

Parent to Parent Cadre

Army Child, Youth & School (CYS) Services and the Military Child Education Coalition (MCEC®)
Parent to Parent Cadre
Implementing Guidance

1. Parent to Parent Cadre Teams will be funded at Army installations/communities highly impacted by rebasing and BRAC.
2. Garrison Parent to Parent teams are an auxiliary service of CYS Services School Support Services. The CYS Services program serves as the sponsoring agency for the Parent to Parent Cadre teams.
3. The Garrison Parent to Parent Cadre augments not replaces CYS Services School Support Services or CYS/Army Community Service Parent Education Services
4. The Garrison School Liaison Officer (SLO) serves as the:
 - a. Primary CYS Services point of contact for the Parent to Parent Cadre team leaders.
 - b. Initial Cadre Leader link to local schools.
2. Generally, Parent to Parent Cadre teams will be composed of 3-6 members depending on size of Garrison served and have one member designed as Team Lead.
3. Garrison School Liaison Officer and Parent to Parent team members will attend MCEC/Army sponsored Parent to Parent training, preferably the same training dates.
4. Following the MCEC®/Army Parent to Parent Team training, the Garrison SLO and Cadre Team members form the Garrison School Support Services Team (SST). The SST may be a subcommittee of the School Transition Response Team (STRT). The SLO will schedule and coordinate the SST meeting with other members. The Garrison SST will conduct an initial meeting to:
 - a. Facilitate the SLO and EFMP Manager provision of an environmental assessment on transition related issues (e.g., deployments, school/Garrison relationship/interface, location specific school/transition issues, School Support Services activities, local signatories and Local Action Plan(s)) as well as an orientation briefing on the SLO and EFMP programs.
 - b. Discuss training needs (parents, school personnel, command/leadership) and/or ways to assess need.
 - c. Collaborate on and identify target populations, training dates, locations and training resources needed and/or to be used.
 - d. Develop a Plan of Action (how to proceed/organize as a team) to meet the needs of parents, the Garrison, and community

CYS Parent to Parent Cadre Roles and Responsibilities

1. The Garrison Parent to Parent Cadre Team will:

- a. Generally, be composed of 3-6 members depending on size of Garrison served and have one member who serves as the lead.
- b. Develop and conduct workshops and activities for parents on being their child's best advocate through school transition related topics and issues. Workshops offered will reflect Garrison specific needs as determined in collaboration with Garrison School Support Team/personnel, e.g., SLO, EFMP, school reps, commander, etc.
- c. Meet all requirements of their contract with MCEC[®] as well as the related performance expectations.
- d. Develop and coordinate an ongoing marketing/communication plan for workshops/activities targeted for military parents through the sponsoring agency.

2. MCEC[®] Parent to Parent Team Lead will:

- a. Meet bi-monthly with the Garrison and Parent to Parent School Support Team members. Additional meetings may be held at discretion SST.
- b. Serve as the Garrison Parent to Parent Cadre POC for the SST.
- c. Provide the Garrison SLO a copy of the Parent to Parent Training After Action Report as agreed upon locally. Data (number of workshops/contacts) from Parent to Parent Training After Action Report will be provided for the SLO' monthly STS Reporting Tool.
- d. Share outcomes of SLO, EFMP and STT meetings with the MCEC[®] Parent to Parent Site Supervisor

3. MCEC[®]/ Parent to Parent Site Supervisor will:

- a. Work with the Garrison SLO to set-up the information briefing for the Garrison Commander on P to P Cadre and Garrison School Support Team (SST) Action Plan.
- b. Prior to each site visit, coordinate a planning meeting with SST members.

4. MCEC, in accordance with the contract will:

- a. Develop and implement Parent to Parent Cadre team training.
 - b. Hire Parent to Parent Cadre teams. MCEC will forward an information copy of recruitment announcement to FMWRC concurrent to posting in recruitment venues.
 - c. Provide Parent to Parent program oversight of Parent to Parent Cadre Teams at Army sites/Garrisons and ensure implementation of Parent to Parent Guiding Principles.
- School Liaison Officer Handbook Attachment as of December 2009

- d. Collaborate with FMWRC POC prior to implementation of Parent to Parent at new Army sites.
- e. Invite FMWRC to make presentations and serve as HQ Army representatives at each Army sponsored Parent to Parent training session.
- f. Coordinate Parent to Parent training content and program changes with FMWRC.
- g. Notify FMWRC when any Parent to Parent related issues/conflicts occur among and/or between Garrison/community parties for joint address/resolution.
- h. Supply Parent to Parent Cadre teams materials and supplies to support parent workshops and activities.

5. FMWRC / Installation Management Command (IMCOM) will:

- a. Select Army Parent to Parent sites to support the Army School Support Services Strategic Plan.
- b. Support the Parent to Parent Cadre as a component of Army School Support Service Strategic Plan.
- c. Participate in training sessions for the Parent to Parent Cadre teams.
- d. Promote Garrison CYS/SLO collaboration and coordination with Parent to Parent Cadre teams.
- e. Notify Garrison SLO and EFMP personnel scheduled for Parent to Parent Cadre team training.
- f. Coordinate with the MCEC Executive Director for program data and other Parent to Parent related information.
- g. Serve as a conduit of information to Army leadership (Garrison, Region and Army Staff) on Parent to Parent activities.

