: _____

Do you have Internet access in your home?

- ☐ Yes
- ☐ No

What is your preferred method of receiving information?

- ☐ Email with attachment
- ☐ Webpage link
- ☐ Traditional mail

Would you like to receive information about upcoming events, resources, etc. via email?

- ☐ Yes
- ☐ No
- ☐ if yes, please provide your email address: _____

Transition Support Information

These are items that should be provided to students and families upon entry to ease transition



STUDENT

- Registration flow chart
- Class assignment
- Bell schedule
- Handbook
- Student ID
- Supply list
- Lunch procedure & fees
- Testing schedule
- School calendar
- Listing of sports & clubs
- Spirit wear
- School map
- Sponsorship information
- "Cool to do" list



FAMILY

- School handbook
- Attendance policy
- Student schedule
- School points of contact
- School newsletter & website
- Web grade access procedure
- Health forms
- Parent volunteer opportunities
- Fee schedule
- List of community resources
- Interstate Compact Compliance Letter/Information
- Special Needs Navigation / Process

Welcome Aboard School Survival Kit

Often when military families transfer one of the first stops they make is to register their children for school. Many times the children will begin school before the family has a home to live in and before the family's household goods arrive at the new Installation. A best practice for supporting transitioning families is including a "welcome aboard school survival kit" for newly registering students. The kit can contain the basic school supplies that will allow a child to get right to work. Consider including the following items:

- Back pack
- Pencils
- Notebook
- Pencil sharpener
- Ink Pens
- Highlighter
- Ruler
- Colored pencils and/or markers
- Crayons
- Notebook paper
- Folders
- Pencil pouch or box
- Coupons to local restaurants, shops, museums, etc.

Families that have received these types of school survival kits have expressed sincere appreciation for taking one item off of their all ready overfull plates. Students shared that the kits made them feel welcome in a new environment.

Resources for Creating the Survival Kits

It is time for the planning team to get creative! Here are some ideas for obtaining resources for your survival kits. **As you look for resources, please remember that the School Liaison Officer may under no circumstances "solicit" for money or donations.**

- Often companies and businesses do not have the resources or are not permitted to donate money; however, they would like to contribute in other ways. They can donate office supplies, bags (some companies have cool tote bags).
- Local restaurants and shops may want to donate coupons to include in the kits as a way of marketing to families new to the area.



- At the beginning of the school year when supplies are cheap, place “donation” boxes at NEX stores, local business, schools, Commands, FRG’s, etc. Be sure to clearly identify for what and whom the items are being collected for. The donations can be used to create survival kits. **Remember—always ask to place a donation box at a site and work with your chain of command to ensure you are following the proper procedures.**
- Work with your marketing department to obtain sponsorship for kits.
- OMK, American Legion, USO and other organizations that support the military may be willing to donate items for the survival kits.

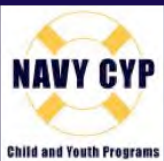
Chapter 8

Component 2: Youth Sponsorship



Chapter 8 is designed to help the SBP Team plan a Youth Sponsorship Component to help connect youth currently attached to the Installation or school with incoming youth.

- Youth Sponsorship Overview
- Mission and Vision
- How do Youth Participants Benefit?
- Best Practices Menu
- Defining Roles and Responsibilities
- Youth Sponsorship Team
- Youth Council
- Youth Sponsorship Coordinator Goals & Responsibilities
- Worksheet: School Information Planning
- Identifying and Recruiting Youth
- Training
- Template: School/CYP Letter
- Worksheet: Youth Sponsorship Marketing
- Eligibility
- Recognition
- Youth Sponsorship Application
- Youth Exit Survey



CONNECTIONS
Navy School Based Programming

Youth Sponsorship

The Youth Sponsorship Program Component is required by law (Section 1785 of Title 10, United States Code) and specified within the Department of Defense Youth Instruction 6060.4 and OPNAVINST 1700.9E. The Youth Sponsorship Program consists of three major components:

Outreach: Identifying incoming youth and providing them with information and opportunities before they arrive.

Newcomer Orientation: Providing information and materials on programs and services available on the installation and in the surrounding community.

Peer to Peer: Connecting youth currently attached to the installation with incoming youth.

Military families experience frequent relocations. The transition to a new community and school can be challenging. Youth may be uncomfortable meeting new peers and may be unaware of opportunities to become involved with their new school or community. This may lead to youth feeling isolated and depressed; therefore, it is critical that incoming youth have access to positive peer groups and social activities. Navy Youth Sponsorship Programs involve many key components that provide supportive measures in place to assist the transitioning student. A successful youth sponsorship program takes into consideration the specific needs of the transitioning youth. The Navy Youth Sponsorship Team is comprised of the Navy School Liaison Officer, School Site Coordinator, Child and Youth Program Manager, Youth Representative, and Parent Representative. Each of these key members provides personal/professional expertise in their related fields to comprise the Navy Youth Sponsorship Team, which will institute the best program available for today's youth.

Community members, teachers, parents, youth and those that work to create an atmosphere in which youth can strive to be the best not only socially, academically and developmentally, enhance and pave the way for youth to be successful and contributing members of society. The youth sponsorship programs for both school- based and CYP center-based programs should be included in the School Base Program.

Defining Youth Sponsorship: Youth Sponsorship can take many forms. What is effective and appropriate at one Installation may not be at another. It is important to assess the needs and



evaluate the available resources as your team develops the vision for the local Youth Sponsorship Program.

Navy Child and Youth Programs play a critical role in the School Based Program especially in the Youth Sponsorship Component. The execution of the Youth Sponsorship Component is a shared responsibility between the School Liaison Officer and the Navy Youth Programs. The role of the Youth Programs can be found in Chapter 5, and a detailed chart of responsibilities can be found in this chapter.

Mission

- The mission of the Navy Youth Sponsorship Program is to alleviate educational disruptions by empowering all youth through a stream of continuous support to provide stability, leadership skills, sustain academic learning, provide a connection between school and peers, to produce competent citizens.

Vision

- The Navy Youth Sponsorship Program envisions a collaboration between today's youth, mentors, and educators in which a community is developed to assist today's military child with the challenges associated with the military lifestyle, through outreach support prior to transition, then continuous support upon the child's integration to the new location, which will produce positive quality citizens with leadership skills and stability capable transitioning into adulthood.

WORKSHEET

Responsibilities For Youth Programs & SLO

This worksheet will help define responsibilities for Youth Programs and the School Liaison Officers.

Responsibility	Navy Youth Programs	School Liaison
Assigns youth sponsor - Ultimate responsibility lies with CYP Youth Programs. Each installation will have a Youth Sponsorship Team is to create an Action Plan that specifies the process to follow and assigns ownership to each task. This Action Plan must be on file with SLO and CYP and is inspectable.	Primary	Assist
Works with the schools to create sponsorship programs at the school. During the summer, Youth Programs is responsible whether the local school has a sponsorship system or not.	Assist during school year Primary during summer	Primary
Coordinates and executes “youth welcome aboard”	Primary	Assist
In remote areas where Navy does not have Youth Programs in place, Navy will reach out to community and provide sponsors through other organizations and schools	Assist	Primary
Coordinates youth events for socialization not less than quarterly	Primary	Assist
Coordinates ongoing reporting and monitoring as required by program	Shared	Shared
Conducts training including creating agenda, arranging venue, finding and confirming appropriate trainers	Primary	Assist
Recruits potential sponsors	Shared (Responsible for recruiting from Youth Programs)	Shared Recruiting youth at schools
Administration/management of social networking site. Each Installation Youth Programs will have a Facebook page on which Youth Sponsorship information is posted.	Shared	Shared

How do participants benefit from a Navy Youth Sponsorship Program?

The Navy Youth Sponsorship Program offers compelling reasons to institute and support a youth sponsorship program.

1. **Frequency of military moves.** Today's military child can experience several moves during their parent's military career. Such frequent moves can present significant challenges to the child's academic and emotional stability. On average, a military family moves every 2.9 years. Due to this frequency, the military child might attend up to nine different schools upon graduation from high school. Navy Youth Sponsorship Program will provide a stable program in which the incoming student will know what to expect during these transitions.
2. **Emotional stability.** Deployment plays a significant role in the military family. Often the active duty member is deployed for several months at a time, sometimes with very little notice. A youth sponsorship provides all youth with a secure environment in which they can achieve both academically, socially and be prepared to deal with the ever-changing military lifestyle.
3. **Life skills and Character building.** As students become engaged in the program, life skills such as coping, self-esteem, decision-making, responsibility, initiative, team building, and cooperating with others are valuable life skills, which all participants can benefit from as they mature, and transition not only to a new location but into adulthood.
4. **Engaging youth enrolled at the school.** Engaging students enrolled at the school site introduce many youth introduced to volunteering. Students get a sense of accomplishment as they learn about how to assist their peers in acclimating to their new environment.
5. **Addresses the challenges associated with transition of the military family.** As the child matures, leaving behind classmates, activities, teachers and familiar surroundings can be more difficult. Often the best person to understand a person's situation is a peer who has experience similar events. Peers can feel comfortable discussing day-to-day events, events that have happened while in transition, or past events with someone their own age. The Youth Sponsorship program provides the transitioning youth an opportunity to connect with their peer prior to their arrival to ease anxiety and stress related to the challenges faced by the transitioning youth, thus providing a reliable support.

YOUTH SPONSORSHIP COMPONENT

BEST PRACTICES MENU

- Tap into existing sponsorship programs (Buddy program, Ambassadors Club, S2S, JS2S, etc).
- Provide lists of “What’s Cool” for the area and school
 - Lunch bunch social groups-ongoing
- Hold monthly (or quarterly) youth activities to promote social integration (dances, sports nights, etc).
- Encourage those who have been sponsored to become a sponsor
- Design a school Youth Sponsorship trinket to give to all incoming students
- School passport with photo including key staff personnel, student council/ambassadors, key places/maps, events
- Introduce new students and families at school meetings, assemblies, and in newsletters
- School tour (consider stamping passport)
- Provide a Deployment Buddy to youth experiencing a deployment
- Follow up with students to assess acclimation at:
 - Weekly for one month
 - 3 months
 - 6 months
 - 1 year (recruit for ambassador program)
- Provide a sponsor prior to arrival whenever possible
- Match incoming youth with a compatible peer
- Utilize social media networks
- Collaboration with local Navy Youth Programs, community based youth programs, and school based programs are essential!
- Provide engaging training for all sponsors
- Offer community service hours for volunteer youth sponsors
- Classroom buddy or student ambassador (youth sponsor) walks the new student to class the first week
- Produce a school video with Superintendent and Principal messages/school pictures
- Orientation and resiliency classes run by staff or students
- Military Kids Clubs and/or Friendship groups that meet weekly-ongoing
- Youth Culture Course (local language, foods, etc)



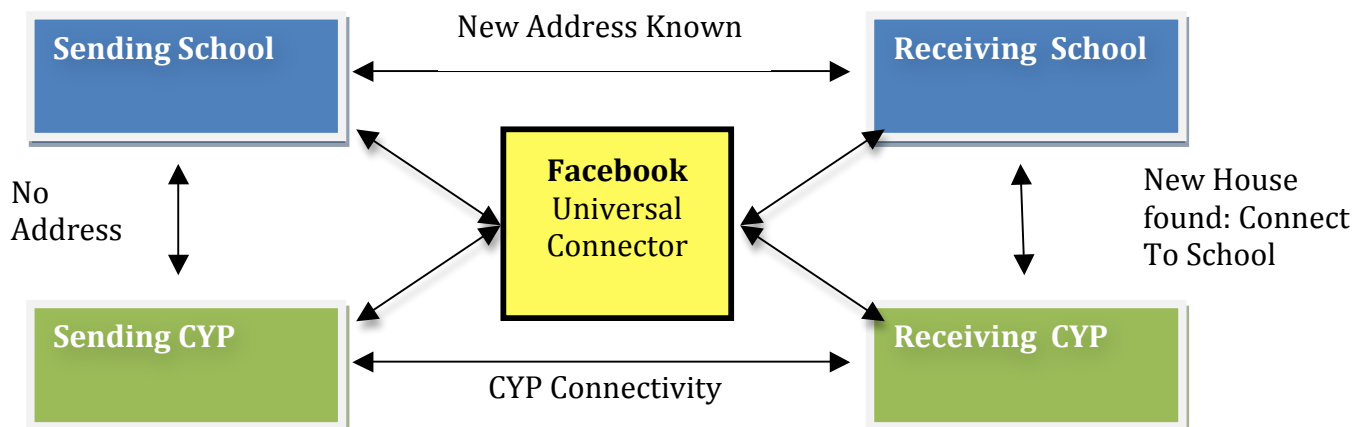
Child and Youth Programs

Defining Roles and Responsibilities for Youth Sponsorship Component

For the Youth Sponsorship component to be effective, it is essential that everyone who will be involved at each organization clearly understand the goals, objectives, policies and responsibilities. It is also essential that all partners have a voice in the program's design and execution to increase their sense of ownership and commitment. This process takes time and energy, but by developing this shared understanding and commitment up front and on a continual basis, the program is more likely to be successful. Implementing a Youth Sponsorship Council will help achieve this.

Since this program is designed with the transitioning student in mind, establishing a strong devoted team is essential. Each member of the team brings strengths and knowledge concerning their area and should be considered vital to the success of the program. The School Liaison Officer (SLO) brings knowledge concerning the military lifestyle. The SLO works closely with military families regarding transition support, deployment support, post secondary preparation, partnerships in education, navigation of the special education process, home schooling, and locating the proper school placement for the military family upon arrival to a new duty station. School personnel are the experts regarding school and district policies, therefore, the School Site Coordinator should not only be familiar with these policies, but have enough time to devote to the program. The Parent Representative provides a transitioning parent's perspective, while the youth representative will provide that of someone younger. Child and Youth Program Manager will provide programs offered through military programs. Initial discussion regarding beginning a Navy Youth Sponsorship Program should begin with the School Liaison Officer contacting and meeting with the school principal.

The Key to success is building a system between CYP and Local Education Agencies. The following model outlines the flow of transition for a youth in need of sponsorship.



Youth Sponsorship Team

The Youth Sponsorship Team is responsible for the implementation of the Youth Sponsorship Program providing guidance and leadership concerning the mission, vision, policy and procedures to all parties involved to ensure a smooth, continuous and successful program develops. The following positions provide a general outline of prospective collaborators to consider when organizing a youth sponsorship team.

Youth Sponsorship Roles & Responsibilities

School Sponsorship Coordinator

- Participate on Youth Sponsorship Council
- Identify a staff member best suited to coordinate Youth Sponsorship Program at school
- In schools where a Comprehensive School Based Support Program is in place, the sponsorship coordinator works in concert with the program
- Partner with community organizations to deliver sponsorship programming
- Coordinates training of sponsors
- Markets youth sponsorship in school materials presentations, calendars, newsletters etc.
- Utilize web-based system to: receive incoming students conduct assessments and evaluations, track data
- Implement

School Liaison Officer

- Facilitator between school and youth center programs
- Ensures school and youth center efforts are not duplicative
- Chair the Youth Sponsorship Council
- Build partnerships between military and schools to maximize resources
- Promote youth sponsorship programs in all marketing materials and presentations
- Educate families about youth sponsorship program
- Educate school personnel on the youth sponsorship program
- Assist schools and youth centers with planning and executing youth sponsorship
- Collaborate with other N9 and
- Summarizes quarterly and yearly data into report
- Coordinate and facilitate Area Youth Council

Navy Youth Programs

- Participate on Youth Sponsorship Council
- Participate on the Local Area Youth Council
- Identify a Child and Youth Staff member best suited for the role of Youth Sponsorship Coordinator
- Deliver CYP programming for Youth Center and SAC to support
 - transition in and out
 - pre/post deployment
 - sponsor recruitment and training
- Partner with SLO to support school based youth sponsorship
- collaborate with other services to support military children
- partner with community organizations to implement leadership and academic programming and activities
- market youth sponsorship in youth center materials, presentations, calendars, brochures, etc
- complete web-based evaluations
- track number of children utilizing the program via web-based tool
- work with youth trainers to train youth center staff on youth sponsorship components

1. **School Liaison Officer.** The School Liaison Officer participates on the Youth Sponsorship Team providing detailed knowledge and expertise regarding the many possible challenges facing the military youth. They are the first and best line of communication between the school districts and commands in their designated areas. The School Liaison Officer will be instrumental in encouraging schools to implement a youth sponsorship program on campus. They will bring to the attention of the Youth Sponsorship Team any possible discrepancies to maintain a smooth and effective program. School Liaison Officers will work closely with the designated school site coordinator to match the incoming youth with a sponsor based on their common interests. **Regarding home schooling students, students living in recruiting locations or students living in locations that do not have a Navy Child and Youth Program site, the school liaison officer will work closely with outside organizations to provide sponsorship support.** School Liaison Officers work toward building and maintaining collaborations between community partners, schools and military child and youth services to provide the best youth sponsorship product to offer military families. School Liaison Officers will market the youth sponsorship program at their assigned military installations and assist community partners and schools in recruiting youth mentors. They will work closely with the School Site Coordinator to train prospective youth mentors.
2. **School Site Coordinator.** Participates on the Youth Sponsorship Team as the expert regarding school policy and procedures in their designated school districts. School Site Coordinators are responsible for recruiting mentors at their prospective school sites and providing training regarding youth sponsorship. School Site Coordinators should be familiar with the staff, students and have an excellent rapport. The School Site Coordinators through school and district resources will do marketing for mentors at the school site. Coordinators should be aware of time commitments regarding this program and should not be currently involved with the youth sponsorship program unless full attention can be provided.
3. **Parent Representative.** The Parent participates on the Youth Sponsorship Team addressing concerns regarding youth issues. Parents play a crucial role in advising the team on current issues related to transitions and the military lifestyle. Parent might be a military dependent or civilian.
4. **Youth Representative.** A youth representative will participate on the Youth Sponsorship Team as an expert advising the Youth Sponsorship Team from a youth's perspective. The perspective coming from today's youth will greatly enhance the overall productivity of the program, as the viewpoint of youth can be difficult to realize from an adult's perspective. Youth programs should be an integral component of the Youth Sponsorship Program.

5. **Navy Youth Programs Representative.** The Child and Youth Program Managers participate on the Youth Sponsorship Team as an expert in programs offered through the Navy's Child and Youth Program. Youth Programs is responsible for ensuring all children receive a sponsor. Youth Programs will further assist with initial meetings between the youth sponsor and the transitioning students, providing social opportunities for transitioning students, and connecting exiting students with a sponsor at the receiving command/area.
6. **Military Partnership Point of Contact.** As an optional member of the Youth Sponsorship Team, consider adding a military member in a leadership role such as the Commanding Officer or Command Master Chief.
7. **EFMP Liaison.** The Fleet and Family EFMP Liaisons are an excellent resource and would be beneficial to have on the youth sponsorship team. The EFMP Liaisons can assist with any special needs requirements or challenges and they have a good handle on the resources available for special needs families.

