School Transition Services 101!

“What Commanders Need to Know!”
Army Child and Youth Services
School Transition Services 101!: “What Commanders Need to Know”

**The Prime Directive:**

Child and Youth Services (CYS) School Transition Services (STS) support military readiness by reducing the conflict between Soldiers’ mission requirements and their parental responsibilities.

**The Basics:**
Military affiliated children move an average of every 2.9 years and attend 9 different schools by the time they graduate from high school. Between 2005 and 2013 approximately 55,000 Army affiliated school age children will transition from and among OCONUS and CONUS school systems as a consequence of Army Transformation and Base Realignment and Closure (BRAC). Through School Transition Services, The Army is gearing up to ease the impact of these moves for both Families (parents and students) and “sending and receiving” school systems.

★ Successful School Transitions Services start with Baseline Services

- School Transition Support and Deployment Services
- Partnerships in Education
- Installation/School Communication
- Home School Linkages
- Post Secondary Preparation Opportunities

★ Success...

- Requires leadership involvement at all levels to forge a “ready community”
- Involves “acting locally, but thinking globally” (in the context of Army Transformation)
- Reduces Family disruption & stress associated with PCS moves & parental deployments
- Depends on partnerships with local school systems

**The 2007 Numbers:**

<table>
<thead>
<tr>
<th>Region School Transition Specialists</th>
<th>6</th>
<th>Garrison School Liaison Officers</th>
<th>117</th>
</tr>
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<tbody>
<tr>
<td>SETS School Signatories (as of Jun 07)</td>
<td>325+</td>
<td>S2S High School Sites</td>
<td>100</td>
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<tr>
<td>Interactive Counseling Centers</td>
<td>200</td>
<td>Parent to Parent Cadres</td>
<td>16</td>
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**High School Senior Move Stabilization:**

<table>
<thead>
<tr>
<th></th>
<th>Requested</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Pending</th>
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<tr>
<td>Officer</td>
<td>497</td>
<td>474</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Enlisted</td>
<td>4983</td>
<td>4532</td>
<td>254</td>
<td>27</td>
</tr>
</tbody>
</table>
The Topics:

• School Transition Services: Readiness & Retention Linkages (TAB A)
  School Transition Services exist to support force readiness by reducing conflict between parental responsibilities and mission requirements.

• School Transition Services: “The Road Map” (TAB B)
  Today’s School Transition Services are rooted in issues raised at the 1997 Army Family Action Plan Conference. The “qualitative” research effort of the “Army Secondary Education Transition Study” (SETS) has proved to be a litmus test for Army School Transition initiatives.

• School Transitions: Infrastructure And Baseline Services (TAB C)
  The Army institutionalized School Transition Services within the Child & Youth Services framework to ensure consistent policies, procedures & programs that result in predictable School Transition Services for Families.

• School Transition Services: Command Support (TAB D)
  Commanders need to ensure they have full knowledge of youth education and transition issues and the implications for the military community. Command support forms the foundation for success of the installation CYS School Transitions Services Program.

• School Transition Services: Support Services For Parents & Children (TAB E)
  Strong Families are the constant in a life of the successful mobile student. The Army established School Transition Services support systems to help Families better face the challenges of Army Transformation.

• School Transition Services: Support Services For School Personnel (TAB F)
  Research tells us targeted professional development for military and school personnel helps them respond to the needs of our children by improving communications among stakeholders. Successful programs are dependent upon relationships between installation/garrison commander(s) and the school district superintendent(s).

• School Transition Services: The Way Ahead - A Shared Responsibility (TAB G)
  The Army School Transition Action Plan 2005-2013 outlines strategies, actions and timelines to minimize disruptions to the more than 75,000 military connected relocating students. The plan establishes an Army-wide School Transition Services framework and outlines opportunities for collaborative efforts among Garrisons, private and community organizations, and national, state and local education agencies.

• School Transition Services: “Pink Panther” Checklist (TAB H)
  In March 2006, Garrison CYS Coordinators were given a “CYS Coordinator Review, Analysis, Follow-Up Checklist” (aka known as the “Pink Panther Checklist”). Use it to see how well YOUR School Transition Services Program “Measures Up.”