Secondary Education Transition Study (SETS) Signatory Memorandum of Agreement (MOA)

This establishes guidelines for implementing School Support Services at Garrison level and will be used to set metrics to evaluate program effectiveness and track SETS MOA Signatories.

BACKGROUND: The SETS MOA came directly from the U.S. Army's Secondary Education Transition Study (SETS) findings. The agreement is between school systems that support military families worldwide and provides a common structure for information-sharing and reciprocal processes. School Districts sign the MOA and commit to developing or improving systems for transition predictability for military connected children.

THE WAY AHEAD: More than 55,000 military connected students will be impacted as the Army undergoes its largest restructuring since World War II to provide necessary forces and capabilities in support of the 21st century national defense strategies. The Army goal is to develop and implement strategies that prepare Army families for a successful transition. Leadership engagement, at all levels, is imperative along with partnerships and collaborative planning between school systems and the Garrison. This shared responsibility requires face-to-face interaction to develop "Ready Communities" to achieve a smooth take off and soft landing for transitioning children.

Ready community = "**A community prepared to seamlessly send and/or receive military connected students**" and have (or are working on):

- Developed a viable action plan
- Coordinated a system for effective/efficient information sharing
- Prepared "logistics plans" = Maintaining "quality" school and youth programs
- Considered SETS Guiding Principles as their basis for bridging processes
- Dedicated to addressing critical partnership components
- Used collaboration to develop multimedia/web-based systems links
- Increased the number and types of School Support Services provided (TCI, LINN, S2S, Parent to Parent...)
- SETS MOA Signatory School Districts and active Local Action Plans

GUIDELINES: Installations should encourage school districts serving their Army community to become a SETS MOA Signatory. Ideally, any school district that is attended by an Army associated student should be a signatory. However, to prioritize School Support Service resources at the HQ and Garrison levels, emphasis on working with school systems to become signatories should be handled in the following priority:

TIER ONE [Program Critical]:

- SETS MOA SIGNATORY BASELINE: School Districts with 250+ military connected children
- LOCAL ACTION PLAN: Completed within six months of school district becoming signatory and updated annually thereafter

TIER TWO [Program Impact]:

- SETS MOA SIGNATORY BASELINE: School Districts with 25 – 249 military connected children
- LOCAL ACTION PLAN: Preferred but not required

TIER THREE [Program Optional]:

- SETS MOA SIGNATORY BASELINE: School Districts with <25 military associated children
- LOCAL ACTION PLAN: Preferred but not required

* The measurement for successful implementation of School Support Services will be the number of Tier One school districts.

RESOURCES:

- FMWRC and School Liaison Officer
- “Show & Tell Workbook, Using the Memorandum of Agreement’s Guiding Principals as a Template for Local Action Assessment”
- “School Transitions Workbook, Communities Preparing for Major Army Moves”

Garrison School Support Demographic Slide

These slides are samples of slides that need to be updated by each Garrison School Liaison Officer through their FMWRC-CYS POC. The information provided will be used to inform IMCOM, FMWRC and ACSIM leadership of Garrison's ability to be defined as a "Ready Community."

Army Ready Community

The Army goal is to develop and implement strategies that prepare Army families for a successful transition. Leadership engagement, at all levels, is imperative along with partnerships and collaborative planning between school systems and the Garrison. This shared responsibility requires face-to-face interaction to develop "Ready Communities" to achieve a "smooth take off and soft landing" for transitioning children.

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- SETS MOA Signatory School Districts and *active* Local Action Plans



Army School Transition Services



Demographic Dynamics - Fort Sample

- **LOCAL EDUCATION AGENCY (LEA) DESCRIPTION**
 - Eight (8) public school districts and three (3) DDESS schools
 - MOA Signatories: 100% Tier I, 75% Tier II, 33% Tier III
- **CURRENT AND ANTICIPATED LEA EXPANSIONS**
 - Installation offered Enhanced Use Leave (EUL) for an elementary school
 - Sample City school District passed a \$28M bond with \$33M more needed
 - Districts cannot float bond issues
- **STS BASELINE PROGRAMS**
 - All High Schools have active S2S
 - JS2S programmed for SY07/08 in 11 middle schools
 - Adopt-a-School in progress
 - Parent to Parent Cadres actively training parents
 - TCI/SELI conducted 2007
 - SLO hosts monthly meetings with school districts
 - Two school districts using "Army Community Based Programs"
 - Army School-Age Program in Your Neighborhood (ASPYN)
 - Provided in partnership Boys and Girls Club of America
- **LOCALCOMMUNITY/INSTALLATION CONCERNS**
 - Lag in Impact Aid payments and concern about DoD Supplement
 - Classroom space will be a challenge in SY09/10 and beyond
 - Deployments affect student projections; 30% families leaving area during deployments
 - 800 new on-post RCI houses to be completed in FY08
 - Off-post housing availability causing up to 1-hour commute
 - Local schools will not transport children to CYS facilities

School Liaison Officer Support for MCEC's Professional Development TCI / SELI / LINN Institutes

The Military Child Education Coalition's Transition Counselor Institute (TCI), Special Education Leadership Institute (SELI), Living in the New Normal Institute (LINN) are a two-day training opportunity for educators, counselors, child, youth and school services, parents, and community volunteers to provide a smoother transition for our children as they face transitions between schools and military life. For institutes with multiple phases, ***each phase is a prerequisite for the following phase.*** [The participant must be able to attend for the full two days.](#)

The local MCEC training enables the School Liaison Officers (SLO) and Exceptional Family Member Program (EFMP) Managers to network with school district personnel and to become involved in the school transition process directly with school counselors and other school personnel therefore; Garrison School Liaison Officers and EFMP Managers are strongly encouraged to attend the MCEC's TCI, SELI and LINN when offered at their installation or community.