Youth Sponsorship Council

The Youth Sponsorship Council is to be incorporated as a part of the Parent Involvement Board and meet no less than quarterly. Coordinating the Youth Sponsorship Program so that it is easy to navigate and includes all stakeholders will take a coordinated effort between the Youth Centers (CYP program) and area schools participating. The Youth Sponsorship Council will ensure a coordinated effort and to maximize resources, and avoid duplication of services and efforts. The Youth Sponsorship Council is comprised of the following:

MANDATORY

School Liaison Officer

School coordinator

Youth Programs Representative

MWR representative

Fleet and Family representative

School district representative

Military Youth

Military Parent

OPTIONAL

EFMP Liaison

OMK

Community agencies

School Aged Care Coordinator

Housing (PPV) representative

Marketing Representative

PIE Coordinator (if not SLO)

Others as needed

Key tasks for the group to address at its inception include, but are not limited to the following:

1. Establishing mutual expectation between all stakeholders
2. Identify a primary contact person at each organization. Share the contact information with the group.
3. Set a regular schedule for meetings, and a protocol for communicating between organizations
4. Determine who will be involved with the Area Youth Council and determine the membership for the council
5. Create and maintain Youth Sponsorship Action Plan

Local Area Youth Council

The Youth Sponsorship Program is in place to support military youth (and other transient groups at local education agencies). A crucial factor in sustaining a successful Youth Sponsorship Program is involving the youth. Involving local youth and allowing them to play a key role in the planning and execution of the program will allow youth to make a personal connection to the program and will thus increase commitment. More importantly, however, by involving the youth directly, all stakeholders will learn from their knowledge, ideas, and assessment of the program.

Youth members should serve as subject matter experts informing all stakeholders in the Youth Sponsorship Program of the needs, concerns, desires of transitioning youth.

The Local Area Youth Council should be set up and facilitated by a School Liaison Officer and should include the following members at a minimum:

- School Liaison Officer (Facilitator)
- Child and Youth Program Director or designated CYP staff member
- 2 High School Students
- 2 Middle School Students
- 2 Elementary School Students
- Parent
- Fleet and Family staff member
- School counselor or designated staff
- MWR staff member

All youth participating on the council MUST be involved with the Youth Sponsorship Program or S2S /JS2S© Team. It will be up to the Local Area Youth Council to determine how often they will meet.

Objectives of the Local Area Youth Council include:

- Provide a forum for Youth Council members to conduct and inform the area youth program directors about the needs of youth in the following areas:
 - o Educational challenges
 - o Extracurricular activities
 - o Support services
 - o Sponsorship program
 - o Volunteer opportunities
- Plan transition and sponsorship events for the area youth
- Help plan and execute sponsor training
- Plan marketing and recruitment for sponsors and participants
- Develop best practices for supporting military youth to inform program development at local level and Navy HQ.

Youth Sponsorship Coordinator Goals and Responsibilities

The specific tasks for the sponsorship coordinators will vary somewhat at each agency. The chart below shows the basic tasks that the youth sponsorship coordinator should be doing to ensure program effectiveness. Many tasks are the same or very similar. Every effort was made to have tasks be as similar as possible.

Goal/Task	School Based Sponsor Coordinator Specific	Youth Center Based Coordinator Specific
Informing the “customers”	Informs school staff of referral process	Informs Youth Center Staff on the referral process
Meeting with the sponsor	Works with teachers to identify the best times for students to meet with their sponsors	Works with children and families to identify the best time for students to meet with their sponsors
Coordinates transition process and referral of all incoming students-coordinates or works with Youth Sponsorship coordinator to assign all incoming students a sponsor	Works within the School Based Transition Program to assign a sponsor to incoming students	Utilized web-based referral system to receive incoming students
Supports exiting students	Encourage students exiting to enroll in sponsorship for their next duty station (assist)	Encourage students exiting to enroll in sponsorship for their next duty station (assist)
Recruits youth sponsors	School programs, marketing materials, newsletters, etc. should highlight the youth sponsorship program and leadership opportunities	CYP programs include marketing to youth to become a sponsor
Coordinates sponsor training (and may facilitate training)	Provide basic training in leadership, mentoring, problem solving	Provide (or utilize existing programming) training in leadership, mentoring, problem solving. BGC may support
Coordinates ongoing monitoring	Checks on participant progress at defined intervals	same
Coordinates with parents (parent liaison)	Attain initial parent buy-in and approval to participate, calls home to	Attain initial parent buy-in and approval for child to participate, calls home to

	check on child at predetermined intervals, or sends home a “checking-in” quick eval	check on child at predetermined intervals or sends home a “checking-in” quick eval
Conducts training including creating agenda, arranging venue, finding and confirming appropriate trainers		
Provides orientation for volunteers		
Provides new student and new family orientation		
Tracks volunteer hours Handles quarterly and yearly data collection and assessment. Prepares report.		
Responsible for sponsor and volunteer recognition		
Actively participates with Local Area Youth Council	Team member	Team member

WORKSHEET

School Information Planning

**This School Information Planning Sheet should be completed with the School Liaison Officer, the School Principal, and the School Site Coordinator.*

1. What is our school's military enrollment percentage? _____
2. Here is the breakdown of our military enrolled students?
 - Kindergarten _____ Seventh Grade _____
 - First Grade _____ Eighth Grade _____
 - Second Grade _____ Ninth Grade _____
 - Third Grade _____ Tenth Grade _____
 - Fourth Grade _____ Eleventh Grade _____
 - Fifth Grade _____ Twelfth Grade _____
 - Sixth Grade _____
3. Based on our school's military enrollment percentage, how much space is appropriate to dedicate to a Navy Youth Sponsorship Program? _____

4. What other transitioning populations will benefit from the space and process? (i.e homeless, all new students, foster, migrating)

5. What current student organizations on campus can be integrated into the Navy Youth Sponsorship Program? (Ambassador Club, Student Buddy, Sponsorship)

6. Is there a staff position/person who would be an ideal choice for coordinating the Navy Youth Sponsorship Program?
 - MFLC (Military Family Life Consultants)
 - School Liaison Officers
 - Parent Representative
 - Partnership in Education
 - PTA Member
 - School Volunteer Coordinator

7. What are the issues or concerns our military families have expressed at our school?

8. What other resources might be able to contribute to the Navy Youth Sponsorship Program?

9. Can the school provide funding for this program? What resources will need to be provided to run this program? Can we estimate an approximate amount for this program?

Identifying Incoming Youth

The local FFSP and Navy Family Housing Office are the two primary installation organizations that will assist the SLO in identifying new families relocating to an installation. FFSPs assist families with adjusting to new situations and environments. In order to minimize duplication and to maintain consistency, the SLO may serve as the resource person between the CYP and FFSP.



The SLO and CYP Youth Sponsorship Program must have a relationship with military housing offices. It is important that the sponsorship program maintain installation and community resources for distribution to incoming families.

In addition, the SLO may also be made aware of incoming families through installation agency referrals or school systems.

Social networking sites such as Facebook can, and should play a key role in not only identifying incoming youth, but also for providing information and resources.

How will you recruit Youth Sponsors?

Youth Sponsors enrolled at local schools provide the Navy Youth Sponsorship Program with on site continuous sponsors. The Navy's Child and Youth Programs offer another avenue with which to promote the Youth Program and recruit Youth Sponsors. When considering the criteria of a Youth Sponsor consider the following:

- **Availability.** Youth Sponsors should be available for training and meeting with the Transitioning Student. A Youth Sponsor should take serious consideration prior obligations before accepting the position of a Youth Sponsor. Commitment to other programs could lessen peer support concerning the Transitioning student needs, thereby, possibly having a negative effect on the Transitioning Student.
- **Commitment.** While there should be no set time limit for a Youth Sponsor to commit to the Youth Sponsorship Program, if a Youth Sponsor has been asked to assist a Transitioning Student, the Youth Sponsor should be committed to ensure the Transitioning Student is comfortable by welcoming the Transitioning Students and be available. Grade level and transitioning schedule of sponsors also should factor into the decision of becoming a Youth Sponsor.
- **Talents and Special Skills.** Sponsors that have specific talents or special skills are a great asset to have to any sponsorship program; however, a youth sponsor does not have to

have a specific talent or special skill to actively participate in the program. Many students will find more in common and shared interests through discussion and common interests.

- **Attendance/Academics.** Sponsors need not be straight “A” students or have a perfect attendance record. Students that achieve and maintain a high academic grade level and are not absent from school often does suggest a strong understanding of school policy and respect for school staff. This also represents commitment and the student’s ability to follow through.
- **Communication.** Youth Sponsors should be comfortable communicating with the Transitioning Student. Making initial contact with the Transitioning Student is extremely important. Sponsors should also not be afraid to voice their opinions and concerns to staff members. Situations might arise which the youth sponsor might need additional guidance. Not having the years of life experiences to draw unlike that of an adult, the youth sponsor should be willing to communicate and seek the advice of adults and others involved in the Youth Sponsorship Program.
- **Interest in the Program.** Youth Sponsor should take a vested interest in the success of the program. The Youth Sponsor should be excited about helping other youth with similar interest.

The criteria mentioned above is meant to guide you as you initially begin your youth sponsorship program, it is not all-inclusive. As you begin to mold your program, other criteria might come to light; discuss these criteria with your Youth Sponsorship Team.

Taking that first step to a great Youth Sponsorship Program

This section will assist you in those first crucial steps to make your Youth Sponsorship a productive and sustainable program. Marketing gives the Youth Sponsorship Team the best way to sell their program.

If you are designing your program to be implemented in a school setting, think about the different groups your team will be working with, adults, staff, administrators, and students. All of these groups are resources in which your team could easily tap into, to spread the word and market your program. If your program is designed to be implemented in a youth center, consider these groups, children, parents, youth center staff, and outside community resources.

Questions to consider when marketing your program might include:

- What material is needed to market and spread the word about this program?
- What resources are going to be used to market your program?
- Where can I put flyers and posters that will advertise the program so my target population will best informed of the program?

- If cost is an issue, how can this program be marketed in the most effective way to promote this program with limited funding?
- How much time is going to be devoted to marketing?
- How are the different ages and grade levels going to be targeted?
- How many different flyers should I plan on creating?
- Do I need separate flyers for different school levels?
- Do I need separate flyers for sponsors and the transitioning student?
- What events either military or school events can I display a resource table promoting the program?
- Is there a group that would assist me in promoting the program that I could give a brief or presentation to?

Marketing not only means what target groups your program is going to use to verbally spread news about your program, but how else can they be utilized. Both of these sites, schools and youth centers might have resources to make posters, flyers, newsletter and other publications in which to promote and market your program. Another resource to assist in your marketing strategy is technology. Technology is a huge tool in which to market. Websites to consider might be: school district websites, individual school websites, fleet and family websites, MWR and child and youth websites. One point to consider when marketing is, your marketing of the Youth Sponsorship Program is not only promoting the program to Transitioning Students, but also to recruit sponsors. Consider having an information meeting concerning the Youth Sponsorship Program at locations that will focus on supporting and working with students.

Role of the Youth Sponsor

Youth Sponsors should clearly understand their role. Often youth feel empowered to solve all issues concerning the Transitioning Student they will be assisting. Prior to any youth becoming a youth sponsor, an orientation regarding their role in the program should be administered to all prospective youth.

This orientation should focus on key issues such as:

- What are the overall goals for the youth sponsorship program?
- What are the procedures regarding the youth sponsorship program?
- What are the benefits of having a youth sponsorship program?
- Scenarios regarding possible issues that might arise while a youth sponsor.
- What and how to handle emergencies?
- How do I know if a situation is an emergency and I should contact an adult?
- What will I gain from becoming a youth sponsor?
- How much time is required to be a youth sponsor?
- What happens if my Transitioning Student and I do not get along?

If students are undecided as to whether they are interested in becoming a youth sponsor, consider having multiple orientations throughout the year. Have former or current youth sponsors attend

or even run these orientations. It will build not only their self-esteem, but will give them communication skills and exposure to public speaking.

Once the student has decided to become a youth sponsor, the process for the student to become an official youth sponsor should include at least an application packet and interview with members of the Youth Sponsorship Team. Including an essay portion of the application packet might be an additional item, however, take into consideration whether your prospective participants will take the time to actually write an essay. Students sometimes tend to shy away from becoming involved in a program if they know submitting an essay is a requirement.

Your Youth Sponsorship Team should focus on the target population of your youth sponsors. In addition to the application and interview process, deciding members should consider other factors such as: attendance of the student and academic grades. To have a successful program depends on devoted participants that are well established at their specific school.



Training Agenda for Youth Sponsorship: Youth Sponsor

Training of the Youth Sponsors should be a collaborative effort between the SLO and CYP. It should be offered on-site, but also in a virtual format such as a webinar. Training should include (but is not limited to) the following topics:

1. Welcome and Introductions by all participants
 - a. Who makes up the team?
 - b. What is everyone's role?
2. Description and brief overview of the Navy Youth Sponsorship Program.
3. Ice Breaker Activity
4. Navy Youth Sponsorship Program
 - a. What is a Navy Youth Sponsor? What is your role?
 - b. What you can gain from being a Navy Youth Sponsor.
5. Navy Youth Sponsorship Rule of Conduct.
 - a. What is acceptable and what is not.
 - b. Characteristics of a good Youth Sponsor.
6. Goals of the Navy Youth Sponsorship Program.
7. Installation Resources.
 - a. What resources are on base?
 - b. How do we access those resources?
 - c. What about new resources that might be of benefit for our youth that we see/heard of at other installations?
8. Communication
 - a. Communication with the team.
 - b. Communication with the transitioning youth.
 - c. Where are we to meet? When? Who decides?
 - d. What do I do if I decide I cannot be a youth sponsor at this time?
 - e. What is the correct way to communicate with all parties?
9. Support for the Youth Sponsor
 - a. Suicide awareness component
 - b. When to seek help: What to do when the problems become too complicated?
10. Next Steps
11. Questions and answers



Eligibility

The Navy Youth Sponsorship Program is designed for children in grades third through twelfth. All members of the Youth Sponsorship Team should be familiar with the eligibility requirements for youth inquiring about becoming a youth sponsor to ensure the proper pairing with the Youth Sponsorship and the Transitioning Youth. It is important to note that in order for youth to be eligible for the Navy Youth of the Year Program, he/she must be an active participant in the Youth Sponsorship Program.



Youth Sponsorship Sponsor Eligibility Requirements:

- Be in 3rd – 12th Grade
- Be willing to attend Youth Sponsorship Training
- Be willing to follow all Navy Youth Sponsorship policies
- Be willing to introduce themselves to with their Transitioning Student in a timely manner
- Be willing to spend some time assisting the Transitioning Student with their new area
- Be willing to discuss situations with appropriate Youth Sponsorship Team members about confusing or emergency situations
- Have good school record (no behavior issues or academic deficiencies)
- Never been suspended or expelled
- Sign a statement stating they will not be a user of illicit drugs

Transitioning Student Eligibility Requirements:

- Be in 3rd – 12th Grade
- Be willing to follow all Navy Youth Transitioning Student policies
- Be willing to spend some time with their Youth Sponsor
- Be willing to discuss situations with appropriate adults about confusing or emergency situations
- Be willing to attend Youth Sponsorship meetings
- Be able to get parent permission to enroll in the Navy Youth Sponsorship Program
- Be willing to

Your Youth Sponsorship Team might choose to add or modify the above listed requirement; however, the program is designed for students in grades third through twelfth.

Recognition of Youth Sponsors

Recognizing all of the participants in any program ensures the success and sustainability of the program. Taking the time to acknowledge the hard work and dedication of individuals will further boost the strength of the program toward sustainability and interest more students in participating. Recognizing individuals can be as simple as phrasing someone for a job well done, organizing a recognition picnic or having lunch with a commanding officer. All participants no matter what role they played in the program should be recognized. The following list provides examples of how to recognize the participants in your program.

- Active participants in the Navy Youth Sponsorship Program are eligible for the Youth of the Year Recognition
- Navy Youth Sponsorship Coin: Navy Youth Sponsorship Coins should be presented after a minimum one-year active involvement involvement/commitment or, have sponsored 4 students.
- Certificates:
 - Completion of training for both the Youth Sponsor and the Transitioning Student
 - Different categories of certificates such as Youth Sponsor of the month, outstanding service to the program, outstanding parent volunteer, outstanding Youth Sponsorship Program Person
 - To be passed out at the end of a school year
 - Before relocating to a new area along with a letter of appreciation for service
- Local school, community and base newspapers should be contacted for a press release of program completion
- Picnics, luncheons or other activities as incentives for program participation in which sponsors or transitioning students of the semester or year may be recognized at this time
- Outstanding sponsors may be asked to assist in presenting at a new mentor orientation or training sessions by invitation of the program coordinator

This recognition procedure defines the way in which the school or youth center recognizes and rewards not only the youth sponsors, but all persons responsible for the success of the total program.

School/CYP Letter

(Date)

Dear Parents,

(Name of School/CYP) School/CYP military students/children are warmly invited to take part in a Navy Youth Sponsorship Program which is collaboration between your (name of school/name of CYP). The purpose of the Navy Youth Sponsorship Program is to provide information, discussion, (add something about transitioning into school), and support concerning the needs of the Transitioning Military Child.

In today's military, more and more service members are on a schedule that is both demanding and sometimes stressful. It is the anticipation that the Navy Youth Sponsorship Program will provide the Transitioning Student with not only valuable information to assist with transitioning into a new area, but also to form lasting bonds with other military students that understand the military lifestyle. Youths involved in the program converse about topics such as:

- Transitioning – What was the experience of the military child during transitioning from one area to another?
- Support – What kind of support is there for the military child in their new area?
- Academic Avenue – What can your child expect from their new school?
- Military conversation – Stories from other military children about their military journey.

If you would like your child to have a Youth Sponsor, please fill out the bottom portion of this letter and return it to (Point of Contact and Title) at (Name of School/CYP POC).

Sincerely,

(Name of Military POC)
(Title of POC)
(Phone number of POC)

(Name of School/CYP POC)
(Title of School/CYP POC)
(Phone number of POC)

Name of Parent _____ Phone Number _____

The best time to reach me is _____

Are you interested in having your child participate in the Navy Youth Sponsorship Program
_____ YES _____ NO

Name of Child _____ Grade _____

I have the following questions concerning the Navy Youth Sponsorship Program?

Worksheet for Marketing

	School PTA?	MWR	Housing Areas	Youth Centers	School Liaison Officer Program
Is this group a school or military group?					
How often does this group meet?					
How could this group help market the Sponsorship Program?					
Does this group market their material and information?					
Can we use their marketing strategies to help market the YSP?					
Who is the point of contact for this group?					
What events are held during the school year, that we could attend to market our YSP?					
How does this group work with students?					
Does this group have knowledge pertaining to transition and support? How?					