• School Transition Services: Indicators Of Success (TAB I)
  Commanders can contribute to the success of their CYS School Transition Services Program by understanding the success indicators & requiring accountability for outcomes that signify successful School Transition Services Programs.

• School Transition Services: Army Family Covenant Programs (TAB J)
  Commanders can be committed to the support services that are available through Army Family Covenant CYS Programs to assist children of deployed parents.
TAB A
“Readiness & Retention Linkages”
WHEN COMMANDERS ASK: “Why do Army Families need School Transition Services?”

BACKGROUND:  *School Transitions* was raised as a quality of life issue at the FY 97 Army Family Action Plan Conference. As a result, Army Leadership is proactively addressing this concern through a series of strategic planning, R&D, and operational initiatives that began in FY 98 with the intent to “level the playing field for transitioning military children and youth.”

> “The Army can move a unit to an open field and call it training….The Army can move a spouse and Family and give them a house with a new coat of paint and call it home… But the Army can not get away with moving Families with kids unless there are Schools and Child Development Centers…”

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**Finger Tip Guide: Leveling the Playing Field**

- Use community resources to reduce the PCS impact for military children/youth.
- Provide predictable support services that assist children/youth with relocation, life transitions, and achieving academic success.
- Help parents, children/youth, school, commanders, and communities access resources that facilitate school transitions.
- Identify barriers to & develop solutions that support academic success.
- Promote parent & community involvement by providing tools to overcome obstacles.
- Educate local schools/communities on needs of the military children/youth & the impact the military lifestyle has on academic success and school adjustment.

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**FACTS:**

1. **School Transition Services are a readiness & retention issue because**
   - Families are reluctant to disrupt high school youth in their Senior year
   - Families are concerned about the quality of off post schools at many locations
   - Families often make the decision to “separate geographically” in order to keep kids in school
   - School problems intensify during the deployment cycle

2. **FY 05 Sample Survey of Military Personnel** data shows School Transition Services ranked as # 3 most valuable Quality of Life (QOL) Service.

3. **Survey of Army Families V** data shows “school problems were reported for 1 in 5 children.” This translates into approximately 50,000 children now experiencing school difficulties.
TAB B

“The Road Map”
Army Child and Youth Services
School Transition Services 101!: “The Road Map”

WHEN COMMANDERS ASK: “Tell me how School Liaison & Transition Services evolved.”

ARMY SECONDARY EDUCATION TRANSITION STUDY (SETS) 1998-2000
This qualitative, research study published in 2001 identified issues military-connected high school students face as they transition through different school settings – because they move, on average, three times more often than non-military students (every 2.9 years). Primary findings showed that mobile children and youth encounter challenges in the following areas:

- Timely transfer of records and grades
- Variations in school schedules (block vs traditional)
- Different state/school system graduation requirements (courses, exit testing)
- Difficulties associated with participation in extracurricular activities
- Social and emotional needs related to “fitting in” - first two weeks most important for adjustment
- Need for school, parent and community partnerships in support of school transitions

THE MEMORANDUM OF AGREEMENT (MOA) 2000-2007
The SETS recommendations established a precedent setting Memorandum of Agreement for participating school systems to adopt reciprocal policies and practices to help level the playing field for transitioning military students. The Agreement, between and among school systems, provides a common structure for information-sharing and venues for reciprocity. More than two hundred and fifty CONUS and OCONUS school systems have signed the MOA committing to developing and / or improving systems for making school transitions more consistent and predictable for military-connected mobile students.

ARMY EDUCATION SUMMIT 2000
This first Summit, held to disseminate the result of the SETS Study, responded to grass roots concerns about youth education. Delegates, including parents (Soldiers and spouses), school administrators, students, and garrison commanders from throughout the Army – recommended:

- Hiring School Liaison Officers at all Army installations
- Reducing obstacles to high school graduation through the use of reciprocal agreements among school districts regarding graduation requirements and exit-level testing
- Improving the transition process for parents who have children with special needs

ARMY EDUCATION SUMMIT 2002
This follow on Summit highlighted progress made to resolve challenges identified at the 2000 Army Education Summit. Completed actions included:

- Funding and hiring of School Liaison Officers
- Instituting Army policy and procedures re: Senior Move Stabilization
- Development of a School Liaison Officer Course & School Liaison Officer Handbook
- Increase of SETS MOA School System Signatories from 9 to 200
Delegates representing key stakeholders (Families, youth, school personnel) recommended:

- Funding Region School Transition Specialists
- Establishing a National SETS Steering Committee for MOA signatories
- Providing a web forum for SETS MOA signatories
- Producing a “teen to parent” video to educate parents on school transition issues

A significant and lasting outcome of the 2002 Army Education Summit is a national outreach effort of states to approve policies that permit military-connected students to be eligible for in-state tuition rates at state higher education institutions.