School Liaison Officer Responsibilities **At A Glance**

- Attend the entire training in order to **network and support** local community members.
- Work with MCEC Professional Development Coordinator to determine date of training.
- Advertise training to local community including school districts (public and private), parents, military personnel and community service providers.
- Arrange for local representatives to conduct opening comments each morning at breakfast. Provide MCEC the biographical information on each speaker.
- Contact local media for story in newspaper or television.
- Provide local administrative support to welcome participants and assist during the check-in process.

LOGISTICS

1. **SCHEDULE-** The MCEC Professional Development Coordinator will work with location POC/Installation Representative to determine the most feasible date of training. Some factors to consider are local events, school holidays and testing dates. The Installation POC should submit three dates to the MCEC that will not conflict with district calendars. The MCEC will then determine the availability of training teams for that location and schedule the training on the MCEC master calendar. Previous experience proves that attendance is not strong at training events held during Spring Break or other extended school holidays and those dates should be avoided.
2. **FACILITY** – The MCEC will conduct all coordination and selection of the facility and arrange any necessary contracts with the caterer and/or location. The facility requirements include a room at least 1800 square feet in size with solid walls (no partitions or air walls). The location should comfortably seat 50 participants in round tables of 6-7 per table and will be handicap accessible. Access to training room is required the day before training begins.
3. **LODGING** – The MCEC will secure lodging for training team in advance. The site POC will be given the hotel information, if requested.

4. **MAILING ADDRESS** – The MCEC® training materials will be shipped one to two weeks prior to the training. Provide an address with POC and phone number. Approx. 16-22 boxes will be shipped. Alert co-workers and/or mail clerks of this shipment. PLEASE DO NOT OPEN BOXES. The training materials are boxed and marked according to time of presentations. Trainers will open boxes during set up the afternoon prior to training commencing. The MCEC training team and/or site POC will be responsible for return shipment of any unused materials within one week of the completion of the MCEC® training.
5. **INSTALLATION PASSES** – In the event the training is held on a military installation, the MCEC Professional Development Coordinator should receive appropriate contact information from the Site POC in order to facilitate the gate pass requests. **Under no circumstances will a list of names, emails or phone numbers of attendees be provided to anyone outside of the MCEC Headquarters prior to the event due to privacy concerns. The MCEC will do everything possible to secure installation passes for the attendees; but might not always be possible.**
6. **TRANSPORTATION**- The MCEC will provide trainers and support team with adequate transportation to and from the institute for the duration of the training.
7. **NAME TAGS** – The MCEC will provide nametags for the participants and will be included in the supply shipment. The name tags are 3” x 4” and are the “clip on” version.
8. **MEALS** – The MCEC will arrange for and provide two breakfasts, lunches and breaks will be provided to participants during the training. The MCEC will coordinate and secure meals with on-site catering or a contracted caterer. Meals will be simple and easy to handle for the participant. While menu options vary, an example of a typical menu is provided below:
 - Breakfast – pastries, yogurt, bagels or croissants, coffee, tea, juice
 - Lunch – sandwiches/wraps, sodas, tea, water
 - Snack – cookies, brownies, popcorn, chips, crackers

ATTENDANCE

[A minimum of 20 participants are needed to conduct a training and up to a maximum of 50 participants can attend each institute. Attendees registered must understand that attendance for both days is required to receive credit and course materials.](#)

INVITATIONS – COMMAND AND SUPERINTENDENT INFORMATION – [It is the responsibility of the School Liaison Officers to inform their chain of command, Commanders and school leadership of the MCEC Training program, scheduled training date\(s\) and any necessary logistical needs/requirements.](#)

The MCEC Professional Development Coordinator will support the advertising efforts of the School Liaison Officer by sending registration reminders and confirmations to potential attendees prior to the training.

1. The MCEC will provide a “Save the Date” flyer to the local POC. Host site should send invitation/advertisements to all surrounding school districts and installations/Garrisons. The invitation will inform the invitees about this professional development training opportunity as well as the location, dates and time of the training.
2. **REGISTRATION**- The preferred method of registration is through the MCEC website at www.MilitaryChild.org. Additional accepted registration methods are by faxing or emailing the printed version of the form to the MCEC Professional Development Coordinator no later than 2 weeks prior to the event date.
3. Both Graduate and Continuing Education Credit (CEU) are available for attendees who attend and participate in both full days of the training. This is required and non-negotiable.