Youth Sponsorship Marketing Worksheet Two

Task	Person responsible for completing the task
Target group: what are we marketing this flyer, poster, or other marketing tool to?	
Who will contact the point of contact to put the marketing information on their website?	
Who will design the flyer or poster? What will it say?	
What resources are needed to create this marketing tool?	
What is the timeline for completing this marketing tool?	
What other methods can we use to market the YSP?	
Who is responsible for this?	

Youth Sponsor Application

Date _____

Name of Applicant _____

Birth date _____ Grade _____

Address _____

Home Telephone Number _____

Email Address _____

Hobbies and Interests

Dislikes

Sports, Music, Club/Programs I am currently involved in are

Upon Graduation, I plan on

I would like to be a Youth Sponsor because

Have you ever been a sponsor before? If yes, when, what grade level, and for how long were you a sponsor?

New Student Interview

Date:_____

Name:_____ Grade:_____

Home Phone number:_____ Cell:_____

Who do you live with:_____

Where did you move from?_____

Where else have you lived?_____

Do you know any kids that go to school here all ready?_____

What is your favorite subject?_____

What clubs and sports did you participate in at your previous school?

What do you like to do in your free time?_____

What did you like best about your old school?_____

What are you most concerned about with your move to this school and this area?

Sample Follow-Up Interview

You have been at our school for at least two weeks now! We would like to know how you are feeling about your transition and your new experience. Your honest answers are valuable to us and will help us provide you (and other students) with the supports that you need to be successful.

1. How do you feel your first two weeks went?
2. What is the “strangest” thing you’ve discovered about this school?
3. Do you like your new teachers? Why?
4. What was the best thing that happened to you on your first day and first week here?
5. Have you made new friends?
6. Do you have someone to eat lunch with?
7. Are you having any trouble finding your way to class or around the school?
8. Do you feel like you are in the appropriate level of classes? (too hard or too easy?)
9. Are you struggling in any classes or subjects?
10. Is there anything we can do to help your transition?

Connections ~ Exiting Youth Sponsor Participant

What branch of service is your parent affiliated with?

- ☐ Army
- ☐ Navy
- ☐ Air Force
- ☐ Marine Corps
- ☐ Coast Guard
- ☐ National Guard or Reservist
- ☐ DoD Civilian
- ☐ Not affiliated with any Service

I received my sponsor through:

- ☐ School
- ☐ Youth Center
- ☐ Virtual

Do you agree with the following statements?

Rate 1-4	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
The Youth Sponsorship Program helped me to acclimate to my new school and community.				
The Youth Sponsorship Program helped me to make new friends.				
I would recommend this program to other children.				
I would like to be a sponsor for someone else.				

Place a check next to any of the activities you participated in while you were in the Youth Sponsorship Program

- ☐ Youth Center Activities (dances, socials, game night, movie night, etc)
- ☐ Military Kids Club (at school or youth center)
- ☐ New Kid on the Block Road Trip (field trip around new area)
- ☐ Lunch bunch

What did you like best about the Youth Sponsorship Program?

What would you change about the Youth Sponsorship Program to make it better?

Do you plan to continue to work with the Youth Sponsorship Program?

- ☐ Yes
- ☐ No
- ☐ If so, please describe:

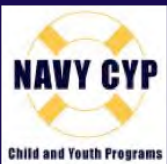
Chapter 9

Component 3: Deployment Support



Chapter 9 focuses on building a component of the School Based Program designed to support all phases of deployment for the student, family, and school personnel.

- Overview of Deployment Support
- Deployment Cycle
- Best Practices Menu
- Resiliency Activities at School
- Deployment Support Resources



CONNECTIONS
Navy School Based Programming

COMPONENT 3: DEPLOYMENT SUPPORT

The mission of the Navy is to maintain, train, and equip combat-ready naval forces capable of winning wars, deterring aggression, and maintaining freedom of the seas. This mission which often takes Sailors away from their families for extended periods of six months or more is called a deployment.

The Department of Defense provides a wealth of programs and services to support service members and their families during these deployments. These programs include physical and mental health



care; family, child and youth support services, recreation services, and low cost shopping. Most military families do not live on a military installation. They live in local communities, attend local schools and churches, participate in community events, and utilize community support services in addition to military services.

Ensuring the local school districts are prepared to support Navy families during deployments is a critical part of the SLO's mission and one of the primary goals of

developing and implementing a School Based Program.

The needs in each community will differ depending on the mission of the local command(s) and unit(s). Some commands have a higher OPTEMPO (Operational Tempo: How frequently a unit deploys or goes to the field) which means they deploy more frequently and possibly for longer periods of time. Your team will rely on the School Liaison to provide an overview of the area's military OPTEMPO. The planning team should use that information to help determine the priority and level of support to provide for deployment in the School Based Program. The next chart lists some of the best practices that School Based Programs may choose to include for deployment support.

The Deployment Support component addresses the specific concerns and needs of service members and their families faced with extended separation. The goal of the Deployment Support Component is to increase individual and family morale, unit cohesion, and operational readiness by keeping military service members at their place of duty and functioning well during deployments. These services are offered through a variety of programs and are typically categorized as Pre-Deployment, Mid-Deployment and Post-Deployment. In addition, support to service members and families of service members who are individually deployed, through the Individual Deployment Support Services (IDSS) as well as geographically separated families (service member serving in another area) should be provided.

DEPLOYMENT SUPPORT COMPONENT BEST PRACTICES

PROVDING SOCIAL & EMOTIONAL SUPPORT

- determine families with deploying service members. Places you can collect this information include:
 - Back to School Night
 - Registration Forms
 - Entrance interview (School Based Program Center)
 - Parent organization meetings
- Create a tickler file with deploying families information
- Deployment needs survey
 - When
 - Length
 - Home life
 - Needs & concerns
- Provide family with Deployment Preparation Handbook
- Host Deployment Preparation Event for the entire family and provide:
 - information
 - Resources
 - Speakers
 - Forms
 - Fun
 - Food
- Connect with the Youth Sponsorship Program either at the school or at the installation's youth center to find a "deployment buddy"
- Provide teachers with resources on How to Support Children with Deployed Parents
- Coordinated counseling and networking groups for children and parents
- Lunch groups or Military Kids Clubs
- Resiliency activities and events
- Facilitate communication opportunities for families experiencing a deployment or separation
 - SKYPE or other video chat
 - Facebook
 - Email
- Utilize technology to include deployed parents in school meetings and activities. Ideas include:
 - Using SKYPE or other program to include parents in IEP meetings or Parent -Teacher Conferences
 - Webcasting school events such as graduation
 - Adopt-A-Deployed Unit Project where children can interface with a deployed unit
 - Video recorded messages from deployed service members to graduates



Office of Superintendent of Public Instruction

Issue 1

Tough Topics Series Learning and Teaching Support

Supporting Military Kids During Deployment

When military parents are mobilized, their kids are in need of and deserve special support from local schools and communities. During the emotional cycle of deployment, their lives are literally turned upside down! A significant portion of stability in their family system has temporarily been disrupted resulting in increased levels of stress and potential separation anxiety.

As a result, these military kids are in need of heightened understanding and support from professionals in local school buildings where they spend a large portion of their day. To help educators more thoroughly understand their experience, the 5 stages of deployment are described below:

Stages of Deployment

Stage 1:

Pre-Deployment – Begins with the warning order to soldier for deployment from home through their actual departure.

- ▶ Anticipation of loss vs. denial
- ▶ Train up and long hours away
- ▶ Getting affairs in order
- ▶ Mental/physical distance
- ▶ Tension builds

Stage 2:

Deployment – Period immediately following soldier's departure from home through first month of deployment.

- ▶ Mixed emotions/relief
- ▶ Disoriented/overwhelmed
- ▶ Family numb, sad, alone
- ▶ Sleep difficulties
- ▶ Security and safety issues

Stage 5:

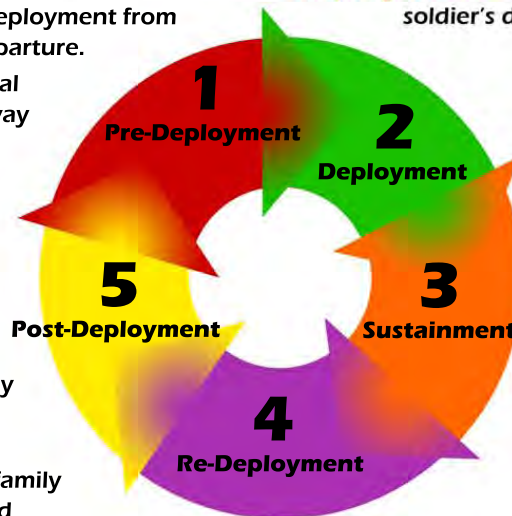
Post-Deployment – Begins with the arrival of the soldier back home and typically lasts 3-6 months (or more) after return.

- ▶ Soldier re-integrating into family
- ▶ Family "honeymoon" period
- ▶ Independence developed in sustainment stage redefined
- ▶ Need for "own" space
- ▶ Renegotiating routines

Stage 3:

Sustainment – Lasts from first month through the end of deployment.

- ▶ New family routines established
- ▶ New sources of support developed
- ▶ Feel more in control of day to day life
- ▶ Sense of independence
- ▶ Family Confidence—"We can do this"



Stage 4

Re-Deployment – Defined as the month before the soldier is scheduled to return home.

- ▶ Anticipation of homecoming
- ▶ Excitement
- ▶ Apprehension
- ▶ Burst of energy/"nesting"
- ▶ Difficulty making decisions



Office of Superintendent of Public Instruction

Issue 4

Tough Topics Series Learning and Teaching Support

Fostering Resilience in Kids

Resiliency is defined as the the ability to spring back from and successfully adapt to adversity. An increasing body of research is showing that most people – especially kids, can bounce back from risks, stress, crisis, trauma, and experience life success.

When kids are asked who and what has contributed to their resilience, they most often name individual people in their lives first . . . then they go on to mention activities, opportunities, classes or – occasionally – programs.

The key to fostering resilience in the school setting is for educators to decrease the number of risk factors students encounter and in turn, increase the number of protective factors or positive environmental, behavioral, and emotional circumstances that buffer kids from the challenges in their lives and encourage them to succeed.

**Reducing
Risk Factors**

+

**Increasing
Protective
Factors**

=

Resilience

Those conditions, attitudes, and behaviors that occur around and within communities, families, schools, teens (kids), and their friends that increase the likelihood that individuals will have difficulty with school, the law, alcohol and other drugs, violence and abuse.

Those conditions that buffer kids from the negative consequences of exposure to risks by either reducing the impact of risks or changing the way a person responds to the risk by promoting positive behavior, health, well-being, and personal success.

The capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic, and vocational competence despite exposure to severe stress or simply the stress that is inherent in today's world.

Four Steps to Help Educators Foster Resilience

Step

1

Always communicate the “resiliency attitude”
Fostering resilience begins with an attitude, expressed verbally and non-verbally, that communicates, “I see what is right with you, no matter what you have done in the past, no matter what problems you currently face. Your strengths are more powerful than your ‘risks.’ And whatever risks, problems, and adversity you are facing you are on the road to bouncing back – they are not the end of the road!”

Step 2

Focus on strengths with same or even greater meticulousness than used in characterizing weaknesses



Characteristics

Characteristics of Resilient Kids

Social Competence – Responsiveness; flexibility; empathy; caring; communication skills; sense of humor; other prosocial behaviors.

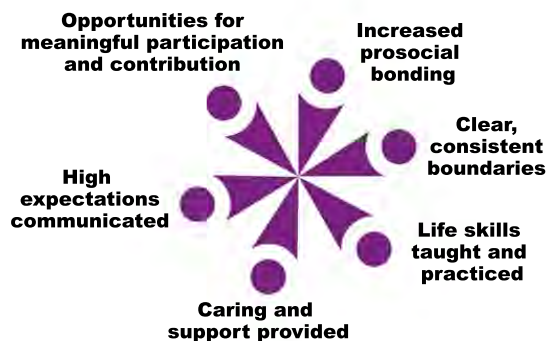
Problem Solving – Ability to think abstractly, reflectively, and flexibly; ability to attempt alternative solutions for both cognitive and social problems.

Autonomy – Strong sense of independence; internal locus of control; sense of personal power, self esteem, and self-efficacy; self-discipline; impulse control; ability to separate self from environment.

Sense of Purpose – Healthy expectancies; goal-directed; success/achievement orientation; persistence; hopefulness; hardiness; sense of anticipation and compelling future.

Step 3

Build “resiliency web” around each kid in the classroom by providing:



Step 4

Maintain a “never give up!” Attitude

It is clear that fostering resilience doesn’t happen as a result of shuffling kids through a program. Something all caring adults can convey is an attitude of optimism and encouragement, a focus on strengths, and a commitment to weaving standards from the resiliency web into kids’ lives. Persistence, in these approaches will help kids overcome obstacles and not just “survive” but “thrive”.

Tips to Foster Resilience in the Classroom

- Be caring and supportive
- Provide clear and consistent expectations
- Foster positive attitudes
- Nurture positive behaviors and emotions
- Develop feelings of competence
- Promote positive social connections
- Encourage helping others
- Teach problem-solving and peace-building skills
- Ensure healthy habits
- Recognize and assist with stress reduction

For more information: <http://www.k12.wa.us/OperationMilitaryKids/>

Written by Mona Johnson, OSPI, Program Supervisor

Information for this article adapted from *Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults* by Nan Henderson, M.S.W.

Activities to Promote Resiliency

As a part of the Deployment Component, the planning team should consider implementing some activities and supports for children to promote resiliency. The team can decide to implement some simple ideas, or comprehensive programs depending on the need. In high deployment areas, this may be a larger component of the School Based Program.

Some concepts you may want to consider include:

- **Military Kids Clubs:** These can be facilitated by a parent volunteer, school counselor, SLO, Principal, Command PIE, etc. These are NOT intended to be counseling groups. Just social groups to encourage positive communication , and increase positive social interaction.
- **Resiliency Activities:** Do you have a parent or volunteer with a knack for crafts? Consider having activities where children are given meaningful opportunities for participation and contribution. Activities ideas could include:
 - **Creating a “While You were Gone” scrapbook** that chronicles all that has happened at home during the service members deployment. This will get the service member caught up when he/she returns.
 - **Deployment Buddies:** a great craft that can be made cheaply with construction paper, or deliberately with cloth. The deployment buddy can either be a remembrance of the deployed service member for the child to keep at home, OR, it can be a doll of the child for the service member to take on deployment.
 - **Flat Stanley Sailor:** consider creating Flat Stanley Sailors to accompany the service member on deployment. The service member can take pictures of Flat Stanley Sailor throughout the deployment and write about his adventures. This can be done digitally, or the old fashioned “snail mail” way. Either option encourages positive communications, connectivity, and supports language arts.
 - **Family Nights:** When a family member deploys it often affects the connectivity of the family. Everyone gets so busy that often “family time” is overlooked. Consider implementing at least quarterly Family Nights to bring the family together. Family Night ideas include:
 - **Movie Night**
 - **Dinner picnic**
 - **Game night**
 - **Family Shield Night:** craft activity

Mokulele Elementary School



At Mokulele Elementary School, students engage in resiliency activities in their Transition Center.

Deployment Support Resources

American Red Cross (ARC): Offers disaster assistance and money for emergencies when not located near a military installation. www.redcross.org.

Armed Services YMCA: Offers programs for spouses of junior-enlisted. <http://www.asymca.org>.

Chaplain: Provides spiritual support and is a source of information and support for Sailors and their families. www.anchordesk.navy.mil/HTM/ChaplainRoster.htm.

Command Ombudsman: Uses volunteers, appointed by a commanding officer, to serve as an information link between command leadership and Navy families. While they are not professional counselors, they are trained to listen to questions or problems and to refer to professionals who can help. www.ffsp.navy.mil.

Consumer Credit Counseling Services (CCCS): Provides debt management programs. www.nfcc.org.

Defense Finance Accounting (DFAS): Assists with pay questions. www.dod.mil/dfas.

Department of Labor (DOL): Provides information about Uniformed Services Employment and Reemployment Rights Act (USERRA). www.dol.gov.

Deployment Health: Provides information about post deployment health concerns. www.pdhealth.mil/about_dhcc.asp.

Expeditionary Combat Readiness Center (ECRC): Answers questions for IA/GSA service members. www.ecrc.navy.mil or www.ia.navy.mil.

- Sailor Helpdesk at www.ecrc.hq.fct@navy.mil.
- Staff Duty Officer for emergencies after normal working hours (757) 763-8640.
- Family Helpdesk at www.ecrc.fs.fct@navy.mil.
- Family Careline for emergencies at 1-877-364-4302.

Fleet and Family Support Program (FFSP): Provides counseling, parenting, relocation, employment, transitioning out of the military, finances and more is available. www.ffsp.navy.mil.

Navy Legal Services Office: Provides help with contracts, paternity, wills, powers of attorney, divorce, etc. www.jag.navy.mil/Index.htm.

Military OneSource: Provides counseling, parenting, financial, and other types of information available online and by telephone. www.militaryonesource.com.

Navy-Marine Corps Relief Society (NMCRS): Provides emergency financial assistance. www.nmcrs.org/services.html.

Operation: Military Kids: Provides support to the children and youth of families impacted by the Global War on Terrorism www.operationmilitarykids.org.

Operation Purple Camp: Provides free summer camps children of deployed military service members. www.operationpurple.org.

Personnel Support Detachment (PSD): Provides ID cards, information about enrolling in DEERS healthcare access, travel claims. https://www.cnic.navy.mil/CNIC_HQ_Site/BaseSupport/CommandStaff/PersonnelServices/NPPSC/PSD/index.htm.

TRICARE: Provides military health care system information including mental health. www.tricare.mil.

Department of Veterans Affairs: Provides health care and job service information for veterans. <http://ncptsd.kattare.com/ncmain/index.jsp>.

DEPLOYMENT/RELOCATION RELATED WEBSITES

Information for parents, teachers and counselors, and activities for children are available at the following website:

http://www.eustis.army.mil/ACS/military_children_and_deployment.htm

SESAME STREET DEPLOYMENT VIDEOS:

<http://www.sesameworkshop.org/initiatives/emotion/tlc>

MY CHILD, MY MILITARY: This website allows you to read interactive books, play games and do activities with your child in real time from anywhere in the world. <http://mychildmymilitary.com/>

ARMY BEHAVIORAL HEALTH--FAMILIES COPING WITH MILITARY DEPLOYMENT: Connect to different videos and many other free resources for families and children that are age appropriate. <http://www.behavioralhealth.army.mil/families/index.html>

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA) references and guides:

<http://www.militaryk12partners.dodea.edu/references.html>

MILITARY CHILD EDUCATION COALITION: www.militarychild.org (Deployment and relocation information for Parents, Teachers and Counselors...click on Military Parent Information Tab at the top of the homepage)

For all services: **MILITARY HOMEFRONT:** <http://www.militaryhomefront.dod.mil/> (From the Homepage, click on Troops and Families; click on Parenting; click on Healthy Parenting Initiative; click on Deployment Issues...various articles and resources are available for teachers, parents and children here).