Special Needs Qualitative Study – 2004
Phase I of this study examined issues faced by transitioning military Families with children who have special needs served by the Army’s Exceptional Family Member Program. Findings detail a more complete understanding of these children’s educational issues and how military installations, school systems, and communities accommodate and respond to their education-related challenges.
TAB C

“Infrastructure & Baseline Services”
WHEN COMMANDERS ASK: “What are STS Baseline Services & how are they delivered?”

BACKGROUND: Your School Liaison Officer (SLO), using the resources of Child and Youth Services, has the primary responsibility for ensuring the delivery of the STS baseline standards, working closely with garrison Commanders, school officials, MWR staff, and Region School Transition Specialists to deliver School Transition Services to Soldiers and their Families.

POLICY: School Transition Services (STS) are a core component of CYS Liaison, Education and Outreach Services (CLEOS). Baseline STS services include:

- **School Transition & Deployment Support Services:** The focus of STS is “leveling the playing field” for transitioning military children and youth. This is accomplished by mobilizing and using community resources to reduce the impact of the mobile military lifestyle on military children/youth. Through STS, barriers to academic success are identified and solutions reached to help the smooth transition of Army children/youth to the new school.

- **Partnerships in Education (PIE) Initiatives:** The Army PIE Model encompasses a network of partners and partnerships established and coordinated through CYS to leverage resources in support of the growth and development of children and youth. This model is grounded in the fundamental premise that all segments of the military and civilian community have a stake in today’s youth.

- **Garrison/School Communications:** The SLO is the primary advisor and subject matter expert (SME) to the Commander on matters relating to schools, youth education issues, and School Liaison Services; Command communications are imperative to success. Additionally important is educating and informing school personnel on topics related to the needs of military children and their Families while coordinating and collaborating to meet the education needs of military children.

- **Home School Linkage/Support:** Although the number of Families that home school their children may be small at your installation, across the Army this group of Families is sizeable. These Families face unique challenges and barriers that could benefit from School Transition Services. The SLO is responsible for gathering and sharing information on home schooling issues, policies and legislation from local school districts, the Internet, and home school support and advocacy groups.

- **Post-Secondary Preparation Opportunities:** School Liaison Officers leverage installation resources to provide graduating military students access to post-secondary information. This is generally a CYS-wide team effort, and is particularly important for our Families stationed overseas.

Garrison School Liaison Officers are funded through the QYDP MDEP annual funding allocation.

Military Child Education Coalition (MCEC) Memberships are centrally funded for each Garrison.
**Finger Tip Facts: What Your School Liaison Officer Should Be Doing**

1. Serve as **primary advisor to Commander/command staff** on matters relating to schools and School Transition Services.

2. Function as garrison **subject matter expert** to inform and assist the command on youth education/school transition issues.

3. Coordinate School Transition Services needed at your garrison.

4. Inform and **assist parents** on youth education and school transition topics.

5. **Facilitate Collaborations** with local schools systems, installation organizations, and community organizations for successful education experiences for military children and youth.

6. Develop a written protocol that outlines School Liaison Officer access to command, lines of authority, and School Liaison Officer levels of responsibility.

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### Roles and Responsibilities