Target audience groups are:

- School administrators
- School counselors and other guidance professionals
- School Liaison Officers
- Social Workers
- Family Advocacy Personnel
- Chaplains Child & Youth Services personnel
- Interested parents
- Graduate students

4. **MCEC TRAINING AGENDA** – Continental breakfast is available at 8:00 am and training hours are from 8:30 a.m. and end no later than 4:00 p.m. with a working lunch. There is a minimum of 6 “seat hours” per day of training as both **continuing education and graduate credit opportunities** are offered. **Participants are required to attend both full days of the training. This is a non-negotiable requirement due to conforming to the standards of the IACET accreditation.**
- a. **GUEST SPEAKER** – Local speakers are encouraged to attend each MCEC institute. Depending on the nature of the individual training, guest speakers should be arranged through the MCEC’s Professional Development Coordinator.
- i. Opening – Both Days - A person to welcome and provide opening remarks (5-10 minutes)

Speakers should be representative of the hosting community, i.e. the Superintendent of a school district and/or the Military Installation/Garrison Commander and/or the Installation Management Command (IMCOM) Director.

TRAINING PAYMENT

Funding is provided in one of several ways and includes reimbursement of travel and logistical support: 1) Central Army Contract, 2) Installation/Garrison Funded, 3) Private funders or 4) MCEC. For more information please email your FMWRC-CYS POC.

PROTOCOL FOR REQUESTING MILITARY CHILD EDUCATION COALITION (MCEC) ARMY CONTRACTED TRAININGS

1. This protocol for request applies to the following trainings: Transition Counselor Institutes (TCI) - Phases I, II; Special Education Leadership Institutes (SELI) – Phases I, II; and Living in the New Normal (LINN) (2 day course)
2. FMWRC – CYS Services POCs for tasks 3 and 5 are:
Van Chaney (Primary)
Carmen Marino (back-up)
3. **FMWRC – CYS Services will:**
 - a. Approve all training prior to MCEC conducting any training negotiations.
 - b. Be the primary POC for all inquiries regarding above mentioned trainings
 - c. Receive and validate receiving reports
 - d. Review invoices and recommend payment
 - e. Provide MCEC with an updated Garrison School Liaison Officer (SLO) Directory
 - f. Review MCEC's training Plan of Instructions/supporting documentation and quality control plan

MCEC will:

- a. Communicate with FMWRC-CYS POCs listed in #2 above regarding above mentioned trainings
- b. Obtain written (email) approval for trainings prior to contacting or negotiating with Garrisons POC or School Liaison Officer
- c. Inform FMWRC-CYS if Garrison SLOs are contacting them for trainings and refer those individuals to their Region POCs
- d. Not charge a registration fee for training conducted under this contract
- e. Invite SLOs to introduce themselves and share business cards/program information during each training that is on their installation
- f. MCEC Registrar will provide FMWRC-CYS POC with attendees name, job title, school district, training title/dates, and location
- g. Project trainings for Garrison up to 90 days out
- h. Provide FMWRC-CYS monthly with an updated training schedule
- i. Provide FMWRC-CYS a quality control plan
- j. Inform FMWRC-CYS as soon as training schedules and locations have been solidified, changed or cancelled

Garrison POCs or School Liaison Officer will:

- a. Communicate with their FMWRC-CYS POC regarding trainings and submit the phases of the training institutes desired and submit three (3) dates preferred for trainings. FMWRC-CYS POC will contact the Contract Officer Representative (COR) listed #2 above regarding training approval.
- b. Obtain written (email) approval from FMRWC-CYS POC prior to contacting or negotiating trainings with MCEC
- c. After approval, negotiate w/ MCEC on trainings and providing FMWRC-CYS and MCEC with that person's contact information
- d. Attend the trainings him/herself. SLO should be a good host and attend the trainings on their installation even if they have previously had the training.
- e. Not charge a registration fee for training conducted under this contract
- f. Keep FMWRC-CYS POCs informed of training negotiation's progress.

- g. Provide feedback to your FMWRC-CYS POC in an After Action Report (AAR) about the number of attendees, any issues or concerns, name and contact information of person completing the AAR. Forward AAR to the FMWRC-CYS POC, they will forward to the COR listed in #2 above.
 - h. Inform your FMWRC-CYS POC as soon as training schedules and locations have been solidified, changed or cancelled and they will notify the COR listed in #2 above.
 - i. Inform their FMWRC-CYS POC, in case they are not approved for training through the Army contract, if their installation has funding or donated funding available to pay for the trainings and MCEC has the capability to provide the training without impact to training included in this contract.
4. "School Liaison Officer TCI / SELI Support" provides additional guidance and logistics for trainings and has been sent to all SLOs as an attachment to the Army SLO Handbook.

Army Youth Sponsorship and the Student-2-Student Program

The Army Youth Sponsorship Program (AYSP) is comprised of two elements: the Garrison Youth Sponsorship Club and the Student to Student (S2S/JS2S) School Support Services Program. Youth Sponsorship Clubs are offered through School Age Services, Youth Programs and Outreach Services while S2S/JS2S is delivered through schools. The Youth Sponsorship Program is facilitated by a CYS Services team, led by the Garrison Youth Services Director. You are a member of that team.

What is the S2S Program? Army Child, Youth & School Services uses S2S Program as an element of the Army Youth Sponsorship Program offered through schools.....

Where does the School Liaison Officer (SLO) fit?