OPERATION MILITARY KIDS www.operationmilitarykids.org/public/home.aspx

State and County Cooperative Extension staff, community agencies, schools, and 4-H Club youth reach out to military youth ... before, during and after their parents are deployed. School transition information is also available.

MILITARY ONE SOURCE: information about deployment, relocation, education, and many other topics for all services. Free CD's and DVDs are available for military and their family members such as Sesame Street's, *Talk, Listen, Connect* which is geared toward preschool age children. <http://www.militaryonesource.com/>

NATIONAL MILITARY FAMILIES ASSOCIATION: www.nmfa.org (choose Deployment and You)

MILITARY IMPACTED SCHOOLS ASSOCIATION (MISA): An online course for educators is available with information about deployment and transition concerns for military families (three

hours of graduate credit is available); information about deployment and transitions for military kids; online tutoring available by clicking on SOAR. www.militaryimpactedschoolsassociation.org

EDUCATOR'S GUIDE TO THE MILITARY CHILD DURING DEPLOYMENT:

http://www.mwrarmyhawaii.com/Deployment_schools_info.htm

THE AMERICAN PSYCHOLOGICAL ASSOCIATION: Information about Reunion

<http://www.apahelpcenter.org/featuredtopics/feature.php?id=56>

THE DOUGY CENTER: The Dougy Center provides support in a safe place where children, teens, young adults, and their families grieving a death can share their experiences. www.dougy.org/

DEPLOYMENT KIDS: www.deploymentkids.com This site helps military kids have an easier time with a parent's deployment. Parents can link to information and resources for military families at www.survivingdeployment.com.

MINNESOTA NATIONAL GUARD: Includes "Discovery Guides" and "Emotional Intelligence" activities for children of all age groups.

<http://www.dma.state.mn.us/FamilyPrograms/soldieryouthdep.htm>

NATIONAL GUARD YOUTH: A great website for kids of all ages:

http://www.guardfamilyyouth.org/01_home/index.cfm

ARMY: My Army Life Too: <http://www.myarmylifetoo.com> (click on Managing Deployment).

NAVY/MARINES: www.lifelines.usmc.mil/lifelines/index.htm (Deployment tab has articles on Pre-deployment, Deployment, and Reunion Issues; relocation topics)

MARINES: www.usmc-mccs.org (click on Family Life and then click on Family Separations for deployment related articles)

AIR FORCE: www.afcrossroads.com (click on Family Separations for deployment related articles)

NATIONAL GUARD Family Program: <http://www.guardfamily.org> (click on Deployment)

AMERICA SUPPORTS YOU OUR MEN AND WOMEN: http://www.americasupportsyou.mil/americasupportsyou/need_help.html

Chapter 10

Component 4: Family Support



A “Ready Family” is crucial to student success; therefore, a School Based Program should include the Family Support Component. Chapter 10 will assist School Based Programming Planning Teams in designing support for the Family Component of a child’s life.

- Why Family Support?
- Best Practices Menu
- Family Support Resources



CONNECTIONS
Navy School Based Programming

Component 4: Families

A “ready family” is crucial to student success; therefore, School Based Programming is designed to support the FAMILY COMPONENT of a child’s life. The purposes for including a Family Support Component include:

- Reducing stress by providing resources and referrals in a “One-Stop Shop” manner. This saves time and reduces anxiety. The research has already been done for the parent.
- Providing emotional stability. Counselors, social workers, and other professionals work and consult in the School Based Program to provide emotional support for family members. Many family members do not take advantage of support services on installations because the location is inconvenient, or they are concerned about a perceived stigma attached to receiving services. By taking counselors and support staff to the schools, the programs are easily accessible, in the community, and it is physically separated from the installation reducing any sense of a negative stigma. In many locations, the staff from the FFSP already has a strong working relationship with local schools and other support organizations that the SLO can join as well. Partners and organizations that can support this component include but are not limited to:
 - Fleet and Family Support Centers (FFSC) & Warfighter and Family Services (WFS)
 - Military Family Life Consultants (MFLC)
 - F.O.C.U.S.
 - Family Forces
- Increasing a family’s feeling of school & community connectedness
- Increasing awareness and utilization of support programs
- Feeling welcome and appreciated at the school and in the new community reduces stress and promotes interactions and relationships and facilitates positive acclimation
- Providing opportunities for parent networking
- Improving parent involvement

Similarly to the Deployment Support Component, the Family Support Component will look different in each program depending on the needs of the families. When creating your action plan, consider including best practices from the Family Support Component Best Practices menu.

FAMILY SUPPORT COMPONENT BEST PRACTICES

- Parent interview and needs assessment at interview
- Provide appropriate resources to support needs or interests
- Parent (or family) tour of school
- Parent welcomed by parent organization
- List of volunteer opportunities
- Volunteer process/guidelines (classes needed, fingerprinting, etc)
- List of parent training available
- Create an environment that is welcoming to family members:
 - School Based Programming or Connections Center is easily accessible
 - Child friendly
 - Open communication
- Military & Community Resource Guide for new families
- Tour of area and new community (by another parent, or partner organization)
- Military parent coffees or networking groups – bring in speakers if there is an indicated interest
- Ensure the school campus is child-friendly for parents who want to volunteer but have younger children
- Monthly family activities (especially at elementary and middle schools).
Examples include:
 - Family scrapbook
 - Family movie night
 - Book club
 - Cooking activity
- Counselors, social workers, or similar person available for consultation and referral. Consider partnering with:
 - FFSC & WFS
 - MFLC
 - F.O.C.U.S.
 - Family Forces

Community Based Family Support Programs

Communities around the world are developing initiatives to build comprehensive continuums of family support to strengthen while building a stronger sense of community. In many communities it is the school districts that are implementing community-based models based on the idea that children will thrive and be more successful if there is a collaborative effort between the schools, the community and families to build a solid foundation and provide continuing supports for children. Community-based models thrive on the premise that an all-around healthy and supported family provides an atmosphere in which children will thrive!

All communities have resources to support families; however, the availability and robustness of programs varies from community to community. The School Based Programming Planning Committee should incorporate as many family community resources as possible. In some instances community groups will desire to have a high level of involvement, while sometimes the SBP will just collect and keep information for families about the resources available in the local community.

Navy Fleet and Family Support Program



Fleet and Family Support Programs (FFSP) support individual and family readiness and adaptation to life in the Navy. Fleet and Family Support Programs should be an integral partner in your School Based Program. FFSP may participate as a member of the planning team and may even bring resources and/or programs to the school. Navy FFSP is organized into three sub-functional areas: Deployment Readiness, Career Support and Retention, and Crisis Response. Across all three sub-functions, services include information and referral, individual clinical and non-clinical consultation and educational classes and workshops.

Programs FFSC offers includes:

- Deployment support for Sailors and their families
- Personal and family wellness education and counseling
- Emergency preparedness and response
- Crisis intervention and response
- Military and personal career development
- Financial education and counseling
- Family employment
- Relocation Assistance Program
- Ombudsman Program
- New Parent Support

- Clinical Counseling
- Life Skills
- Sexual Assault Prevention and Response
- Transition Assistance
- Exceptional Family Member Program Liaison

Programs and services are currently delivered from 81 sites worldwide, with 58 of those sites delivering a full portfolio of programs and services. Find your local Fleet and Family Support Center.

http://www.cnic.navy.mil/CNIC_HQ_Site/WhatWeDo/FleetandFamilyReadiness/FamilyReadiness/FleetAndFamilySupportProgram/CNICD_A065580

Navy Family Support Programs Overview (FFSP & WFS)

The Navy offers robust family support programs that can add value to the School Based Program. When designing your SBP, consider how you can collaborate to maximize the use of these support services. Keep in mind that there are a wide range of options for collaborating with FFSP depending on the need of your school community and the resources available. Collaborating could include any of the following initiatives:

- Providing information to families about the availability of Fleet and Family Support Program in the area
- Offering certain support services at the schools (taking the programs where the customers are). Examples include:
 - Counselors can facilitate deployment support groups
 - Life Skills Trainers, Relocation and Transition Specialists can provide workshops for parents at PTA meetings or Parent Coffees on a variety of topics
 - Personal Financial Management Counselors can provide workshops for families on college financial planning
 - Exceptional Family Member Program Liaisons can provide workshops or be available for consultation

Understanding the various support programs available through FFSC will help your SBP Planning team determine how best to collaborate. A brief overview of each is provided for you. Included in

each description are ideas on how the resource could be utilized to support your School Based Program.

Deployment Readiness

Fleet and Family Support Centers assist Sailors and their families in understanding and coping with the demands associated with the Navy lifestyle, especially with increased frequency of deployments with the goal of improving readiness. The goal of deployment programs is to ensure the readiness and safety of each military member and to improve the quality of life of each family member, regardless of the length of their career or experiences thus far. The Fleet and Family Support Center offers a variety of deployment support programs to assist commands, Sailors and their families in pre-deployment planning, deployment support, return and reunion, and reintegration.



School Based Program Bright Ideas:

- Conduct family deployment and resiliency activities at the school (family movie night, craft night, scrap booking, etc).
- Offer workshops for families on deployment related topics
- Work with the SLO to provide collaborative workshops for educators on the phases and effects of deployment
- Provide resources for families experiencing deployments

Ombudsman Program

Why the word *Ombudsman*? The word *Ombudsman* originated in Scandinavian countries and referred to safeguarding the rights of citizens. Today the concept of the Ombudsman is widely utilized in the fields of government, business and healthcare. The Navy Family Ombudsman Program promotes healthy, self-reliant families.

An Ombudsman is an official representative of the Commanding Officer; he/she plays a vital role in establishing and maintaining current and accurate communication between the command and its family members.

The Ombudsman is a volunteer, appointed by the commanding officer, to serve as an information link between command leadership and Navy families. Ombudsmen are trained to disseminate information both up and down the chain of command, including official Department of the Navy and command information, command climate issues and local quality of life (QOL) improvement opportunities.

They also provide resources and referrals to command families. They are instrumental in resolving issues before they require extensive command attention.. The command ombudsman is

appointed by and works under the guidance of the commanding officer who determines the priorities of the program, the roles and relationships of those involved in it, and the type and level of support it will receive.

Families can find their Ombudsman by visiting the Navy Family Ombudsman Registry at: <http://www.ombudsmanregistry.org>



School Based Program Bright Ideas:

- Provide information about the Ombudsman Program to incoming families, in school newsletters and on school websites
- Invite local Ombudsmen to speak at Parent Organization Meetings

Personal Financial Management

Sound personal financial management provides freedom of choice for Sailors and their family members. Through information and referral, education and training and financial counseling the Navy's Personal Financial Management program address the financial education needs of Sailors and their families and addresses the Navy's need to keep personnel focused on mission readiness. Personal Financial Management Counselors provide information and assistance with:

- Saving and Investing
- Creating spending plans (budgets)
- Identity Theft
- Predatory Lending
- Consumer awareness
- Thrift Savings Plans



School Based Program Bright Ideas:

- Personal Financial Management Specialists can provide works shops at schools (especially in conjunction with College Nights) on financial planning for college
- PFM's can work with schools and teachers to provide education for children and families on Military Saves initiatives (saving, investing, spending plans, etc)

Exceptional Family Member Program Liaison

The Navy's Exceptional Family Member Program (EFMP) is designed to assist sailors by addressing the special needs of their exceptional family members (EFM) during the assignment process. Special needs include any special medical, dental, mental health, developmental or educational requirement, wheelchair accessibility, adaptive equipment assistive technology devices and services.

The EFMP serves as a detailing tool and a quality of life program. Enrollment in the Exceptional Family Member Program (EFMP) ensures that families are assigned to areas where they can access necessary resources. Successful implementation requires up-to-date enrollment, information and extensive coordination among personnel, medical, educational and employment resources.

The Fleet and Family Support Program Liaisons assist families in the EFM application process and finding resources in the Navy and the local community. The EFM Liaisons work closely with the School Liaison Officers to ensure families receive assistance on navigating the special needs system in the local schools, and to ensure that families are empowered to be the most effective advocate they can be for their child.



School Based Program Bright Ideas:

- Resource and referral
- Provide on-site consultation at schools
- Collaborate with SLOs to provide parent information workshops at PTA meetings

Transition Assistance

The Transition Assistance Program provides support for military service members that are transitioning from Active Duty. They offer Transition Workshops (TAP), Transition Resources (training and education, employment opportunities, resume writing, and more).



School Based Program Bright Ideas:

- Resource and referral

Family Employment

The Navy recognizes that moving every few years creates career challenges for military spouses, especially being stationed overseas or in remote areas. The Family Employment Readiness Program (FERP) addresses those challenges in workshops that include launching a job search, career planning, resume writing, interview techniques, federal employment information, conducting self-assessments, goal setting and vocational tests.

The goal of the Family Employment Readiness Program is to help you learn how to get a job and maintain a career as a military family member. FERP provides a variety of services to assist the transitioning military spouse, including libraries, computer tutorial programs and employment opportunities within the local community.

If you do not have a Family Support Center nearby, some services, such as coaching and resume reviews, can be done via the phone or email.



School Based Program Bright Ideas:

- Resource and referral

Relocation Assistance Program

The Fleet and Family Support Center's Relocation Assistance Program can make your move a lot easier. The Relocation Assistance Program (RAP) is designed to make the moving process run as effortlessly as possible for you and your family. The Relocation Program includes information and resources to assist military families with:

- Preparing for a move
- Personal Procurement
- Housing and Lodging
- After the move



School Based Program Bright Ideas:

- Collaborate with SLO to provide workshops in winter/spring time frame to prepare families for the summer moving season.
- Provide information on Navy Installations worldwide
- Collaborate to provide information for next duty station

Life Skills Program

Most of us don't learn everything we need to learn in school. Some skills we only learn through trial and error and sometimes, that's the hard way. The Fleet and Family Support Center have identified skills that help make living the Navy lifestyle easier. They offer classes and reading material to help families learn or improve "life skills." Life Skills classes include:

- Anger Management
- Couples Communication
- Spouse Trained and Ready
- Parenting
- Stress Management
- Suicide Awareness



School Based Program Bright Ideas:

- Life Skills Trainers can provide workshops for parents at PTA meetings or Parent Coffees on a variety of topics
- Availability for consultation in the Connections Center
- Provide monthly "tips" related to topics listed for school newsletters, websites, etc.

Clinical Counseling

FFSC Clinical Counseling services can directly improve the quality of life of Sailors and their family members by addressing the stressors facing today's Navy. We all experience ups and downs in life. At some point just about everyone needs help coping with stress caused by life's many challenges. Stress can be caused by such things, as family hardships, marital conflicts, parent/child issues, money concerns, frequent moves, health and environmental factors, and other difficulties. Clinical counseling is short-term counseling to help you sort things out and get to the heart of the problem. It can help you come up with a plan to deal with the problem or situation you are facing. It can also help by providing contact information for other services and resources in your community.

At Fleet and Family Support Centers, clinical counselors hold a masters or doctorate degree in counseling, social work, marriage and family, or psychology. These professionals are experienced and fully qualified to assist those in need.



School Based Program Bright Ideas:

- School Based Programs should provide referrals to Clinical Counseling for families
- Provide on-site counseling (if resources allow)

Family Advocacy Program

The Family Advocacy Program, or FAP, provides clinical assessment, treatment and services for military members and their families involved in allegations of domestic abuse and child abuse.

The goals of victim safety and well-being and offender accountability form the basis of the clinical provider's work in responding to allegations of domestic abuse and child abuse.

If a Navy Family Member thinks he/she may be a victim of domestic abuse, contact the **National Domestic Violence Hotline** at 1-800-799-SAFE or they can visit the nearest installation Fleet and Family Support Center or Warfighter and Family Services for information on available resources.



School Based Program Bright Ideas:

- Resource and referral only

New Parent Support Program

The New Parent Support Home Visitation Program (NPSHVP) is a team of professionals providing supportive and caring services to military families with new babies. Navy families and other military families expecting a child or with children up to three years of age are assessed to determine if they need help managing the demands of a new baby.

In the program, new Moms and Dads can be referred to community new baby programs and are eligible to participate in a voluntary home visitation program, free of charge. The New Parent Support Home Visitation Program was developed to assist military families in ways that friends and family would do if you were back home. This program offers expectant parents and parents of newborn and young children the opportunity to learn new skills as parents and to improve existing parenting skills, in the privacy of their own home.

The New Parent Support Home Visitation Program can help families

- Cope with stress
- Manage the additional physical and emotional demands of parenting due to separation and deployment of the Service Member
- Nurture children to promote growth and development
- Answer questions about the everyday challenges of parenthood
- Locate local services and resources that can help parents with young children

Enrolling in the New Parent Support Home Visitation Program is easy! Contact your local Fleet and Family Support Center and ask for the nearest New Parent Support Program Specialist.



School Based Program Bright Ideas:

- Resource and Referral
- Offer consultation at school site
- Provide resources and literature in Connections rooms related to New Parent Support topics

Sexual Assault and Prevention Response

The Navy was the first service to have a dedicated, funded program for sexual assault. Sexual assault is one of the most unreported crimes. This means that many victims of sexual assault do not get the medical and/or mental health services they may need. To bring these victims forward to get help, DoD and military services have implemented a confidentiality policy that enables victims of sexual assault to elect restricted or unrestricted reporting. The Sexual Assault Response Coordinator is responsible for coordinating response efforts for victims of sexual assault. The SARC is the single installation POC for sexual assault victim response care management from initial report to final disposition or until victim no longer needs services.



School Based Program Bright Ideas:

- Resource and referral only

Family Resources

The Family Readiness Website has many resources and links where people can get information, newsletters, class schedules and more! Visit the following address to find the resources listed below and much more.

http://www.cnmc.navy.mil/CNIC_HQ_Site/WhatWeDo/FleetAndFamilyReadiness/FamilyReadiness/FleetAndFamilySupportProgram/index.htm



Family Connection Newsletter

Information and resources to support families during the deployment cycle.



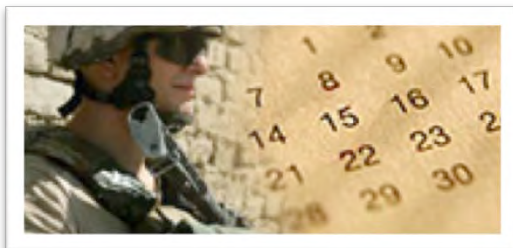
FFSP on Facebook

Join FFSC on Facebook for the latest Fleet and Family news and information. Be part of the conversation.