<table>
<thead>
<tr>
<th>Command Responsibility (SLO informs command and coordinates military-school interchange)</th>
<th>Commander / SLO Responsibility (SLO informs and seeks guidance from command)</th>
<th>SLO Responsibility (SLO informs command as needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School decisions that impact military Families (e.g., redistricting)</td>
<td>• STS Policy / Procedural guidance (Army, installation)</td>
<td>• Family support and school conflict issues (e.g., Individual Education Plan)</td>
</tr>
<tr>
<td>• Memorandum of Agreement (MOA) with schools to address transition issues</td>
<td>• Sexual abuse</td>
<td>• Relocation and military lifestyle issues</td>
</tr>
<tr>
<td>• Security (weapon’s incidents, bomb threats)</td>
<td>• School violence</td>
<td>• Partnerships in Education (PIE)</td>
</tr>
<tr>
<td>• Construction or safety issues (e.g., road signs on post)</td>
<td>• Disruptive behavior in school</td>
<td>• Command initiated actions (e.g., hotline, mayors town hall meeting)</td>
</tr>
<tr>
<td>• Residential Communities Initiative (RCI)</td>
<td>• School transportation</td>
<td>• Youth education transition issues (e.g., school credit transfer, graduation requirements, school calendar, extracurricular activities)</td>
</tr>
<tr>
<td>• Bond initiatives</td>
<td>• Establish School Transition Response Team (STRT)</td>
<td>• Support for children of Reserve and National Guard</td>
</tr>
<tr>
<td>• Legislation</td>
<td>• Deployment Support</td>
<td>• School’s use of post facilities</td>
</tr>
<tr>
<td>• Impact Aid</td>
<td></td>
<td>• Emergency Contingency Conditions (ECC)</td>
</tr>
<tr>
<td>• Policy</td>
<td></td>
<td></td>
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<tr>
<td>• Parent-school conflicts (e.g., missed school appointments due to mission</td>
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</table>

**Caveat:** The issues identified in this chart are not an exhaustive listing of all issues a SLO will face and are presented to illustrate that the SLO’s role in school matters varies per local protocol.
TAB D
“Command Support”
Army Child and Youth Services
School Transition Services 101!: Command Support

WHEN COMMANDERS ASK: "What Should I Do To Ease School Transitions?"

BACKGROUND:

☑ Ensure your installation has a Child and Youth Services (CYS)/schools in/out-processing protocol, in accordance with AR 600-8-101, Personnel Processing (In-, Out-, Soldier Readiness, Mobilization, and Deployment Processing).
☑ Advise Families about the procedures for transferring school records and/or refer to appropriate school points of contact.
☑ Establish an installation School Transition Response Team (STRT)

BE AN ADVOCATE FOR FAMILIES: A Commander’s Most Important Role!

In the broadest sense, everything you do for Families and children/youth falls under the category of advocacy, because all of your efforts are intended to ease the impact of school transitions and promote Family well being.

Whenever you interact with your stakeholder groups (i.e., Families, command, schools, community), by working proactively (to prevent problems) or reactively (in response to a current problem), you are advocating. Advocacy can also be conceptualized more narrowly (on limited occasions) as the process of intervening on behalf of specific Families regarding a problem and/or circumstances.

Finger Tip Facts: Commonly Reported Concerns of Military Families

1. Schools are “unsympathetic” to their circumstances, which are, more often than not, triggered by the military lifestyle and out of their control, e.g., moving in the middle of the school year, not having a permanent address, etc.
2. Military children and youth miss out on opportunities at school as a result of being transient, e.g., lose the ability to try out for extracurricular activities, apply for scholarships, etc.
3. Schools are unsafe or have bad reputations, e.g., are “gang ridden,” “drug infested,” etc.

POLICY:

★ When Commanders Ask: “What resources & policies support School Transition Services?

Garrison CYS School Liaison Officers are funded for 117 Army installations. School Liaison Officers act as primary advisors to garrison command staff on matters relating to schools serving the installation. They work closely with local school personnel to identify and resolve issues that impact transitioning military students, serve as “ombudsmen” between military Families and schools during in and out processing periods, and encourage school systems to become SETS MOA Signatories.
Region CYS School Transition Specialists are located in the Installation Management Command Regional offices to facilitate the adoption of reciprocal practices among and across school systems. The intent is to ease school transitions for mobile military students by increasing the commonalities among school systems supporting military affiliated students. Region School Transition Specialists work closely with Garrison School Liaison Officers to elevate systemic school transition issues to be addressed from an Army wide perspective.

Army Stabilization Policy for Soldiers with High School Seniors established in 2000 allows Soldiers to remain in their current assignment while the teenagers complete their senior high school year. Soldiers initiate the request and submit it to the Human Resources Command. Since implementation, more than 4000 Soldiers have had their tours stabilized – with only a 4% disapproval rate. This is a tangible sign of the Army’s commitment to the well being of Soldiers’ children!