The School Liaison Officer (SLO) is the bridge between the CYS Services Youth Sponsorship Team and local schools. In addition, the SLO:

- Assists CYS Services counterparts and schools to avoid duplication of efforts and to collaborate when delivering AYSP programming and services
- Builds the partnership between the AYSP Team and schools to maximize the use of mutual resources
- Is an equal-opportunity agent to patrons with regard to AYSP, i.e., refers patrons to the appropriate organization for transition assistance
- Promotes the AYSP in School Support Services materials and presentations

School Liaison Officer Participation

[Adopted in partnership with MCEC®]

Student 2 Student© is the latest tool to help relocating students maintain the edge for a successful move. This program provides students with an immediate and positive introduction to a new school. As part of a team, you are critical in the efforts to ease the transition challenge that highly mobile students encounter.

The Process:

How? The school district near your installation was contacted about participation in this initiative. They in turn chose the school. The Principal then chooses two faculty members to lead the project within the school. The School District and school are provided guidelines on how to identify two students who will serve as team leaders, i.e., sophomores or juniors and male and female. Although MCEC® provides guidelines; it is the school that makes these decisions.

What is the S2S ©Program?

The S2S© process begins with two and half days of training with as many as seven other schools located near your Garrison and/or other near installations. The training is held at a hotel and the trainers work for MCEC®. During this intense and powerful training, the teams will learn how to work together and how to take this program for new students back to their school. The training will identify the barriers to students when they enter a new school and techniques and activities to

engage these new students. The program is student led and adult supervised, so it is the students that will become the leaders in the school.

The S2S Program is divided into three modules or lessons; Academics, Finding the Way and Relationships. These modules will serve as the framework of the program in the school. The team will be given lesson plans and ideas for two hours of instruction per module. The entire team will have an opportunity during the training to practice their lessons. This is where the team from a school can customize the lessons to fit their needs and their student population.

What is the commitment after the training?

After the MCEC[®] training, each school will be expected to take the lessons learned and establish an S2S[©] program in their school. The actual plan of how to do this will be developed during the training. The school has committed to a nine week pilot test of the program. During this test period there will be periodic conference calls with the each school and the teams will be expected to collect data. One of the trainers from MCEC[®] may also visit during the pilot test phase. The pilot test will be completed before the end of the current school year. The full implementation of the S2S[©] Program will be expected to be in the regular school calendar for the next school year and run the entire school year.

Where does the School Liaison Officer fit?

Before the MCEC[®] training:

- Visit with the Principal and let him/her know about MCEC[®] and what this project could do for the students at the school. Pointing out the uniqueness of this program will allow them to build a reputation with parents that would paint the school as a friendly place for new students. Reassure the Principal that you are a member of the team as well as his/her staff and students.
- Visit with the faculty and student team members. If the school is not aware of what your job is, take this opportunity to acquaint them with you roles and responsibilities.
- Look at the school calendar and try to determine the dates of the pilot test as well as what time of day this will work.
- Determine who else would be good team members once you return from the training, both on the faculty and other students
 - ◆ Talk with your chain of command about the process and solicit ideas from them as to how they could help
 - ◆ Talk with a School Liaison Officer at an installation that has gone through the training and pilot test.

During the Training:

- Commit yourself as a full member of the team. You are critical to the success of the program once the training starts in the school and therefore need to be knowledgeable about the lessons.
- Let the other team members know of your commitment.
- If you do not know the school, use this time to learn about its population and what barriers may exist to implementing this program.

- Discuss possible ways that you could market the program to the military community and your Garrison.
- Assure the school team that this will be a win-win for all parties.

After the training:

- Schedule meetings with your chain of command to tell them about the training and the pilot test commitment
- Suggest ways that MWR might help during the test:
 - Giveaways
 - Provide lunch if the meetings are held at lunch
 - Movie tickets
 - Fast food coupons
- Ensure that the faculty members schedule a meeting with the Principal the week you return from training. Ask to attend the meeting so that the commitment from the SLO is clear.
- Ask the Principal about possible monetary commitments the he/she can make toward the pilot test:
 - Tickets to prom for the leaders
 - Admission to a sporting event
 - Credits toward graduation*
- Attend as many of the trainings as possible.
- Give suggestions as to how to enhance the lessons within the modules.
- Be aware of new military students that may not have in-processed through your office and may be in need of services on the Garrison.
- Help the school stay on the established timeline for completion.
- Participate in the group conference calls as much as possible
- If necessary, call the other participating SLO's to brainstorm ways to complete the pilot test.

New School Liaison Officer (SLO) Mentor Program

1. References.

- a. Memorandum, FMWRC-CYS, 22 July 2002, subject: School Liaison Officer Handbook
- b. Memorandum, FMWRC-CYS, 18 August 2005, subject: Execution of 2005 Army School Transition Plan.

1. Guidance for implementing the new SLO Mentor Program in accordance with Goal 3, Objective 3.1.5 in reference 1b.

2. The New SLO Mentor Program will be implemented in each IMCOM region NLT 1 November 2006. Any installation SLO assigned on and/or after 1 Jul 05 will be assigned a veteran SLO mentor.

3. Responsibilities.

a. FMWRC-CYS School Support Team (Army School Support Specialists and School Liaison Officers)

(1) Coordinate the assignment of veteran SLO as mentor with the installation CYS Coordinator.