Private Help 24/7, Global

This is a 24/7 and global resource for all military members, spouses and families.



Individual Augmentees

View our Fleet-wide list of classes, support groups and events specifically for individual augmentees (IAs).



EFMP

Support for Exceptional Family Members.



Navy Ombudsman

Serve as an information link between command leadership and Navy families



Military HOMEFRONT

Supporting our Troops and their families.

www.militaryhomefront.dod.mil

WORKSHEET

SUPPORTING FAMILIES

The School Based Program Planning Committee should consider the following questions when determining how to support the families at the local school.

1. What are the needs of the families at our school?
2. How do we know?
3. What support mechanisms are already in place? How effective are they?
4. List top three concerns and community and Navy resources that may be able to provide support.
 - o Concern 1:
 - o Available Resources:

 - o Concern 1:
 - o Available Resources:

 - o Concern 1:
 - o Available Resources:
5. How can we increase parental engagement in the school?

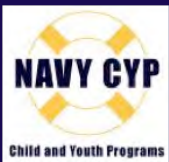
Chapter 11

Component 5: Ongoing Monitoring



Chapter 11 focuses on designing an effective monitoring and evaluation component that will serve as a means to assess the program's effectiveness and will steer future program improvement efforts.

- Ongoing Monitoring
- Best Practices Menu
- Program Evaluation and Sustainability
- Worksheet: Evaluative Methods/Policy
- Worksheet: Sustainability Planning
- Marketing
- Worksheet: Local Marketing
- Template: Continuous Monitoring Log



CONNECTIONS
Navy School Based Programming

COMPONENT 5: ONGOING MONITORING COMPONENT

Monitoring is an essential component of an effective program. An ongoing monitoring process needs to be in place to ensure that children are receiving adequate support and acclimating to their new environment. Children should also be monitored during the deployment phase as well to ensure they are coping with the stresses and anxieties appropriately.

A system to monitor the entire School Based Program must also be in place so that the planning team understands who the target audience is, how many customers are being served and in what capacity, and how effective the program is.

The chart below lists best practices for monitoring the student and family piece as well as the program piece.

ONGOING MONITORING COMPONENT BEST PRACTICES

Monitoring Students & families

- Check in with students daily for the first two weeks
- Create a quick but informative assessment to utilize to check on the acclimation process of students
- Phone calls home to check on family at similar intervals
- One month lunch with new friend (if child does not bring a friend-it sends a red flag)
 - o 2 month check
 - o 3 month check
 - o 6 month check
 - o 1 year check
- 9 months before Projected Rotation Date (PRD) check back in to plan exit process

Monitoring Program

- How will you measure effectiveness of your program? Develop a tool that captures:
 - o How many students are being supported and in what ways
 - o How many families are being supported and in what ways?
 - o Teacher viewpoint of impact of support on student's academics and social adjustment (pre/post eval)
 - o Parent viewpoint of impact on child's academics and social adjustment
 - o Parent viewpoint on impact support has had on themselves or the family
 - o School Climate survey- has the school become more Military Friendly?

PROGRAM EVALUATION AND SUSTAINABILITY

Evaluation Policy

A successful and sustainable program includes a method of evaluation and policy guiding it. Having a sound method to evaluate the program is important for ensuring your program is on track in meeting its goals and mission.

An evaluation policy stipulates that the program will engage in formal evaluation procedures and includes evaluation criteria to be measured, how often and by whom, and how and to whom they are reported. If your program is going to be successful over time, you need to evaluate your services and the impact they are having on the customer and participants. The evaluation should be based on the LOGIC MODEL created by your team in the planning process. Although evaluation can be labor-intensive due to the data collection and analysis, the usefulness of the data far outweighs the time and effort that go into creating and analyzing it.

The results of your program evaluation should be the driving force behind changes made to your program over time, as well as serve as a primary source for informing stakeholders and community members about your program's achievements. When an effective Program Evaluation Plan is in place it can provide many positive benefits:

- Improved service delivery
- Improved outcomes for youth customers
- Improved outcomes and increased experiences available to sponsors
- Funding opportunities
- Enhanced marketing of the program
- Increased sustainability
- Increased community involvement

This manual provides guidance and templates for program evaluation that can be modified to assess your specific program goals, and can provide guidance on evaluation design and structure. If your group decides to design its own assessment, follow the major steps in the evaluation process.

Tips for School Based Programs

- ☑ This policy might also include roles and responsibilities for securing and using student data maintained by the school, district, or state department of education. It might also refer to existing agreements with outside evaluation providers, including what information is to be shared with them and how that information is accessed.

1. Determine what you want to measure
There are two main areas to focus on when determining what your evaluation will measure: process indicators and outcome indicators.

Process indicators measure how effective your program policies, procedures and activities are in the delivery of services. You will need determine which policies and procedures you want to evaluate as it is not feasible to measure them all. No matter what processes you decide to evaluate, it is imperative that you utilize the data gathered to improve the services you are providing.

Outcome indicators measure the impact your services are having on your targeted audience, volunteers, military service members, and the community at large. Review your logic model and program goals and objectives when determining what outcomes you will measure. Focus on the outcomes that best match your core program goals and avoid trying to measure too much.

Tips for School Based Programs

- ☒ Keep evaluations simple.
 - ☒ Keep evaluations short.
 - ☒ Avoid open-ended questions.
 - ☒ Do not try to assess everything!
 - ☒ Don't reinvent the wheel.
- Where at all possible ADOPT and ADAPT
- ☒ Whenever possible automate the process

2. Identify the kind of information and data you need to collect
Now that you know what you want to measure, its time to determine the specific sources of data that you can gather to show your program's progress toward meeting such goals. It is important to identify key sources of data that are already available that could inform you of your program's achievement. For example, if one of your goals is "to improve school behavior" you could utilize school attendance records, test scores and incident reports (bullying/fighting/detention, etc) to measure success.

3. Determine who will conduct/coordinate evaluation
The evaluation process varies in complexity and work-load depending on what your group's evaluation plan includes. It is important to determine who is responsible for
 - Evaluation administration
 - Collection of data
 - Reports
 - Summary of information received

In most programs the team will be able to utilize existing evaluation resources and materials to design and conduct an appropriate and useful evaluation.

4. Determine data collection instruments

Your team will need to identify what methods of data collection instruments will be used to gather and organize the desired data. When determining this, it is important to look at what systems already exist in partner organizations that may assist. In some instances you may be able to adopt or adapt other data collection instruments to meet your needs.

Programs generally use a combination of questionnaires, surveys, interviews, focus groups, online assessments/feedback programs, etc. in conjunction with statistics from outside sources (such as school test scores).

Keep in mind that the simpler the better. Teachers, parents, and children do not have the time nor the desire to fill out lengthy assessments. The evaluation instruments do not need to be complicated to be effective—they simply need to collect the information.

5. Decide when you will collect data

When beginning a new program it is important to start collecting evaluation data immediately to provide a baseline against which to measure progress. This baseline will create a division of pre/post program data. If you have a program in place already, you may want to assess where are now to serve as the baseline for Program Improvement Implementation. This will allow you to see how your program has changed since the implementation of the program.

It is important to note that when working with programs like sponsoring and mentoring that the research indicates that the impact of a “sponsor’s” influence is not generally seen until almost a year into the relationship. This is important to consider when determining your “timeline” for data collection. You may want to consider waiting a minimum of six months to conduct the first assessment after your baseline assessment. Of course, this applies to the “whole program.” Children in the sponsorship program will fill out an evaluation whenever they “exit” the program or transition.

6. Analyze the data and report

The next step is to analyze the data that has been collected. Correct interpretation of the data is essential or all of your efforts in collecting the data will be naught, and it could lead to false conclusions.

The first consideration should be if your group or designated “data manager” is capable of analyzing the data collected, or if that person will compile a report for someone else to interpret and summarize.



WORKSHEET

EVALUATIVE METHODS/POLICY

What will you do with the data? How will it be used to ensure:

- o Quality:
- o Effectiveness/Impact:
- o Sustainability:

What are the measurable goals and objectives of your program?

What criteria will you measure to assess success in achieving these goals and objectives?

What instruments will you use to measure the program's effectiveness?

What data will be collected, when and by whom?

How often will data be tabulated, summarized and reported?

Who will summarize and report the data?

How will we use our positive evaluation results to enhance our program?

Ongoing Monitoring of Students and Families

Anyone who has worked with children has emotional success stories about assisting children with challenges; however, stories don't show stakeholders what is being accomplished on a large scale. How will your group know if the Connections system is working? How is it positively affecting children and families? Where can improvements be made? Ongoing monitoring is an essential component of the SBP that will guide your mission and will help guide your efforts.

What is monitoring? Monitoring students and families requires that you conduct formal and informal "checks." Your planning team will want to structure these "checks" so that they are quick, effective and unobtrusive. Some of the checks may not be with the customers themselves, rather a check on specified data or available information. The SBP team needs to decide how often students and families should be monitored.

Monitoring the Student

It is suggested that students are monitored at the following intervals:

- 1 week: Brief check in with student. How is it going?
 - o Informal In Person with student; check-in with teacher(s) too.
 - o Focus: social adjustment, physical orientation to school
 - o Paperwork: fill out monitoring log
- 2 week: Brief check in
 - o Informal—in person
 - o Focus: social adjustment, appropriateness of academic placement
 - o Paperwork: fill out monitoring log
- 1 Month: Formal Check
 - o Formal—in person
 - o Focus: social adjustment and academics
 - o Paperwork: Student interview, fill out monitoring log
 - o Information/Data gathering: start gathering information about the child's school attendance, discipline and grades. This will serve as a baseline

- 3 Month: Formal Check
 - o Informal personal “check-in”
 - o Formal—check on school data (grades, etc). Can be just a check with teacher
 - o Paperwork: fill out monitoring log
 - o Information/Data gathering: add new data to student file

- 6 Month: 3 Month: Formal Check
 - o Informal personal “check-in” Consider having lunch together.
 - o Formal—check on school data (grades, etc). Can be just a check with teacher
 - o Paperwork: fill out monitoring log
 - o Information/Data gathering: add new data to student file

- 9 Month: Exit and recruitment
 - o Formal personal check-in
 - o Focus: exiting strategies and recruitment for sponsorship program
 - o Paperwork: Exit Questionnaire, monitoring log, application for youth sponsorship

The collection of data and information, while time-consuming at times, will provide the planning team with historical data and will show trends and patterns. This will help to identify any gaps in the program and will allow you to adjust the program to fill such gaps.

Monitoring the Family

Monitoring the family is just as important, but not as easy to standardize. Not all families will need the same level of monitoring. Some families are adaptable and resourceful and therefore adjust easily. Other families (often younger, or newer to the military lifestyle) may require more support and monitoring. The New Family Questionnaire (available in the Transition & PCS-IN chapter) will be helpful in assessing the adjustment needs of the new family.

On the initial visit and check-in, the SBP Coordinator should determine how often to check-in with the family. You should also decide what the best method of communication is. Would the parent prefer a phone call or, is email better? You should also determine if there is a deployed service member. If so, would the family like the SBP Coordinator to make a connection with the service member and let him/her know how they can communicate with the school and the child’s teacher during the absence.

A good baseline model to follow for family monitoring is outlined below.

- 1 Week Check
 - o Phone call or email home
 - o Focus:
 - How is student doing?
 - How is family?
 - Are there any questions you have or resources you need? (if yes, provide resources and follow up)
- 1 Month
 - o Phone call or email home
 - Follow up on any previous questions/concerns.
 - How is student doing?
 - How is family?
 - Have you gotten involved in PTA/School—do you know how?
 - Are there any questions you have or resources you need?
- 6 Month
 - o Letter or email home with Exit Assessment
 - o Recruit for parent supporter (volunteer in SBP)



MARKETING

Whether your team is implementing all components of the School Based Program, or only portions of it, it is vital to program stability and long-term success to build strong, positive, community awareness. Every facet of your program is tied to the “community” for which you provide services from finding volunteers, attracting youth to developing new partnerships, raising funds, and ensuring long-range stability.

School Based Programming encompasses children from all over the globe. For this reason, it is important that School Based Programs are marketing globally through CNIC HQ, and locally.

Goals of Navy-wide marketing:

- Increase awareness
- Recruit volunteers
- Create global connections
- Increased visibility for “global” partners & resources

Goals of Local Marketing:

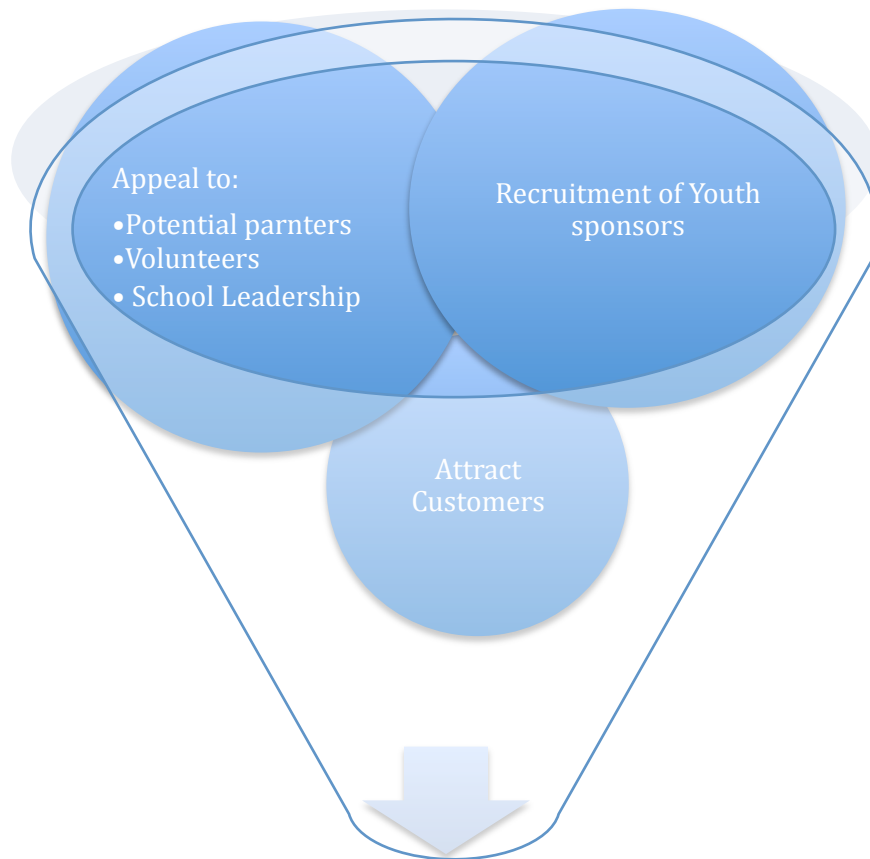
- Increased local awareness
- Recruit volunteers
- Recruit sponsors
- Increased visibility to attract partners and resources

It should not be the responsibility of the School Based Program team to market the program. However, it is important that the team is included in the marketing plan and process. School Liaisons and CYP staff should work with the Installation marketing director to create a marketing plan and integrate School Based Programming into existing marketing opportunities.



What are you marketing to whom?

School Based Programming has many components that require marketing to ensure success. The following graphics displays the audience and their marketing needs/goals.



Marketing Groups for a Sustainable School Based Program

WORKSHEET

Local Marketing

As a School Based Programming Team, assess your current situation and where you want to be.

1. What is the reputation of the current key stakeholders involved with the School Based Program?
2. What are the current ways that families and the community learn about your programs?
3. What do you want your program marketing/awareness plan to accomplish? (i.e. increase recruitment, develop new partnerships, enroll students)
4. What distinguishes your program from others in the area?
5. What tools and resources are available to help you implement your marketing plan?
6. What marketing instruments are already in place that you could infuse your program into?

Marketing Strategies & Instruments

The purpose for marketing your program is to let customers and the community know who you are and what you do! The goal of any marketing program is to “sell the story” by outlining your unique set of services and successes that make the community want to be involved, and attracts new customers.

There are a variety of venues and activities you can use to make your story known including:

- Newsletters (Academic Anchor)
- Public service announcements
- Base theaters
- Relocation guides
- Welcome aboard packets
- Websites (SLO, schools, installations, MilitaryOneSource, etc)
- Presence at community events
- Print media (Flyers, posters, brochures)
- Participations on boards, committees, or coalitions with other local service organizations
- Back to school nights
- Service member sponsorship program (eSAT)
- Relocation specialist briefs
- New student orientations
- Banners
- Marquees

Student Continuous Monitoring Follow-up Log

[illegible]

Family Continuous Monitoring Follow-up Log

[illegible]

Chapter 12

Component 6: Exiting & PCS - Out



Chapter 12 provides tools and resources to design an effective exiting component to assist students and families in attaining a “smooth take-off.” The exiting component is often overlooked. It is important to remember that smooth take-off’s lead to “soft landings!”

- PCS - Out: Exiting Component
- Best Practices Menu
- Resources
- Template: Transition Check-list



CONNECTIONS
Navy School Based Programming

COMPONENT 6: EXITING COMPONENT

Providing a Smooth Take-Off is critical to ensuring a “soft-landing” in the receiving school district. As your planning team develops their action plan, refer to the best practices menu below to choose strategies you can implement that enable students to find closure with social relationships, and provide them with the resources that will allow for an easy registration process in the receiving school.

EXITING COMPONENT BEST PRACTICES

PROVDING A “SMOOTH TAKE-OFF”

- Student Records checklist
- Folder with documents needed for enrollment at new school
 - o Most recent grade report
 - o Reading level
 - o Curriculum used
 - o Course catalog (if available)
 - o IEP or 504
 - o Any meeting notes from student study teams
 - o Work samples
- Information on new school
- Information on new community
- Exit questionnaire (see K12 Connections ~ Exiting Student & Family Questionnaire)
- Provide a certificate of Achievement
- Host a recognition ceremony or “send-off” event for all exiting students
- Aloha lunch or family dinner
- Card or T-shirt signed by students and staff
- Address book
- Memory book or yearbook if available
- Disposable camera to take photos of Places to Remember for a scrapbook
- Moving checklist for child
- Moving checklist for parents

Checklist for School Moves



From the Parent/Guardian:

- ☐ Student's birth certificate
- ☐ Student's social security number/card
- ☐ Student's shot record
- ☐ Legal documents, as needed (power of attorney, custody papers, etc.)
- ☐ Proof of residency (2 utility bills with remittance attached)
- ☐ Military orders (including housing orders)

School Information:

- ☐ Address, phone numbers, email, other contact information
- ☐ Course description book/grading scale (for 6th grade and above)
- ☐ Copy of the cover of each textbook
- ☐ School profile/handbook
- ☐ School web page
- ☐ Other: _____

School Records:

- ☐ Copy of cumulative folder (only the copied mailed between schools is considered official)
- ☐ Current schedule
- ☐ Report cards
- ☐ Withdrawal grades or progress reports
- ☐ Test scores (standardized or special program testing, etc.)
- ☐ Other: _____

Special Programs Records as Appropriate:

- ☐ Individual Education Plan (IEP)/Individual Accommodation Plan (504)
- ☐ Gifted and Talented Program description
- ☐ English as a Second Language (ESL) or Bilingual Education description
- ☐ At-Risk or other action plans for classroom modifications
- ☐ Other: _____

Transfer "To Do" List

- ☐ Request a youth sponsor from new school or Youth Center
- ☐ Get information on new school (activities, programs offered, calendar)
- ☐ Find out any cut-off dates for activities and sports at new school

Relocation Resources

[Military Homefront – Plan My Move](#) - a powerful new set of tools to help you and your family make your next move a smooth one.