Army In and Out Processing Protocol (Army Regulation 600-8-101) requires each garrison to establish procedures that ensure Soldiers with school age children connect with garrison School Liaison Officers. Intent is to help ensure Soldier parents provide timely notification to local schools upon arrival and prior to departure for permanent change of station.

Army CYS School Transition Communications Plan provides the Army with clear and consistent messages to take advantage of the School Transition Services available to them – at both the sending and gaining installations and communities. Communicating key messages that inform Families of the Army’s commitment to providing a “smooth takeoff” and “soft landing” for their school age children relocating to new communities are critical.

Army Community Service Exceptional Family Member Program (EFMP) managers work with School Liaison Officers to provide information for transitioning exceptional school age children successfully to the new school and in linking parents with appropriate special education school officials through workshops and EFMP support groups.

“Develop systems to support the unique transition challenges for children who learn differently.”

Fort Leonard Wood Community Participant
U.S. Army 2005 Education Summit
“Communities Working to Improve Student Transitions”
Army Child and Youth Services
School Transition Services 101!: “Impact Aid”

★ As A Commander You May Ask: What do I need to know about Impact Aid?

BACKGROUND: Since 1950, Congress has provided financial assistance through the Impact Aid Program for local school districts that face special challenges. The school district must provide a quality education to the children living on the Indian and other Federal lands and meet the requirements of the No Child Left Behind Act, while sometimes operating with less local revenue than is available to other school districts, because the Federal property is exempt from local property taxes. The Impact Aid Law provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property.

- **The Army position** – Impact Aid is a function and responsibility of the U.S. Department of Education (DoED). Department of Defense (DoD)/Army play no part in the development, determination, or distribution of resources.
- Funds are an important source of Federal income for school districts that educate Federally-connected children and go directly to school districts.
- Impact Aid funds are provided to compensate school districts for tax revenue lost because of a federal activity.
- In some states the Impact Aid goes to the state level. When this occurs at the state level, the Impact Aid funds are distributed equally to school districts.
- Impact Aid is under-funded and is a concern for local school districts and military Families.
- The Army works with DoED and DoD for solutions to Impact Aid under funding.
- Impact Aid funds help to ensure military children are provided a quality education.

WHEN COMMANDERS ASK: “How will my school district use the Impact Aid?”

- Impact Aid funds are deposited into the general fund of the recipient school districts.
- Most recipients use these funds for current expenditures.
- School districts may use the funds in whatever manner they choose in accordance with their local and State requirements.
- School districts may use Impact Aid for a wide variety of expenses, including the salaries of teachers/teacher aides, purchasing textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs.

WHEN PARENTS ASK:

“Do all school districts educating military children receive Impact Aid?”

- Not all districts educating military children receive Impact Aid.
- The enrollment of federally-connected children in the district must be at least 400 or 3 % of Average Daily Attendance.
- Some districts may decide not to apply for Impact Aid if they view the cost of doing the required attendance survey as approximately equal to their projected payment.

“Will the Impact Aid dollars my school district receives for my child be spent for their school?”

- School districts Impact Aid payment is based on the count of Federally-connected children who attend schools in the district.
- Federally-connected students include: American Indian children residing on Indian lands, military-affiliated children (both on and off-post), children residing in federal low-rent housing, and children of civilian employees working on federal property.
- Money is not designated for individual children.
- Impact Aid funds are deposited into the district’s general fund.
- Funds are not earmarked for any specific school, but to support the district as a whole. Impact Aid is the federal government’s “tax payment” to the local school district for property taken off the local tax rolls; therefore, Impact Aid funds are intended by law to be treated as other local tax revenue.

“Isn’t there any money to help individual schools that have a large enrollment of military children?”
- Congress has added approximately $30 million to the DoD budget for the DoD Supplement to Impact Aid to support the need of school districts that educate military children.
- Funding is divided among “heavily impacted” school districts in which military children make up at least 20% of the enrollment. DoD utilizes data from the DoED to determine eligible school districts. Approximately 120 Service wide military impacted school districts receive the DoD Supplement to Impact Aid annually.
- Funding from the DoD budget does not mandate that the DoD money be used specifically to support the education of military students.
- Money is provided because of the presence of military students and in the recognition of the unique stresses this population can place on a school district’s resources.