(2) Assign a veteran mentor to a new SLO within 30 day of any new hires.

(3) Conduct a telephone conference with mentor and new SLO to discuss roles and responsibilities of mentor program within 5 working days of mentor assignment approval.

(4) Report any identified issues/concerns with Mentor Program implementation to FMWRC-CYS.

b. Installation Child, Youth & Schools (CYS) Services Coordinator

(1) Review SLO Position Guide with new SLO and complete/initial page 2 (need to put in exact title of 2 page)

(2) Conduct/coordinate an orientation to CYS and all other training requirements.

(3) Review the Management Individual Development Plan (IDP) with the new SLO and highlight School Support Services specific training opportunities.

(4) Ensure new SLO is assigned a mentor within 10 working days of reporting for duty as SLO.

(5) Support monthly telephonic meetings with veteran SLO

(6) Monitor completion of the SLO Online Course, when implemented (target date end of 1st quarter 07).

c. Veteran Mentor

- (1) Serve as a mentor to assigned SLO for six to twelve months.
- (2) Provide subject matter expertise on School Support Services, to include, but not limited to:
 - Army School Support Action Plan
 - SLO Roles and Responsibilities/Baseline Services
 - STS Best Practices/Lessons Learned
 - STS Reporting Tool
 - Brief SLO/SLS historical perspective
 - Other areas as requested by mentored
- (3) Contact assigned new SLO monthly for the duration of mentorship (6 – 12 months)
- (4) Maintain a log of dates and comments on mentor activities.
- (5) Inform FMWRC-CYS POC if additional assistance is required.

d. New SLO

- (1) Complete all training required in CYS Management IDP.
- (2) Participate in monthly telephonic contact with Veteran SLO Mentor.
- (3) Seek guidance, information and clarification on areas of concern about performance of SLS duties.
 - Army School Support Action Plan
 - SLO Roles and Responsibilities/Baseline Services
 - STS Best Practices/Lessons Learned
 - SLS Reporting Tool
 - Brief SLO/SLS historical perspective
 - Other areas as requested by mentored
- (4) Perform SLO duties and implement School Support Services in accordance with guidance from installation CYS Coordinator, Position Guide, School Liaison Officer Handbook, FMWRC-CYS School Support Team and mentor.
- (5) Report through chain of command any additional training needs or assistance required.

4. This constitutes the latest procedural guidance per Change 1, AR 608-10, paragraph 8-25c (17) and AR 215, paragraph 2-1b(1).

5. The Family and Morale, Welfare and Recreation Command (FMWRC) School Support Services point of contact for this action is Mr. Van Chaney, (210) 424-8364, email: charles.v.chaney@us.army.mil.

School Liaison Officer Handbook Attachment as of December 2009

Transition-Friendly School District WebPages

NOTE: SLO's will use this as a guide only, to assist their local schools systems. Caution needs to be used to ensure school districts do not perceive we are evaluating their web pages. This is simply an opportunity to share promising practices and lessons learned.

- Add a link to registration, enrollment, or transferring students on the first pages of the district and school websites.
- Develop a module under this link that includes basic information needed by students in transition.
- Post registration requirements on the district website (e.g., locations, ages, vaccinations, gifted education, and required records). Include information about what students need to bring with them on the first day of school.
- Include a description of what students can expect during first two weeks (e.g., buddy system, tour of school, orientation).
- Add start and end dates, school holidays, assessments, attendance zones and report card dates to calendars. Post information in advance of the end of the current school year.
- Make information easy to find.
- Explain the organization of schedules (e.g., traditional, block).
- Post daily schedules to district or school websites (i.e., stating and ending times, lunch).
- Include graduation requirements and course descriptions on district or school websites.
- Provide a link from the district website to the installation website and the school liaison officer's Web Page.
- Include links to transition-related websites (e.g., Military Child Education Coalition, Military Impacted Schools Association and DoDEA Partnership Branch).
- Develop a section for counselors on the district or school website, including contact information.
- Post tutorial programs on the websites.
- Post information about the Interactive Counseling Center (ICC).
- Make information about assessments and high stakes testing available on websites.
- Make faculty contact information available on district or school websites.
- Publicize website information in other media, such as school, district and installation newsletters and community newspapers.
- Cross link information between school and district websites.
- Set up the district and school website so that maintenance and updates can be accomplished easily for the webmaster.
- Post current and accurate calendars and schedules of available extra curricular activities, including tryout/audition dates and information.
- Provide information about video tryouts.
- Post information about clubs.
- Provide links to community activities if programs do not exist at the school.
- Post information to the website on how to start a new club.
- Post volunteer opportunities for students.
- Add Frequently Asked Questions with responses posted on websites (e.g., sports physical exams, extra-curricular fees, on-line options for registration).
- Add section on transferring out of the district.
- Include the school liaison officer when reviewing or evaluating websites.

Reference: Military Child Education Coalition, (2001). US Army Secondary Education Transition Study. Arlington, VA: Military Family Resource Center.