[Military Assistance Program \(MAPsite\)](#) - provides information and interactive resources for assisting in relocations, money management and job searching at a new location.

[Military Youth on the Move](#) - tips, stories, advice, links, packing guides and more resources to help teens deal with military moves.

[Navy Housing OneStop](#) - the official Navy website for sailors who need information about Military Family Housing, Unaccompanied Personnel Housing and/or Community Housing. It includes floor plans, photo tours, policies and procedures, programs and services, waiting list information, BAH/OHA, forms, contact information, utilities, schools, maps and more.

[Fleet & Family Support Programs - Relocation Assistance](#) - offers transition services, including workshops, welcome packages, loaner items, consultations, Exceptional Family Member Program and more.

[Military OneSource - Moving/Relocation Resources](#) - resources, advice, important reports and the latest news on DoD relocation tools to help you make sound decisions.

[Navy School Liaison Facebook](#) - Connect with the School Liaison Officer at your new duty station, and stay a “fan” and get updates and information related to K-12 education!

[Navy Exchange - Moving & Storage](#) - login to get special military discounts on rentals from Budget Truck Rental and discounts on PODS container moving and storage systems.

[SMARTWebMove](#) - user-friendly program developed to help active duty personnel and their families plan and arrange household goods moves online. Arrange a basic station-to-station household goods move, choose what shipment types you want (household goods, additional shipment, non-temporary storage).

K12 Connections ~ Exiting Student & Family Questionnaire

What branch of service are you affiliated with?

- ☐ Army
- ☐ Navy
- ☐ Air Force
- ☐ Marine Corps
- ☐ Coast Guard
- ☐ National Guard or Reservist
- ☐ DoD Civilian
- ☐ Not affiliated with any Service

The military sponsor's rank is:

- ☐ E1 - E3
- ☐ E4 - E6
- ☐ E7 - E9
- ☐ O1 - O3
- ☐ O4 - O6
- ☐ Flag

Please write the name of the command your sponsor is attached to (please note, we will not contact the command)

Command: _____

What type of duty was your sponsor assigned to at your stay in this school?

- ☐ Shore duty (non-deploying)
- ☐ Shore duty - with travel or extreme working hours
- ☐ Sea Duty or deployable unit
- ☐ IA/GSA

Did your sponsor deploy while you attended this school?

- ☐ Yes
- ☐ No
- ☐ If YES, please indicate the number and length of deployment(s): _____

Which Installation's services did you utilize most frequently for support services?

Name of Installation: _____

List the ages of your children that live with you (you may add names if you like)

Do any of your family members have special needs (medical, education or other) that you utilized district and/or military support resources for?

- ☐ Yes
☐ No
☐ If so, please describe:

Many of our schools and Fleet and Family Support Centers offer deployment support groups and Military Kids Clubs. Did your children participate in any of these type of groups?

- ☐ Yes
☐ No

Did your child participate in any type of buddy program or sponsorship program?

- ☐ Yes
☐ No

Place a check next to any of the following Family programs you have utilized:

- ☐ Exceptional Family Member Program (EFMP)
☐ Deployment Support
☐ New Parent Support
☐ Relocation Assistance
☐ Financial Management
☐ Retirement
☐ Spouse Education
☐ Spouse Employment
☐ Family or individual counseling
☐ Other, please specify: _____

Place a check next to any Child and Youth Programs you have utilized:

- ☐ New Parent Support
☐ Child Development Centers
☐ Child Care, Before and After school Care
☐ Youth sponsorship
☐ Youth Centers, Before and After School Youth Program (School Aged Care)
☐ Youth Sports
☐ Other, please specify _____

Place a check mark next to any of the programs you participated in:

- ☐ PTA (Parent/Teacher Association)
- ☐ Volunteer at school
- ☐ Special education process
- ☐ Before and After School Care Programs at the school
- ☐ Free and Reduced Lunch Program
- ☐ Site Council
- ☐ Other, please specify _____

Is this the first time you have visited/utilized services through *Connections*?

- ☐ Yes
- ☐ No

Did Connections assist with your transition to this school and community?

- ☐ Yes
- ☐ No

Have you used any resources acquired from Connections? If so, please write which were most helpful.

- ☐ Yes: _____
- ☐ No

Do you feel that Connections was a valuable asset to have at your school? Why? (you may check as many as you like)

- ☐ Help us feel more connected to the school and/or community
- ☐ Assisted my child with acclimating to new school
- ☐ Made enrollment process easier
- ☐ Provided valuable resources for parents
- ☐ Provided valuable resources for children
- ☐ Deployment support capability (technology, communication, etc)
- ☐ Other, please specify _____

What resources would you like to see added to Connections for families?

APPENDIX

Teacher's Toolbox



This Appendix provides tools and tips for the classroom teacher supporting military children.

- Best practices for supporting military children in the classroom
- Book list for military children
- Helpful links
- Forms and templates



CONNECTIONS
Navy School Based Programming

WHAT CAN TEACHERS DO TO HELP MILITARY CHILDREN FACING TRANSITIONS AND DEPLOYMENT

- Get involved in the School Based Program Connections Center at your school
- Have students raise money for the center
- Have students contribute artwork and decorations to the School Based Program Connections Center
- When possible have new student name on board or on the incoming student's desk on the first day they enter school
- Develop a classroom welcome ritual (a song, banner, card, leis, etc.)
- Have a class "buddy" system to help students acclimate to the classroom and school procedures, lunch, etc
- Schedule a call/SKYPE chat session with new parents who cannot visit the school to answer questions about the school/classroom
- If your classroom has its own web page, post welcome messages to new students
- Invite military parents to volunteer in the classroom or read with students
- Provide a user-friendly communication system for parents to inform you of upcoming deployments/relocations or other family stressors (forms/mailbox, email address, etc)
- Plan ahead with families for completion of school assignments when child will miss school (learning contracts)
- Invite military parents to leave behind stamped, self-addressed, stamped envelopes for you to send samples of students' work, notes, etc.



- Incorporate military family experiences into curriculum, classroom décor and bulletin boards—relevant them (resources: www.deploymentkids.com for maps, distance calculators, time zone information, information about countries and areas where parents may be deployed, games, downloads, printables, etc)
- Teach about and celebrate military and DoD holidays and recognition days. Resource: www.4va.gov/kids
 - Constitution Day
 - Veteran's Day
 - Memorial Day
 - Month of the Military Child
- Award Bravery Medals to children of deployed parents, and/or display medals on a bulletin board
- Have children make Hero Certificates or Bravery Medals for the parents/caregivers staying at home and caring for families while a parent is deployed
- Make a Yellow Ribbon Tree where students can hang yellow ribbons and photos of deployed loved ones and remove upon homecoming
- Have class make cards/letters/ stories for the deployed parents and/or send care packages and hero thank-you cards to troops overseas
- Help students email their military parents, or help students start a journal/series of letters written to the deployed parent
- Ask deployed parents to send postcards, photos, stamps, coins, shells, sand, etc. from the country which s/he is deployed for students to share with the class display or on a bulleting board
- Reassure students of their safety and security, and maintain structure as much as possible during transition times
- Have class make banners to send with families to welcome soldiers home



- Scan and send student artwork, stories, poetry, classroom work, tests, progress reports, photographs to deployed parent
- If possible involve deployed parents in parent-teacher conferences through conference call or SKYPE (or similar)
- Videotape and send Good Citizen assemblies, Graduations, Oral reports, and other special events and mail or email to deployed parents
- Ask for your school to join parent Connection so all parents can monitor students' work/progress
- Incorporate social-emotional themes into curriculum, including books focused on moving, transitions, relocations, different kinds of families, self-esteem, and general emotions
- Provide ample opportunities for students to express themselves through art, music, dance, writing, play, journaling
- Provide physical activities, movement, exercise for students every day (reduces stress, teaches strategies to manage anxiety and stress)
- Have all students make "I'm Proud" lists of positive things they do; help military students emphasize the ways they help their families and the community by making the extra efforts/sacrifices they make during deployments, relocations, etc.
- Offer "No Homework" passes to children who deployed parents has just returned home
- Schedule special parent-teacher conferences after homecomings to update military parents on the students' progress
- Invite military parents to visit your classroom upon return from deployment
- Encourage students who have already had parents return from deployment provide extra support for others whose parents are still deployed, e.g. leaving little notes on their desks, eating lunch with them, playing with them, etc.



- Plan and hold a class part/lunch whenever a student leaves the school
- Providing departing students with a disposable camera to photograph memorable people and places from the school; if possible develop photos and give a small album in which the student can display and write about them
- Give “Transitional Objects” to departing students to help them feel connected to your school, e.g. Good bye Cards, signed T-shirts, address books, Memory or Yearbooks
- Provide “changes of address” cards for students to complete and leave with classmates/schoolmates before moving
- 1-2 weeks after departed students have arrived in new home, have class send letters or artwork
- give a Certificate of Achievement to departing students highlighting their areas of strength and growth over their time at the school
- help student to compile a student work packet with samples of the types of work s/he completed in the current grade
- pay tribute to departing students/families at an assembly, thanking them for their contributions to the school and community
- minimize students’ on-campus media exposure, such as television news broadcasts or newspaper articles about war, military incidents, battles, deaths, etc.
- ask principal to initiate and support Military Kids Clubs, deployment groups, facilitated resiliency activities, etc. to help students receive psycho education and support
- refer parents to school, district, military, community, and online resources when additional support is needed
- create a relationship with the School Liaison Officer to assist with family interaction and resource and referral.



DoDEA's K-12 Partnership Branch

Through the Education Partnership Program, DoDEA has the opportunity to enrich and expand partnerships with military connected communities. The partnership effort complements DoDEA's vision "Communities Committed to Success for all Students" by expanding its reach to military children wherever they may attend school.

The K-12 Partnership Branch offers a variety of resources to support educators that teach military connected students. To access valuable resources and information, visit the comprehensive website at: <http://www.militaryk12partners.dodea.edu/index.cfm>

Every teacher's One-stop shop for resources! The site provides:

- Training for Teachers
- Students at the Center: A resource guide for educators, families and military leaders
- School Liaison Officer Contact Information
- Grant opportunities
- And much more!

Military K-12 Partners | a DoDEA Educational Partnership Program

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[HOME](#) [ABOUT US](#) [RESOURCES](#) [GRANT PROGRAM](#) [DOD IMPACT AID](#) [COLLABORATION](#) [NEWS](#) [CONTACT US](#)

Welcome to Military K-12 Partners

Students at the Center

Grant Program

Training for Teachers

A RESOURCE GUIDE

Students at the Center is an information resource for families, military leaders and school leaders that is critical to supporting the needs of military families' education.

[Learn more >>](#)



Books for Military Children

Primary- Picture Books (2 – 8 years old)

Daddy's on a Chip, Deployment Through a Child's Eyes, by Jessica E. Silva

My Story, Blocks by Four Military Teens, by Michelle D. Sherman

Bunting, Eve. Illustrated by Kay Life *My Red Balloon* Boyds Mills Press. 2005 ISBN: 1590782631

Tomp, Sarah Wones. Illustrated by Ann Barrow *Red, White, and Blue Good-bye Walker*, 2005 (April 30, 2005) ISBN: 0802789617

McElroy, Lisa Tucker *Love Lizzie: Letters to a Military Mom* Albert Whitman & Company Morton Grove, IL



Duble, Kathleen Benner. Illustrator: Marks, Alan (2003) *Pilot Mom*. Watertown, MA. Charlesbridge Publishing.

IN PRINT

ISBN: 1570915555

Jenny's mother is a tanker pilot in the Air Force and is about to leave for training for two weeks. Jenny is proud of her Mom, but also worried about the dangers she is in, so her mother has arranged to take Jenny and her friend K.C. to the air base to show them what Jenny's mother does. They start by helping Jenny's Mom fill up the pockets on her flight suit, and Jenny gets to add her lucky silver dollar. Then at the base they go inside a KC-135 and talk about how the refueling is done. At the end Jenny's father's arrival shows that the family unit will still be intact and strong despite Jenny's mother's absence. The watercolor and ink illustrations emphasize the sky and the majesty of flying but also capture the characters' range of emotions.

Recommended.



Hoff, Syd. (1993). *Captain Cat*. Harper Trophy.

IN PRINT

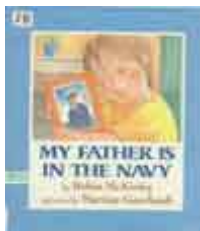
ISBN: 0-06-444176-8 (Paperback)

ISBN: 0-606-06267-X (Turtleback Books Library Binding)

This is not a book about the experiences of military children but it is a rarity – a picture book depicting everyday life on an army base. It is a warm, gently humorous book about a stray cat who wanders onto an army base. The soldiers who feed and care for him treat him kindly. Some of the events are factually unlikely such as a General giving an order to march (rather than delegating it to a sergeant) and it appears to be depicting basic training rather than the ongoing life in the military (because of details such as the soldiers sleeping in multi-bedded dormitories). It could be a useful book because it depicts the everyday world of many military children who live on a base in a straightforward and positive way with an animal as a protagonist.

Recommended.





McKinley, Robin, (1992). Illustrator: Gourbault, Martine. *My Father Is in the Navy*. New York, NY: Greenwillow Books.

OUT OF PRINT

ISBN: 0-688-10639-0 (Hardcover)

ISBN: 0-688-10640-4 (Library Binding)

Sara's father is in the Navy and away on his ship. In this calm story Sara goes about her daily life with her mother. She knows that her father is coming home and that her mother is excited but she is worried because, "I didn't remember him". In the satisfying ending she finally sees her father and remembers him. This book was written about the childhood experiences of popular fantasy writer and Newbery winner Robin McKinley whose father was in the navy. Martine Gourbault's pastel colored pencil illustrations complement the text about Sara's secure life with her mother and her kitten. Highly recommended.

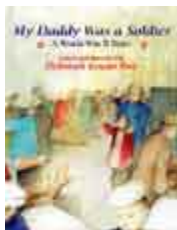


Pelton, Mindy L. Illustrator: Steele, Robert Gantt. (2004) *When Dad's at Sea*. Albert Whitman & Company (January 1, 2004)

IN PRNT

ISBN: 0807563390

Emily's Dad is a Navy Pilot and is away for months at a time. Emily and her parents make her a paper chain with as many links as days her father will be absent. Emily is so angry that she destroys it but her parents make another one. Time is shown passing with events such as Halloween and then Emily makes a friend who has a father on the same ship. The warm colors of the watercolor illustrations almost glow on some pages. Recommended.



Ray, Deborah Kogan. (1990). *My Daddy Was a Soldier: A World War II Story*. Holiday House, New York, N.Y.

OUT OF PRINT

ISBN: 0-8234-0795-0 (Hardcover)

Jeannie's father has gone away to fight in World War II and Jeannie is scared; "the war came into my house to take Daddy away." Everything changes for Jeannie. Her mother gets a job, there are blackouts and air raid sirens, food is rationed and they grow a Victory Garden. Time passes, helped by Jeannie's third grade scrap drive for metal and rubber but Christmas arrives without a letter and Jeannie cries. Finally when Jeannie is half way through fifth grade her father returns. The soft black and white drawings capture the reflective mood of the book. Recommended.



Spinelli, Eileen. Illustrator: Graef, Renee. (2004) *While You Are Away*. Hyperion

IN PRINT

ISBN: 0786809728

Three different children with parents in three different branches of the military (the Navy, Air Force and Army) talk about the things they miss doing with their parents and wonder if their parents are missing them. The flowing, melodious text reads like poetry. Slight inaccuracies include saying the Army Papa is driving a jeep when the illustration appears to show a Hum Vee (and a Hum Vee is a more likely vehicle in this situation). Also the three parents are shown being reunited with their children at the same place and it is unlikely that this would happen. The muted colors of the illustrations complement the warmth of the text.





Wetzel, Jo Anne Stewart, (1992). Illustrator: Root, Barry. *The Christmas Box*. New York, NY: Alfred A. Knopf. Illustrated by Barry Root.

OUT OF PRINT

ISBN: 0-679-81789-1 (Hardcover)

It is 1952 and Daddy has gone to Japan without his family to be a soldier. It is exciting for his two children to get his letters, imagine him living in a tent and even sending him Christmas cookies in October but as Christmas nears his absence is felt strongly. Then a box arrives from him with Japanese things in it, "But the best present was for all of us – a photo album filled with pictures of Daddy." This book captures the way loved ones are missed more on special occasions. The mention of a new school, October then Christmas show the passage of many months in way children can understand. Barry Root's illustrations capture a warm family life even with an absent father.

Recommended.



Yolen, Jane, (1991). Illustrator: Baker, Leslie. *All Those Secrets of the World*. Boston, PA: Little Brown and Company. Illustrated by Leslie Baker.

ISBN: 0-316-96895-1 (Soft cover- Out of Print)

ISBN: 0-316-96891-9 (First Edition Hardcover - Out of Print)

IN PRINT

ISBN: 0-606-05113-9 (Turtleback Books Reprint)

Janie's father is going off on a big ship to World War II. Four-year-old Janie doesn't really know where her father is going but she is happy about the excitement of seeing the ship off and getting an ice-cream. Playing with her cousin later he shows her that things that are farther away look smaller, so her father's ship on the horizon looks tiny. When her father returns two years later he tells her she is bigger and she points out that it is because he is closer to her now. There are poignant details like the brother who was a baby in arms when his father left not knowing his father on his return. The butterfly kisses and hugs Janie gets as her father leaves and returns make the story circularly complete and very satisfying. This book is about popular children's writer Jane Yolen's own childhood. Leslie Baker's watercolor paintings capture the details of childhood in a tender but unsentimental way. This was a Reading Rainbow book. Highly Recommended.