★ When Commanders Ask: “What can I do to assist our school districts in obtaining Impact Aid?”
- Commanders can assist school districts in getting as much Impact Aid as possible by supporting efforts to get 100% of the military Families to complete the Impact Aid Survey that helps a school qualify for funding.
- Become familiar with all aspects of Impact Aid.
- Monitor legislation.
- Understand the financial implications for school districts of education military students.
- Learn about programs such as Title 1 funding and free and reduced lunch programs and how they impact military Families and schools.
- Encourage Families to sign up for free and reduced lunch programs when they qualify. Registration will make additional funds available to schools.
- Encourage superintendents to explore unique funding methods to finance construction and other expansion costs.

Additional Information on Impact Aid:
- Military Impacted Schools Association (MISA) http://www.militaryimpactedschoolassociation.org/
- National Association of Federally Impacted Schools (NAFIS): www.nafis.org
- Department of Education Impact Aid Program Office: http://www.ed.gov/about/offices/list/oese/impactaid/index.html
- Department of Defense Educational Opportunities Directorate: www.militarystudent.org
TAB E

“Support Services For Parents & Children”
Army Child and Youth Services
School Transition Services 101!: Support Services for Parents and Children

When Commanders Ask: “Why is it important to have School Transition Services be part of Child and Youth Services?”

BACKGROUND: School Transition Services is funded through the Child & Youth Services QYDP MDEP and aligned with CYS programs to provide seamless program delivery. CYS alignment:

- Gives Army CYS the ability to forecast staffing through the POM process
- Allows for full operational efficiencies to effectively leverage CYS resources
- Provides the SLO with functional training and professional development
- Ensures consistent and reliable services to all Soldiers and their Families
- Allows Commanders to physically locate the SLO in the command group if needed to best support local mission

-Seamless delivery of CYS programs is an idea whose time has come.”

MG Craig B. Whelden, Commander CFSC, July 2000.

★ “When Parents Ask: “What support services are available to help parents and youth have smooth school transition “takeoffs and landings?”

POLICY:

Child and Youth Homework Centers
- Integral part of every garrison CYS System
- CYS Staff is funded to supervise the Home Work Centers each day after school and work closely with School Liaison Officers to keep abreast of state “standards of learning”
- 200 CYS Homework Centers serve as an “anchor” for military students, creating safe and familiar academic support environment as students transition

SKIESUnlimited (Schools of Knowledge, Inspiration, Education, and Skills)
- Army framework for out of school instructional classes for children and youth
- Classes offered on and off post through the SKIES School of Academic Support often fill in the gaps when schools do not offer such opportunities (e.g., driver’s training)
- Supports students having difficulty meeting academic requirements (e.g., tutoring, research skills, vocational skills, and SAT preparation)

Youth Technology Labs
- Centrally funded area installed in 184 Garrison School Age, Youth, and Teen facilities
- Labs have Internet connectivity, 7-15 computer work stations, a color printer, digital camera and camcorder, and software that supports both educational and recreational programming
- Part of a comprehensive Child and Youth Services technology program that allows youth to complete homework after school, acquire workforce preparation skills
- Communication capabilities allow youth to stay in touch with absent deployed or relocating parents
- Critical factor in easing the stress of separation for both youth and Families in transition by providing access to parents for research
- Includes “cyber sitter” protection
**Early Literacy Initiative**
- Early Literacy initiatives are focused on training and supplemental materials customized to meet the various states' standards in reading and mathematics
- More than **200 Army Child Development Center and School-Age Program staff** were trained in 2006 in research-based practices that focus on pre-language development, emergent literacy, early literacy, and reading

**Youth Sponsorship: Student-2-Student © (MCEC™ S2S)**
- A centrally funded school based teen sponsorship program
- Provides **school transition support** to military-connected youth
- Conducted as CYS partnership with the Military Child Education Coalition and established as a school managed, student led, school transition training program
- S2S is a **key component of the Army Youth Sponsorship Program**
- S2S was initially piloted by 6 school teams (Army School Liaison Officer, School Guidance Counselor and two Students) and is now in place at **more than 100 schools**