School Transition and Response Team [STRT]

The School Transition Response Team (STRT) is intended to involve a variety of stakeholders. This team will develop the action plan necessary to insure the smooth relocation of school-age children of military families. This team will also enhance the commander's ability to make informed decisions related to issues of concern to military families and school districts. (NOTE: if this team exists in a different planning forum on your installation there is no need to duplicate with establishment of a STRT)

Recommended Members

The following are suggested members of the School Transition Response Team:

- Installation Commander or designee
- Unit Commanders or their Representatives
- Public Affairs Officer
- Senior enlisted representative
- Parent Representatives
- School Liaison Officer
- Child and Youth Services Representative (OMK, ASPYN, 4H, B&GCA)
- Exceptional Family Member Program Representative (medical)
- Officer / Enlisted Spouse Organizations Representative
- Military Advisory School Board Member
- Local School Officials (Superintendents or Designee) from each impacted district
- Army Community Services (EFMP & Relocations)
- Teen Representative
- Representatives from any joint services surrounding or on the installation, to include Guard and Reserves and Coast Guard
- RCI project team representative, where applicable
- Community officials (city council member, mayor, planning commission representative)

Mission and Objectives of the STRT

To provide a smooth transition of school-age children of military families into the local school setting.

- Assist parents and their children with the transition and relocation process
- Collect information and data related to the relocation of military students
- Develop an action plan for ensuring a smooth relocation
- Establish partnerships with local schools and communities
- Create proactive communication systems for parents, schools, and communities
- Develop Needs Assessment and Collect Information
 - Gather information in order to communicate timely, accurate information to school districts, parents and schools
 - Determine where families are most likely to live (on/off post, RCI)
 - Which school districts will be impacted
 - Is there more housing planned on-post
 - Has the installation conducted an environmental impact study

School Liaison Officer Parent & Educator Workshops

The School Liaison Officer will provide entry & exit workshops for parents on transitions that include following components (where applicable, use Army contracted Parent to Parent Cadre to augment parent training): (NOTE: must be coordinated with the CYS Services Outreach Services and ACS EFMP Manger). Increased emphasis should be placed on development of workshops that target needs of your community and must include deployment support.

1. Exit (out-processing)

- What school documents to hand-carry
- School rating data, SchoolMatters.com, SchoolQuest.org
- In-processing procedures at receiving installations/how to contact receiving SLO/webpage
- Organizing a Student Portfolio
- Options for extracurricular activities “try-outs” now!
- Using Interactive Counseling Center (ICC)

2. Entry (in-processing)

- School schedules / calendars (elementary, middle, high school)
- High Stakes Testing / Requirements
- In state tuition
- Free/reduced lunch program
- Impact Aid cards
- Graduation requirements / issues
- Eligibility / health requirements
- Chart Your Course
- Types of Diplomas

3. Both

- School options (waivers, choice, charter etc.)
- EFMP Coordination: IEP / 504 / special education requirements
- Transition challenges

School Liaison Officer Training Plan

1. **Complete School Liaison On-Line Orientation:** Must be completed within 90 days of assignment to School Liaison Officer duties. This includes those who will be temporarily filling the responsibilities for 180 days or more. (Register through MWR Academy <https://www.mwraonline.com/index.asp>)
2. **Mentor / Veteran School Liaison Officer:** A veteran SLO mentor / shadow (veteran = at least 1 year experience and attended School Liaison Offices Course) guidelines pending
4. **Army MWR Academy School Liaison Resident Officer Course:** Must attend within 24 months of assuming SLO position / responsibilities (when course is available)
5. **Annual & Recurring Training**
 - SLO Professional Development at least annually (locally and/or HQ Army level as determined by FMWRC and IMCOM)
 - Local garrison, CYS Service required training
 - Other recurring training opportunities to be determined
6. **The CYS Management/Trainer IDP** is the document used to record required training for all CYS Management and Training Personnel. It is divided into 3 sections:
 - a. Foundation Training **Entry/Skill Levels**, completed in the **first 12 months** of employment
 - b. Foundation Training **Target Level**, completed within the **2nd 12 months** of employment, and
 - c. **Annual Training**, completed **every year after** Foundation Training is completed.
7. **Army / MWR Academy Level Civilian Training, Education, & Development**
 - a. MWR Basic Management Course
 - b. Action Officer Development Course (AODC)
 - c. Supervisor Development Course (SDC)
 - d. Leadership, Education and Development Course (LEAD)
 - e. Manager Development Course (MDC)

Notes: Updated MWR Academy SLO Resident Course in development
In accordance with CYS Management IDP

School Support Services WebPages

This requirement is for Garrison School Liaison Officer web pages addressing local school information and linkage to installations. At a minimum, all installations with a SLO or School Transition Services being delivered by Child, Youth & School Services must have the following:

1. Interactive School Support Services Web Page with the below components
2. School Liaison Web Page must be linked directly from the installation Home Page
3. School Liaison Officers will provide their web page link to their FMWRC-CYS POC.
4. All School Liaison Web Pages will be accessed by FMWRC from an Army-level or higher central Web Page on School Support issues.
5. Updates / reviews should occur as needed but not less than once each quarter.