Middle Grades (8 – 12 years old)

Balgassi, Haemi. (1996). Illustrated by Chris K. Soentpiet. *Peacebound Trains*. Clarion Books. New York, NY. IN PRINT

ISBN: 0-618-04030-7 (Paperback)

ISBN: 0-395-72093-1 (Hardcover)

Sumi's mother has joined the Army for a steady job and a chance to get an education. While Sumi's mother is gone for months at training Sumi stays with her Korean grandmother, Harmuny. When the arrival of a birthday parcel makes Sumi realize that her mother will really not be home for her birthday, Harmuny comforts her with a story. Most of the book is Harmuny's story of her escape from Seoul during the Korean War and the deprivations of war, including the loss of her husband. Chris Soentpiet's masterly illustrations capture details of America and Korea and express the range of deep emotions portrayed in the book. The gentleness of the illustrations and the way the book comes back to a hopeful present day prevents a harrowing story of loss and dislocation from becoming overwhelming for the young audience. I put this book in middle grade books even though it has full page illustrations on every page, as the length of the book (divided into chapters) and complexity of the ideas and the distressing events make it more suitable for an older audience.

This book is also available online, with a teacher's guide, through the Department of Defense Korean War Commemoration Website at <http://korea50.army.mil/teachers/index.shtml> (Link checked OK 2007-02-15)

Highly Recommended



Gantos, Jack. (2003). *Jack Adrift: Fourth Grade Without a Clue*. Farrar, Straus and Giroux. New York, NY.

IN PRINT

ISBN: 0-374-39987-5

Jack's father rejoins the Navy after going bankrupt from being cheated in a business deal. Jack, his parents, brother and sister go to live at Cape Hatteras in a camouflage-painted trailer parked in a swamp. Jack's father expresses some dissatisfaction with the Navy, "The last time I was in the

Navy I was a kid and it was a lot easier to take orders from the upper ranks. But I'm older now and my so-called superior officers are not looking so superior. They may outrank me but they can't outthink me" (page 55-56). Like Gantos's other books about Jack this book is laugh aloud funny at times. This book is unusual and useful because it depicts the family of an enlisted military member rather than an officer. (Note: the other books in Gantos's series about Jack depict the family after Jack's father has left the Navy so are not included here.)

Recommended.



Giff, Patricia Reilly. (1997) *Lily's Crossing*. Delacorte Press.

IN PRINT

ISBN: 0-385-32142-2 (First Edition Hardcover)

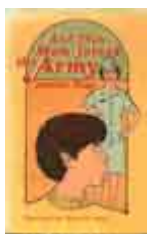
ISBN: 0-7587-0287-6 (2002 Hardcover Reprint)

ISBN: 0-7862-2771-0 (Large Print Hardcover)

Lily's mother is dead and she and her father live with her Grandmother. When her father goes off to fight in World War II she and her Gram must spend the summer at Rockaway on the Atlantic

coast by themselves, an idea Lily does not like. Rockaway is even worse than she thought when her friend Margaret moves to Michigan for her father to work in war industries and no one Lily's age is left. Someone her age arrives in the form of Albert, an orphaned Hungarian refugee, staying with some neighbors but Lily doesn't like him and thinks it quite likely that he is a spy. They rescue an abandoned kitten together and start to become friends. Lily likes to exaggerate and even tell lies but she is shocked when she realizes that her lies have put Albert in danger. Through the events of the summer Lily grows up and develops stronger relationships with her Grandmother and father. This book is the winner of numerous awards including a Newbery Honor award in 1998.

Recommended.



Hagy, Jeannie. (1976). *And Then Mom Joined the Army*. New York, NY: Abingdon Press.

OUT OF PRINT

ISBN: 0-687-01379-8 (Hardcover)

This book is approaching thirty years old and it shows. It seems more dated than historical books about World War II or the Vietnam War. Scott's mother joins the WAC (Women's Army Corps), which does not exist anymore. ("Congress passed a law in September 1978 that disestablished the WAC as a separate Corps of the Army effective 20 October 1978.")

(Accessed OK on 2007-02-01:

http://www.army.mil/cmh-pg/Museums/Showcase/Women/awm_Text.htm)

The message that Scott's mother is a better parent, despite being strict, compared to Julian's hippy parents is heavy handed. Despite these failings military children might be able to identify with some aspects of Scott's world. For example, Scott goes to a civilian school and is constantly worried that kids at school might see his mother in her uniform, which reflects the fear children have of appearing different. Also it talks about getting in trouble living in base housing for leaving a tricycle on the sidewalk. This may sound unlikely to civilian children but is expected by military children.

Recommended with reservations



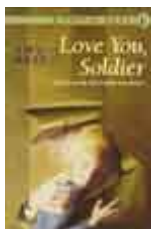


Hoobler, Thomas and Hoobler, Dorothy. (1991). *Aloha Means Come Back: The Story of a World War II Girl*. Silver Burdett Press.

ISBN: 0382241568

ISBN: 0382241487

"Laura and her mother join her Navy father in Hawaii in 1941, where suspicion against the Japanese American residents runs high in an atmosphere of expectation that the United States and Japan will go to war." (Information from <http://www.ISBNdb.com> Link checked OK 2007-02-01).



Hest, Amy. (1991). *Love You, Soldier*. Four Winds.

Also published as *Love You, Daddy* in a Troll Special Edition, 1991.

Also published by Candlewick Press and Illustrated by Sonja Lamut in 2000.

IN PRINT

ISBN: 0027436357 (First Edition)

ISBN: 0-614-09598-0 (Hardcover)

ISBN: 0763609439 (Candlewick Press illustrated version)

ISBN: 0-14-036174-X (Paperback. Puffin 1993)

ISBN: 0-606-02730-0 (Turtleback Library Binding)

Katie is only seven when her father goes away to fight in World War II. Modern military children will know from the second sentence the Katie's father is not going to a present-day war because his uniform is "olive green" and not camouflage. Despite its historic setting, this poignant short book (47 pages in the Troll edition) captures the sadness and fear of having a parent go away to war. This is one of the few books at this level where the military parent does not come back. The book is tragic but ultimately hopeful.

Recommended.



Lowry, Lois. (1980). *Autumn Street*. Houghton Mifflin.

IN PRINT

ISBN: 0-440-40344-8 (Paperback)

ISBN: 0-395-27812-0 (Hardcover)

ISBN: 0-606-02576-6 (Turtleback Books Library Binding)

While her father is away fighting in World War II Elizabeth and her family move in with her grandmother where there are conflicts and tensions she doesn't understand. The absence of her

father at the war is only in the background, but this book indicates the tensions that can arise from having a family member away at a war.

Recommended.



Mead, Alice. (1999). *Soldier Mom*. Dell Yearling. Random House Children's Books. New York. NY. IN PRINT

ISBN: 0-440-22900-6 (Paperback)

ISBN: 0-374-37124-5 (Hardcover)

Jasmyn's mother is called up from the army reserves to go to the Middle East. This book is set in 1991-1992 and the first Persian Gulf War but many children with parents in the reserves who are currently being called to active duty to a U.S. base or

being sent overseas will be able to identify with Jasmyn's shock and disbelief. Jasmyn is forced to curtail her beloved basketball to help look after her baby brother. It is never adequately explained why Jasmyn does not want to go to live with her air force father in Japan. Some details in this book are incorrect such as on page 35, "I know a little about that stuff from having an air force parent. Mom said that Dad's jet, the Tomcat, can fly eight miles high." The Tomcat is a Navy plane so Jasmyn's Air Force parent wouldn't be flying it. (My husband pointed out this discrepancy. . Edited by Michael J.H. Taylor. Jane's Information Group. Alexandria, Virginia. This book has the emotional authenticity of a child forced to grow up too soon and take on adult responsibilities but it is possible a military child would notice the incorrect details and be distracted from the book's otherwise good quality

Recommended.



Paterson, Katherine. (1988). *Park's Quest*. Lodestar Books. E.P. Dutton. New York, NY.
IN PRINT

ISBN: 0-525-67258-3 (Hardcover)

ISBN: 0-606-02743-2 (Turtleback Library Binding)

ISBN: 0-14-034262-1 (Paperback)

Parkington Waddell Broughton the Fifth's (Park's) father died in the Vietnam War. His mother will say nothing at all about his father's side of the family and Park is determined to find out more about his father. What he learns about his father and his half sister does not fit in with his fantasies of his father and his chivalric deeds but Park learns about himself, his family and in the process grows up. This is a compelling and moving book.
Recommended.



Testa, M. (2003). *Almost Forever*. Candlewick Press. Cambridge, Massachusetts.

IN PRINT

ISBN: 0-7636-1996-5 (Hardcover).

This seemingly simple novel in blank verse captures the feelings of a six-year-old girl when father goes to be a doctor in the Vietnam War for a year. We learn about the fear the family feel of their father never returning. Important things to a child like changing where they live and changes in her mother's behavior are highlighted. It also captures well the idea that children do not necessarily understand what is happening to them and their families, and cannot change many things in their lives even if they do understand, they can only observe.
Highly recommended.

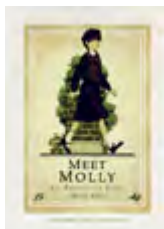


Townsend, Tom. (1987). *Trader Woolly and the Secret of the Lost Nazi Treasure*. Austin Tx: Eakin Press.

OUT OF PRINT

ISBN: 0-89015-602-6 (Hardcover)

Trader (John) Woolly lives on a U.S. Army base near Munich in Germany in the 1980s. This exciting story is told from the perspective of another military child, Wes, although Trader Woolly is the main character. It is an old fashioned adventure story with treasure, arch villains and a kidnapping. The book briefly delves into the deeper issue of forgiveness and redemption when the boys meet an old German man and find the tank that he fought in during World War II and the remains of the soldiers that were killed by Americans. Trader Woolly is sad about a German friend who was killed by a unexploded World War II mine in the dangerous Panzerwold. Unfortunately that does not stop him going constantly into the Panzerwold with Wes and the old German man. Trader Woolly and Wes come out of the Panzerwold unscathed and with the treasure. It seems unfortunate to send children the message that entering in dangerous and forbidden places is acceptable.
Recommended with reservations.



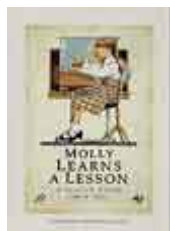
Tripp, Valerie. (1986). Illustrator: C.F. Payne. *Meet Molly: An American Girl*. Book One. The American Girls Collection. Pleasant Company.

IN PRINT

ISBN: 0-937295-06-X (Hardcover)

Molly's father is a doctor in the U.S. Army stationed in England during World War II. Molly is concerned with the sort of issues that loom large in the life of a child in a stable home – having to eat turnips and what to wear for Halloween. She and her brother play tricks on each other in an escalating way until their mother gives them a pointed lecture about needing to get on with each other. This is the first in a series of five books about Molly. The series is suitable for a young reader who likes the familiarity and safety of a series.
Recommended.

The other four books in this series are listed below:



Tripp, Valerie. (1986). Illustrator: C.F. Payne. *Molly Learns a Lesson: A School Story*. Book Two. The American Girls Collection. Pleasant Company.

IN PRINT

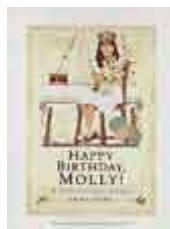
ISBN: 0-937295-84-1 (Hardcover)



Tripp, Valerie. (1986). *Molly's Surprise: A Christmas Story*. Book Three. The American Girls Collection. Pleasant Company.

IN PRINT

ISBN: 0-937295-84-1 (Hardcover)



Tripp, Valerie. (1987). Illustrator: by Nick Backes. *Happy Birthday Molly: A Springtime Story*. Book Four. The American Girls Collection. Pleasant Company.

IN PRINT

ISBN: 0-937295-90-6 (Hardcover)



Tripp, Valerie. (1988). Illustrator: Nick Backes. *Molly Saves the Day: A Summer Story*. Book Five. The American Girls Collection. Pleasant Company.

IN PRINT

ISBN: 0-937295-93-0 (Hardcover)

Teen Books (10 – 15 years old)

Marino, Jan *Searching For Atticus* Simon & Schuster Children's Publishing. 1997 ISBN: 0689800665

Mazer, Harry *Heroes Don't Run: A Novel of the Pacific War* Simon & Schuster Children's Publishing. 2005 ISBN: 0689855346

Smith, Cynthia Leitich *Rain Is Not My Indian Name* HarperCollins. 2001 ISBN: 0688173977





Alphin, Elaine. *The Proving Ground*. (1992). Henry Holt and Company. New York. NY.
OUT OF PRINT

ISBN: 0-8050-2140-X (Hardcover)

Kevin's father is a Lieutenant Colonel in the Army and he has been assigned to a new base, a Proving Ground where weapons are tested. The family experience conflict on the base and in the town where Kevin goes to school. The conflict draws up to an exciting and dramatic climax when Kevin discovers that the Proving Ground and the town are in danger from an unstable youth who

thinks his family's problems stem from the government acquisition of their land in World War II. This book portrays well the problems of a military child who must move house frequently and the conflicts that can arise between a base and the surrounding community. It also talks about the difficulties faced by a military child who needs to behave well or it will be reflected on his or her parent's career. This book portrays the everyday events of life for a contemporary military child rather than the drama of having a parent go to war.

Recommended.



Cooney, Caroline B. (1992). *Operation: Homefront*. Laurel-Leaf Books, Bantam Doubleday Dell Publishing Group Inc. New York, N.Y.

IN PRINT

ISBN: 0-440-22689-9 (Paperback - Laurel Leaf).

ISBN: 0-553-29685-X (Paperback - Bantam Starfire Reprint)

Popular teen writer Caroline B. Cooney wrote this fast-paced book soon after the 1991 Gulf War.

Like many Caroline B. Cooney books it can be slapstick funny while delving into deeper issues.

Mother Rosalys is a part time kindergarten teacher who joined the reserves to pay for her schooling. Her three children thought her weekend warrior life was a joke until she was called up. "It's military thought Laura. Before, they were Weekend Warriors and knew it. Now it's real, and they know it. I don't want it to be real" (page 39). After Rosalys leaves, the family compulsively watch the news and their family starts to crumble as the house and the four-year-old brother are barely looked after. By the end of the book they pull themselves together and gain a new perspective on Rosalys and themselves. An important underlying theme of this book is that the mother has a life apart from her children, even if this is a shock to the children. The cover of the paperback edition shows a woman reading a letter containing a photo of a small child. It looks like an accurate U.S. military uniform but it is not desert pattern. It is hard to know if it meant to be depicting Rosalys before she left the United States or it is inaccurate which will be a distraction to military children.

Recommended.



Cormier, Robert. (1979). *After the First Death*. Random House. New York. NY.

IN PRINT - This book has been reissued in at least five editions.

ISBN: 0-4402-0835-1 (Paperback re-issue of 1991)

ISBN: 0-8446-7215-7 (Hardcover re-issue of 2002)

ISBN: 0-606-04855-3 (Turtleback Library Binding of 1991)

Ben Marchand's father joined the army late in life and is a General when the story opens. When a bus full of children is taken hostage by terrorists Ben is asked by his father to take messages between the government and the terrorists. His father tells Ben this is because he is young and non threatening, but by the end of the book the reader learns that Ben was chosen by his father because his father and the secret government agency he works for have been conducting psychological experiments on Ben his whole life and his father knows exactly how Ben will act under stressful circumstances. When Ben learns that his father sent him to the terrorists because he knew Ben would fail, Ben loses his sense of self and contemplates suicide. The story is told from three different perspectives (Ben, a terrorist and a teen hostage) but starts and ends with Ben who becomes a victim of the high jacking even

though he is miles away when it starts. Robert Cormier, as usual, writes a chilling tale that shows some people are capable of acting in horrible ways to other people. This book is a compelling and suspenseful read. Ben's father's job is described in such a shadowy way that it is difficult to determine if it is plausible. This is one of the few books of this type that invites older teens to think critically about the jobs their parents do and the government their parents work for. The U.S. military and the U.S. government are portrayed as bad guys but it is also suggested that they had no choice but to act as they did.

Highly Recommended.



Boyd, Candy Dawson. *Charlie Pippin*. (1987). Puffin Books. New York. NY.

IN PRINT

ISBN: 0-14-032587-5 (Paperback)

ISBN: 0-606-03752-7 (Turtleback Library Binding)

Charlie Pippin always seems to be in conflict with her father. She knows he is a veteran of the Vietnam War and when her mother hints that during the war he lost his dreams and became the angry person that Charlie knows, Charlie embarks on a school project to learn more about the Vietnam War and hopefully something about her father's past. Strong characters like her grandmother aid or abet Charlie. Charlie is a sympathetic character and this book is an enjoyable read. This book has a strong and sometimes simplistic peace message, but the children who read should be old enough to form their own opinions about what their parents do.

Recommended.



Donahue, John (2001). *Till Tomorrow*. New York, N.Y. Farrar Straus Giroux.

IN PRINT

ISBN: 0-374-37580-1 (Hardcover)

Twelve year old Terry arrives in France with his family to live on an army base. This book describes the feelings of a military child well, especially the constant moving and the tension between the base community and the local community. It was written based on the author's childhood, so despite being published recently, it is historical in that the U.S. military no longer has any presence in France. The background of the books includes conception of the Berlin wall and how the US military were on alert. This makes it a useful book for discussing history and how international tensions are not just a thing of the present. It is a sensitive look at loyalty and friendship and being true to friends who are not part of the in crowd.

Recommended.



Franklin, Kristine L.(1999). *Dove Song*. Candlewick Press. Cambridge, MA

IN PRINT

ISBN: 0-7636-0409-7 (Hardcover)

Bobbie Lynn is eleven when her father leaves for the Vietnam War and their mother insists on moving to be closer to where he leaves from, Washington State. Bobbie Lynn has to start another school and is even starting to make a friend with the strange Wendy when her father is listed as missing-in-action. Bobbie Lynn's mother becomes so depressed that Bobbie Lynn and her older brother have to feed her, but they are scared what will happen if they reveal their problems to the authorities. The severity of Bobbie Lynn's mother's problems and the effect on her family make this a wrenching book, but it paints an ultimately heart warming picture of the power it shows of community and friendship. Like Richard Bradford's *Red Sky at Morning* this book shows the possible disintegration of a family with a parent who cannot cope without the absent military member.

This book won the Minnesota Book Awards in 2000.

Recommended.





Griffin, Adele. *Rainy Season*. (1998). Hyperion. New York, NY.

PRINT

ISBN: 0-7868-1241-9 (Paperback)

ISBN: 0-606-13726-2 (Turtleback Library Binding)

Eleven-year-old Lane lives in the Panama Canal Zone with her army family. A mysterious trauma is hinted at that makes Lane constantly fearful for the safety of her family members. Her brother is unstable and seemingly always on the verge of violence. Many details of army life are woven into a compelling narrative of a family that seems happy to outsiders but is being torn apart by a tragedy that no one will acknowledge. The army is portrayed as a necessary evil in Lane's life, "I am glued to that name. It is stuck to my house, my ID, my passport, all my forms for school. Lt. Col. Beck's dependent; that's how the army catalogs Charlie and Mom and me" (page 139). It is a vivid portrait of a family not able to deal with tragedy.