**Army CYS School Transition Public Service Video**
- Army Teen Panel members wrote and filmed a video designed to raise parental and command awareness of stresses military youth experience during Permanent Change of Station moves
- **Teens play “themselves” and stress the importance of parents connecting** with School Liaison Officers before moves occur--Intended audience is students, parents, and schools
- Video was produced in response to a tasking from Army Education Summit 2002

**School Transition Parent to Parent Cadres**
- **Parent-centered** pilot initiative centrally funded at select installations for 2006-2007
- Focused on empowering parents to be informed, and proactive transition specialists at home
- Team of up to seven trained parent coaches at identified installations support military-connected parents and guardians of school-aged
- A **community-based team approach** where parent coaches work in cooperation with the schools' parent and community specialists, and the garrison School Liaison Officers

**SchoolQuest©**
- Web based planning tool; assists parents, school counselors, other educators and/or School Liaison Officers with individualized, proactive planning and information-gathering prior to a school transition
- Allows youth to **glean information** about new school options to develop a virtual portfolio
- Provides a safe and secure environment for parents to consider their child’s unique academic and social/emotional needs in the context of a changing school and community environment
- Available at [www.schoolquest.com](http://www.schoolquest.com)

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"*Educate parents and Soldiers on the importance of timely transfer of records.*"

Fort Stewart Community Participant
U.S. Army 2005 Education Summit
“Communities Working to Improve Student Transitions”
TAB F

“Support Services For School Personnel”
When Commanders Ask: “What support services are available to help local school personnel better respond to the needs of military connected children?”

BACKGROUND: In 1999, General Shinseki, Army Chief of Staff, committed to creating partnerships among Army installations and their supporting schools. Following the Army SETS Study recommendations, the following school/community based programs were implemented.

TRANSITION COUNSELOR INSTITUTE® (MCEC™ TCI®)
- Professional development for counselors in schools that support military installations
- Three levels of two-day institutes follow a prescribed curriculum in the strategies addressing the stresses of transition and issues that result from frequent moves
  - Level One, awareness, processes and networks
  - Level Two, deeper understanding, social/emotional needs and the military life
  - Level Three, master transition counseling and partnership with the installation

SPECIAL EDUCATION LEADERSHIP INSTITUTES (MCEC™ SELI®)
- Series of two-day institutes developed to promote awareness of the amplified transition challenges for children with special needs to train educators and military professionals
- Two-day institutes conducted in cooperation with the school and military communities
  - Phase I focuses on awareness, policy and practice, school and Exceptional Family Member Program, and entry/exit strategy
  - Phase II is an in-depth study of the social/emotional transition challenges, as well as support systems and services

LIVING IN THE NEW NORMAL (MCEC™ LINN®)
- Two-day institute to train educators and military professionals on the experience and effects of grief, building resilience, and identifying community resources for children dealing with illness, injury, or death of a parent.

INTERACTIVE COUNSELING CENTERS (MCEC™ ICC®)
- Over 200 ICCs in place are as “virtual counseling centers” allowing students, parents, counselors and other involved parties at the sending or receiving schools to make real-time contact and electronically exchange student records and vital information
- ICC® is an easy-to-use, secure video conferencing system with plug-and-play technology
- Connections are done through audio, video, and data and document imaging
- ICCs are provided at no charge to schools, to ensure students have a smooth hand-off between schools

SECONDARY EDUCATION TRANSITION STUDY (SETS) CONNECTIONS
- Army hosted password protected electronic bulletin board
- Specifically designed for SETS MOA Signatory school superintendents to stay connected and network with their colleagues in school districts serving military students
- Forum is designed to be a venue for open and candid discussions about school transition support as well as national education trends and issues
“The Way Ahead - A Shared Responsibility”
WHEN COMMANDERS ASK: "What is a Ready Community?"

BACKGROUND: The Army School Transition Action Plan 2005-2013 outlines strategies, actions, and timelines to minimize disruptions for more than >55,000 military-connected students relocating to and within stateside school systems. The plan establishes an Army wide framework and tools for schools and installations to successfully integrate these students into new academic settings through collaborative efforts with private and community organizations, national, state, and local education agencies. Every Commander’s goal should be to create a “Ready Community.”

READY COMMUNITY = “A community prepared to seamlessly send and/or receive military connected students.”