School Support Services Webpage Content

- **Baseline Items (minimum required for installation SLO web pages)**
 - Conspicuous HOT LINK on Installation Home Page to SLO page identified as “K-12 Schools”
 - SLO link provided to FMWRC-CYS
 - Contact information for School Liaison Officer
 - Address (military)
 - Phone Number (commercial, DSN)
 - Fax Number (commercial, DSN)
 - E-Mail (generic)
 - Office location / hours
 - Link to
 - All school districts serving installation
 - All Army installations
 - Evaluation tool (ICE)
 - CYS In/Out-processing Protocol
 - Pre-
 - During-
 - Post-
 - Installation programs [CYS, MWR, BGCA, 4-H, OMK, partnerships]
 - Special needs information
 - Link to local school systems
 - Army EFMP / Special Needs Information
 - www.myarmyonesource.com
 - http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.40.500.570.0.0.0.0.0¤t_id=20.40.500.570.500.20.100.0.0

Local Installation Transition support resources/activities

- Frequently asked questions
- Home School information for area
- Youth Sponsorship information / contact / application as applicable
- Link to Resources:
 - **MilitaryOneSource.com**

- **MyArmyOneSource.com**
- **MilitaryHomeFront.dod.mil**
- **DoDEA Partnership Branch (<http://militaryk12partners.dodea.edu/>)**
- **MilitaryChild.org**
- **MilitaryImpactedSchoolsAssociation.org**
- **ArmyMWR.org**
- **SchoolMatters.com**
- **SchoolQuest.org**
- **Home Schooling Legal Defense Association (www.hslda.org)**
- Hit counter to measure utilization (optional where authorized; if hit counter not used the DOIM will provide web page analysis using their local tool)

School Liaison Officer Deployment Support

Use this checklist to help you prepare, coordinate and carry out School Support Services during Deployment, Redeployment and/or Extensions. *Additional strategies to further sustain your efforts are provided in the CYS Services Installation Mobilization and Contingency (MAC) Plan, Chapter IX, CYS Liaison, Education and Outreach Services Program Guide 9 & 10.*

Phase 1: Preparation

- ❑ Meet with command to discuss the protocols for creating/clarifying information channels between the schools and the installation.
- ❑ Meet with school Principal to assess status of the School Crisis Support Team/Student Crisis Plan.
- ❑ Coordinate with school officials to pre-plan emergency operating procedures in the event the unexpected happens; (Casualty or Injury) identify and plan for the efficient use of available resources to support students, staff and the campus facilities affected by deployments.

Phase 2: Implementation

- ❑ Prepare and disseminate a military installation directory (w/POC and updated phone numbers) of organization/agencies that can be useful to both school personnel and parents. (for example: mental health resources for parents and students – SFLC & ASACs)
- ❑ Develop a phone tree of key and essential installation and school personnel as a vehicle to provide information and to assist the school staff to manage **rumor control**. Coordination must include school and command/command representative.
- ❑ Provide information to families, school personnel on deployment through various venues such as presentations, websites, prepared packets, or CD's, on the phone, email, or in person.
- ❑ Provide a program to train school personnel on the impact of deployment on children (coordinate with OMK). Develop a team that may include a mental health professional to provide support and/or services to the school (child psychologist, SFLC, ASACs, support groups within the school).
- ❑ Contact other installation family support agencies and organizations, i.e., ACS, FRGs, Chaplains, FAC, to identify additional ways the SLO can assist with their efforts.
- ❑ USAG coordinate with school district(s) to determine if there are issues with student population and schools ability to support. (School Capacity, Geographic Exceptions)
- ❑ Identify ways CYS and school personnel can work together, e.g., Parent Workshops (related to students deployment issues), Homework Center coordination, Youth Technology Lab, SAS, CDC, FCC providers, SKIES Unlimited, to ensure that all education support needs of children and youth are met.

- ❑ Provide schools and parents an information sheet with general information on all CYS Services programs and services.
- ❑ Coordinate with local school systems the availability of school space – i.e., after school hours – to support expanded and alternative CYS Services program/facility needs.
- ❑ Work with your installation and school(s) Public Affairs office to make sure that installation, school and CYS Services messages are accurate.
- ❑ Ensure rear detachment commanders understand the role of the SLO and ways the SLO may assist the Command.
- ❑ Gather information on installation/community programs and activities offering opportunities for students to express feelings and experiences related to the deployment. (Groups Counseling at the school or installation)

Phase 3: Assessment

- ❑ Develop a data collection plan to facilitate the identification of shortfalls and successes
- ❑ Apply feedback from stakeholders to improve the system of planning, implementation and assessment
- ❑ Assess the impact of the deployment of troops on installation Partnerships in Education (PIE) volunteer personnel and explore alternatives to backfill the vacancies
- ❑ Document lessons learned and best practices
- ❑ Capture data in STS Tool (meetings, contacts, presentations)

FMWRC-CYS Support to the Installation

- ❑ On site visit
 - Meet with Superintendent
 - Meet with Garrison Commander
- ❑ Weekly, Daily Conference Calls
- ❑ Provide Resources
 - Casualty Response Sample
 - Deployment Training
 - Military Culture
 - TCI /SELI
 - Central funding and purchase of required supplies
- ❑ Coordinate with Army Leadership to provide funding for transition awareness/training programs as per the Army School Support Services Strategic Plan
- ❑ Website with access to sample presentations, programs and documents for use by teams and/or stakeholders

- Provide informed leadership
- Align resources world-wide to provide like access (supplies, programs and samples)