Recommended.



Lambert, Janet. *The Tippy Parrish Series*.

This series started publication in 1948 and is being reissued by several companies including Cascade Publishing (<http://imagecascade.com/>) and Amereon Ltd. (information about the company can be found here:

<http://members.cox.net/kenholt/printing.html> or Amereon, 800 Wickham Ave, Mattituck, NY 11952-1602.

Joanna Paulsen (President), Phone: (631) 298-5100 (From InfoUSA). Tippy Parrish is sixteen when this series starts and she is at least in her twenties by the end of series. She is a military child who dates military men and finally marries one. I cannot comment on the quality of the series as I have not read the books since I discovered them late in my search process. They may suit a teen girl who likes romances or conservative families who want their children to read books with old fashioned values. (Information taken from imagecascade.com and amazon.com.)

The series consists of:

Miss Tippy originally published 1948.

ISBN: 1930009186 (Paperback. Research Evaluation & Statistics, December 2000)

Little Miss Atlas originally published 1949.

ISBN: 0848801296 (Hardcover. Amereon Ltd, Reprint edition June 1986)

ISBN: 1930009194 (Paperback. Research Evaluation & Statistics, December 2000)

Miss America originally published 1951.

ISBN: 1930009208 (Paperback. Research Evaluation & Statistics, December 2000)

Don't Cry Little Girl originally published 1952.

ISBN: 1930009216 (Research Evaluation & Statistics, December 2000)

Rainbow After Rain originally published 1953.

ISBN: 1930009224 (Paperback. Research Evaluation & Statistics, December 2000)

Welcome Home, Mrs. Jordan originally published 1953.

ISBN: 1930009240 (Paperback, Research Evaluation & Statistics, December 2000)

A Song in Their Hearts originally published 1956.

ISBN: 1930009240 (Paperback, Research Evaluation & Statistics, December 2000)

Here's Marny originally published 1969.

ISBN: 1930009259 (Paperback, Research Evaluation & Statistics, December 2000)

These further series by Janet Lambert are also being reissued by Cascade Publishing:

Lambert, Janet. *The Penny Parrish Series*.

There are also 6 books about Penny Parrish who is Tippy Parrish's big sister.

This series includes: *Star Spangled Summer*, *Dreams of Glory*, *Glory Be!*, *Up Goes the Curtain*, *Practically Perfect*, and *The Reluctant Heart*. (Information taken from imagecascade.com and amazon.com.)

Lambert, Janet. *The Jordon Family Series*

The Jordans are a military family of nine children from combined families. They have no mother alive so the eldest daughter Jennifer must care for the family when her father is away.

This series includes: *Just Jennifer*, *Friday's Child*, *Confusion by Cupid*, *A Dream for Susan*, *Love Taps Gently, Myself & I*, *The Stars Hang High*, *Wedding Bells*, and *A Bright Tomorrow*. (Information taken from imagecascade.com and amazon.com.)

Lambert, Janet. *The Candy Kane Series*

Another military family with two daughters is the focus of this series.

This series includes: *Candy Kane*, *Whoa Matilda*, *One for the Money*, and *A Song in Their Hearts*. (Information taken from imagecascade.com and amazon.com.)



Mazer, Harry. (2002). *A Boy at War: A Novel of Pearl Harbor*. Simon and Schuster.

IN PRINT

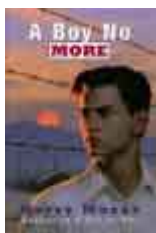
ISBN: 0-68-984160-4 (Paperback)

ISBN: 0-43-935207-X (2003 Paperback Reprint)

When fourteen year old Adam moves to Hawaii with his mother, small sister and Navy father, he goes to a civilian school for the first time in his life. He makes friends with a boy of Japanese ancestry, Davi, and his father strongly disapproves. Adam sneaks off to go fishing with his new friend and they climb under a fence to fish on Pearl Harbor. In a dramatic and scary sequence they are present at (and injured by) the bombing of Pearl Harbor and Adam sees his father's ship, the USS Arizona sink. In the confusion Adam is assumed to be in the Navy and helps rescuers. When he gets home everything is still confused and scary. He goes to find Davi and finds that Davi's father has been taken away by the FBI. Despite knowing his own father was killed by the Japanese bombers Adam feels it is wrong to lock up Davi's mild mannered father. When Adam's father is officially declared missing in action Adam, his mother and sister leave Hawaii. An author's note explains the historical background of World War II.

Recommended.





Mazer, Harry. (2004). *A Boy No More*. Simon & Schuster Children's Publishing.

IN PRINT

ISBN: 0689855338

ISBN: 0439702240 (Scholastic Paperback)

A sequel to Harry Mazer's *A Boy at War*. Adam has moved from Hawaii to California and everything has changed. They are short of money and Adam's mother gets a job and then seems to start enjoying her new independence. Even Adam's little sister is changing as she was thought to be too young to be told that her father is dead, but she reveals that she already knows (but still doesn't fully understand). Adam becomes interested in a girl and also gets a job as there is a labor shortage due to World War II. Adam gets a letter from his Hawaiian Japanese friend, Davi, asking him to deliver a letter relatives who have been put in a detention camp in California. Adam's mother thinks that helping Davi is disloyalty to his father who was killed by the Japanese but Adam knows that the war is not Davi's fault. He defies his mother to find Davi's relatives and accidentally finds Davi in a detention camp. His relationship becomes so cold, that Adam considers going to live with his grandfather in New York state, but decides his place is with his mother and sister. These two books capture the lack of easy answers in a war – Adam knew the Japanese were guilty of killing his father but also knew that Davi and his immediate family were innocent and treated unfairly.

Recommended



McCaffrey, Anne. (1971). *The Mark of Merlin*. Wildside Press.

IN PRINT (In many versions)

ISBN: 1-58-715493-5 (Paperback)

ISBN: 1-59-224013-5 (Hardcover)

James Carlisle Murdock is a girl despite her name. She is twenty in the book, which is a little old for this list, but Carla's father has been in the Army for years and she has grown up on army posts. This book is also a romance and a murder mystery and I thought it is worthwhile to include a variety of genres. Carla's father has been killed near the end of World War II and he has put her under the guardianship of someone she doesn't know, Major Laird. She will soon be twenty-one and not in need of a guardian but she has been ill and she is sent to recuperate with Major Laird. When she turns up the Major is furious and wants to send her away, because he thought a boy would be coming, but she is stuck at his house in a blizzard. Major Laird reveals that her father was murdered by an American and the house starts to have sinister visitors despite the storm. In the satisfying conclusion the mystery is cleared up and the antagonism between the Major and Carla develops into something warmer.

Recommended.



Schaffner, M. A. (2002). *War Boys*. Welcome Rain Publishers.

IN PRINT

ISBN: 1-56649-244-0 (Hardcover)

Fourteen year old Charles Baker arrives with his family at the U.S. Navy Station at Subic Bay in the Philippines during the Vietnam War. At first Charles is terrified of the jungle but his father insists that he joins the Boy Scouts and Charles starts to go on jungle walks and camps. Charles loves to read and makes friends with some of the nerdy boys. He slowly gains acceptance with some of the more popular boys due to his growing jungle skills and integrity, but that doesn't seem to matter when the irresponsible actions of a Boy Scout leader end in tragedy. Most of the boys Charles know want to follow their fathers' footsteps into the Navy and all of them assume that they will end up fighting in the Vietnam War in a few years. In the (probably accurate) speech of the teenage boys this book contains a lot of swear words.

Recommended.





Talbert, Marc. (1992). *The Purple Heart*. Willa Perlman Books, An Imprint of Harper Collins.

IN PRINT

ISBN: 0-06-020429-X (Hardcover - First Edition)

ISBN: 0-06-020428-1 (Hardcover)

ISBN: 0-595-09771-5 (Paperback - 2000 Reprint)

ISBN: 0-380-71985-1 (Paperback)

Luke's father returns wounded from Vietnam and nothing is as Luke anticipated. The glorified view of war that Luke had at the beginning of the book slowly changes as he realizes what war does to people. Luke's father was a builder before he joined the army and the book mentions that Luke has the same best friend since first grade so his experience may not be typical of active duty military children. Nonetheless, this book is well written and raises some important issues about war and what it may be like to have a parent who is irrevocably changed by it.

Recommended.

Young Adult/Adult Books (14 – adult)



Bausch, Richard. (1993). *Rebel Powers*. Houghton Mifflin. Boston, Ma.

OUT OF PRINT

ISBN: 0-395-59508-8 (Hardcover)

ISBN: 0-679-75253-6

Thomas grew up in a Air Force family until he was seventeen and his father was sent to jail for stealing a typewriter. Thomas is looking back at his life and writing this from the perspective of a divorced man in his forties and sometimes the commentary of the older man is distracting. Only

the first approximately fifth of the book deals directly with Thomas's life as a military child but much of the rest of the story stems directly from his father's misdeed and the harsh punishment the Air Force gave him. Unlike the parents in many of these books Thomas's father was enlisted and money problems are a big issue. He was trying to take the typewriter to pay off debts, but the book does portray him as a spendthrift with a car he could not afford.

Recommended.



Bennett, James Gordon. (1990). *My Father's Geisha* Delacorte Press. New York, NY.

IN PRINT

ISBN: 0-385-30097-2 (Hardcover)

ISBN: 0-671-74000-8 (Paperback - 1991 Reprint)

This episodic novel starts when Teddy is eleven and lives in California on an Army base. It ends when he is in his thirties. Teddy's dysfunctional family life is the focus of the novel but Army life is woven inextricably into it, such as when major conflict arises when his mother's refuses to fly

and join her husband at overseas postings. By the end of the novel we learn that Teddy's father had been having a long-term affair with a Vietnamese woman that started when he was overseas with the Army. From the first page of the novel there is no mistaking that this novel has a military setting. These military children are comfortable using jargon and acronyms that would baffle most people. For example, "another Article Fifteen for you," my sister whispers" (page 1). (An Article Fifteen is a military punishment).

Recommended with reservations.





Berg, Elizabeth. (1993). *Durable Goods*. Random House Trade Paperbacks. New York, N.Y.

IN PRINT

ISBN: 081296814X. (Paperback)

ISBN: 0-679-42208-0 (Hardcover)

Katie is twelve. Her mother is dead and her Army father is distant and sometimes abusive, especially to her 18-year-old sister. This is an examination of Katie's family and her relationship with her friends but it is also an unflinching and often unflattering look at life for a military child. "I do not believe the army is a good idea for people with regular human hearts." (page 63). Life on a military base is portrayed in detail, "Every morning when I wake up I hear a drill sergeant yelling pieces of songs to the straight lines of men marching, marching, all stepping onto their left foot at the same time, all dressed exactly alike, all staring straight ahead and yelling back to him" (page 5). It is a poetically written book that will resonate with many readers for a long time.

Recommended.



Berg, Elizabeth. (1998). *Joy School*. Ballantine Books. New York. N.Y.

IN PRINT

ISBN: 0345423097 (Paperback)

ISBN: 0-606-17137-1 (Turtleback Books Library Binding)

ISBN: 1-56895-488-3 (Large Print)

A sequel to *Durable Goods*. Katie now lives in Missouri and falls in love with an older man. Katie's father mellows with his new wife. The Army does not feature so emphatically in these sequels to

Durable Goods, but it is still a background.

Recommended.



Berg, Elizabeth. (2002). *True to Form*. Random House. New York, N.Y.

IN PRINT

ISBN: 0-7434-1134-X (Hardcover).

ISBN: 0-7434-1135-8 (Softcover)

ISBN: 0-7434-5312-3 (Large Print)

The third book in the sequence about Katie that was started in *Durable Goods*. It is now 1961 and Katie is thirteen. Her father sets up unpleasant summer jobs for her and a visit to her friend

Cherylanne in Texas goes badly.

Recommended.



Bird, Sarah. (2001). *The Yokota Officer's Club*. New York. N.Y. Ballantine Books.

IN PRINT

ISBN: 0-345-45277-1 (Ballantine Reader's Circle Edition).

ISBN: 0-375-41214-X (Hardcover)

This riveting read would suit teenagers who are strong readers. The story opens when Bernie is 18 and is returning to her family from her first year at college. Descriptions of her present day in Guam are mixed with flashbacks to

her childhood. The flashbacks describe events in her childhood that lead up to a surprising climax that explains the disintegration of the happy family she once knew. The book is set in the author's own childhood so some of the details about the military family experience are out of date. "Wives of majors who wish to make colonel wear heels and hose in public" (page 20). But some emotional details never change, for example as Bernie arrives on an Air Force base in Okinawa that she has never seen before, "I recognize in the distance, the comfortingly familiar bulk of the commissary, the BX, the endless stretches of runway sweeping out to the sea" (page 44).
Highly Recommended.



Bradford, Richard. (1968). *Red Sky at Morning*. Harper Collins.

IN PRINT

ISBN: 0-06-093210-4 (Hardcover)

ISBN: 0-06-093190-6 (Paperback)

First published in 1968, this book was reprinted in 1999. Josh is seventeen and lives a privileged life in Mobile, Alabama where his father owns a shipyard. Near the end of World War II, in 1944, his father volunteers for the Navy, although he doesn't have to as he is exempted as someone running a vital industry. When he leaves with the Navy Josh's father arranges for Josh and his mother go to a village in the New Mexico mountains where he feels they will be safer. Josh settles in to the new life, making friends, growing up and finding beauty in the new landscape. However, his mother, removed from her known life, friends and family falls slowly apart. Josh's father is not present in much of the book but his absence looms over everyone. This book captures the dislocation and even disintegration that can occur in some military families when the military member is absent for an extended period.

Recommended.



Conroy, Pat. (1976). *The Great Santini*. Houghton Mifflin Company. New York, N.Y.

IN PRINT

This book has been reprinted in many versions.

ISBN: 0-553-26892-9 (1987 Bantam Paperback Edition)

ISBN: 0-553-38155-5 (2002 Reprint)

ISBN: 0-937036-00-5 (Hardcover)

ISBN: 0-606-03795-0 (Turtleback Library Edition)

Ben is being raised in a Marine family in the 1950s. His father is authoritarian, compulsively competitive and sometimes abusive. The military figures large in the family's life as Bull Meecham rules the family and the Marines rule Bull Meecham. It is a well-written and satisfying book. This book was made into a movie of the same name in 1979 and has been reprinted many times.

Recommended.



HELPFUL LINKS

The following is a list of websites you may find useful. Please note that the Navy does not endorse the sites nor is it responsible for the content.

DODEA: Department of Defense Education Activity <http://www.dodea.edu/home/index.cfm>

Military Child Education Coalition. Conferences, info, transfer of records, parent partnerships, education etc.

<http://www.militarychild.org/>

Military Student. A Lifelines Service Network for military children in transition and deployment.

<http://www.militarystudent.dod.mil/>

STOMP is a National Parent Training and Information Center for military families providing support and advice to military parents without regard of the type of medical condition their child has.

<http://www.stompproject.org/>

Parent Advocacy Coalition for Educational Rights (PACER) Special Education info and resources.

<http://www.pacer.org/>

Dads at a Distance <http://daads.com/>

Sgt Mom's <http://www.sgtmoms.com/home.asp>

*National Military Family Association Health and education issues, legislation.

<http://www.nmfa.org/site/PageServer>

LD Online: A website on learning disabilities and ADHD

<http://ldonline.org/>

Family Education Network Special needs resources and induction info

<http://www.familyeducation.com/home/>

National Information Center for Children and Youth with Disabilities

<http://www.nichcy.org/>

The No Child Left Behind Act of 2001 is a landmark in education reform designed to improve student achievement and change the culture of America's schools.

<http://www.ed.gov/nclb/landing.jhtml>

College Board Examinations Useful information for students, parents, and educators regarding the PSAT, SAT, and Advanced Placement Examinations.

<http://www.collegeboard.com/splash/>

Military One Source Military One Source is designed to help you deal with life's issues. Consultants are available 24 hours a day, 7 days a week, 365 days a year

<http://www.militaryonesource.com/skins/MOS/home.aspx>

US Department of Education

<http://www.ed.gov/index.jhtml>



FORMS AND TEMPLATES

TEACHER REFERRAL FORM				
STUDENT NAME: _____				
AGE: _____	BIRTHDAY: _____	GRADE: _____		
SCHOOL OR YOUTH CENTER: _____				
REFERRING INDIVIDUAL: _____				
POSITION: _____		PHONE NUMBER: _____		
EMAIL ADDRESS: _____				
THE CHILD IS BEING REFERRED FOR ASSISTANCE IN THE FOLLOWING AREAS CHECK ALL THAT APPLY AND WRITE IN ANY ADDITIONAL CONCERNS IN THE LAST COLUMN.				
	Academic issues		Social Skills	
	Self-esteem		Self-confidence	
	Family challenges		Attitude	
	Behavioral issues		Peer relationships	
	Study Habits		Attendance	
	Special Needs		Bullying	
What steps have you taken already to assist this student?				
List any particular strengths and/or interests the child may have.				
In which specific academic subject, if any, does the student need assistance?				
Additional Comments: _____				



PARENT/GUARDIAN REFERRAL LETTER

[Date]

To the Parents of: _____

Your son/daughter has been referred to participate in the School Based Program and Youth Sponsorship Program. This program provides a peer to serve as a one-to-one sponsor. The sponsor's role is that of a friend, and will help your child acclimate to their new school and integrate into the school's social community.

We hope that you will grant permission for your child to participate in the program. The school will offer support and guidance for your child and the youth sponsor. All sponsors have received basic training in leadership, problem solving, coping with stress and change, team building and group dynamics and listening and communication skills.

Please read the enclosed informational material, fill out the Student and Parent Interest Forms, and complete the Contact and Information Release forms and return to school with your child. If you have any questions, please feel free to contact the site coordinator ____ (insert name) ____ . She may be contacted in the following ways:

Name:

Telephone number:

Email:

Best time to contact:

We will also be hosting a Parent Information event if you would like to join us for more information, hear a presentation from student sponsors, and meet other parents. Our next Sponsorship Parent Orientation will be held _____.

I look forward to hearing from you.

Sincerely,

Program coordinator or principal



Contact and Information Release

(To be Completed by the Parent/Guardian)

Student Name: _____ Date: _____

School/Youth Center: _____

I hereby grant permission for the School Based Program/Youth Sponsorship Program to make contact with my child and conduct a personal interview for the purposes of applying to be a youth sponsor. The school or youth center coordinator may make contact with my child on site premises for the purposes of screening and interviewing as well as ongoing support of his/her participation in the program.

I authorize the site coordinator to obtain any needed information regarding my child from the school staff, including academic and behavioral records.

Further, I understand that basic information about my child will be anonymously shared with a prospective sponsor to aid in determining a suitable match. No personal information will be shared with sponsors until a match has been determined.

parent/guardian signature

Date

parent/guardian printed name

Address

Phone number