Finger Tip Guide: “A Ready Community”
1. Develops a viable action plan
2. Coordinates a system for effective/efficient information sharing
3. Prepares “logistics plans” = Maintaining “quality” school and youth programs
4. Considers SETS Guiding Principles as their basis for bridging processes
5. Is dedicated to addressing critical partnership components
6. Collaborates to develop multimedia/web-based systems links

POLICY:

“LANDSCAPE” CONSIDERATIONS FOR COMMANDERS:

- Synchronization of moves is important
- Communities must understand the demographic anomalies
- Deployments may impact timing of moves for Families
- Affordable housing and changes in military housing availability impact on schools
- Child and Youth Programs are needed to support facilities and programs
- Flexible plans must be tied to coherent and accurate numbers
- Special needs Families have additional challenges
- **School Funding issues** -- Schools need lead time for infrastructure planning
  - School funding is a Local Education Agency (LEA) responsibility (unless DDESS)
  - Funding options successfully used by LEAs:
    - Local and/or State Bonds (may require ballot consideration for approval)
    - State funding of new school construction
    - Leverage of local taxes (equates to tax increased for local communities)
    - **Qualified Public Educational Facilities (QPEF) Bonds**: authorized by the Economic Growth and Tax Reconciliation Act of 2001 to issue bonds
TAB H

“Pink Panther” Checklist
Army Child and Youth Services
School Transition Services 101! Keeping Up with the “CYS Pink Panther”

WHEN COMMANDERS ASK: “What Is My Coordinator Currently Accountable For?”

WHAT IS THE “CYS PINK PANTHER”? At the CYS Training in March 06, CYS Coordinators were given a “CYS Coordinator Review, Analysis, and Follow-Up Checklist.” This “Pink Panther Checklist” as it has become known, outlines CYS priorities and upcoming areas of focus. Coordinators are accountable for ensuring they understand the applicability of the checklist items to their CYS program; can articulate the issues to Command and Higher Headquarters; and are “On Target” or have a viable action plan to correct any deficiencies. Progress is monitored by IMCOM Staff. Each time CYS Coordinators meet, the “Pink Panther” checklist will be updated to ensure Coordinators remain current with all CYS issues and trends and know what they are being held accountable for.

WHAT ARE THE CURRENT PRIORITIES AND AREAS OF FOCUS FOR SCHOOL TRANSITION SERVICES?

School Transition Services

☑ Increase CYS situational awareness of the changing demographics at the Garrison
☑ Ask the SLO for updates on the local action plans developed by the school districts
☑ Facilitate implementation of the “in and out” processing protocol
☑ Support the SLO in completing required actions in the Army School Transition Action Plan
☑ Advocate for SLO representation on installation teams planning for Army Transformation and BRAC
☑ Require assigned SLO attend TCI, S.E.L.I and other professional development when offered locally

Inspections

☑ Ensure ICYET truly produces a thorough and fair evaluation of the Youth Education Support Services Program
☑ Be open and forthright with the RCYET Team to address systemic issues

How Does YOUR School Transition Program Measure up?
TAB I

“Indicators of Success”
WHEN COMMANDERS ASK:  \textit{“How Do I Know That My STS Program is Successful”}?

SUCCESS INDICATORS:

- CYS STS Program supports the mission, e.g., Services are provided at \textit{arrival and departure}.
- SLO is in the \textit{CYS Chain of Command} (can be physically located anywhere on post).
- There is a \textit{written protocol that outlines SLO access to command}.
- There is a \textit{current Action Plan} with local schools serving military children.
- CYS Home Work Center & Youth Technology Lab support school assignments.
- \textit{CYS in/out processing protocol} includes Schools IAW AR 600-8-101.
- Families are advised about procedures for \textit{transferring school records}.
- School information is \textit{linked to Garrison Web Site Home Page}.
- Schools in Garrison Catchment Area are \textit{SETS MOA Signatories}.
- Local school leaders/personnel have opportunities to learn about military life.

SUCCESS PRODUCES THESE OUTCOMES:

- \textit{Smooth take-off and soft landings} for military children who transition.
- Reduced stress on children/youth and spouses of \textit{deployed Soldiers}.
- Garrison influences school decisions that impact military Families e.g. redistricting.
- Reduction in parent/school conflicts, e.g., missed school appointments due to mission.
- Mutually beneficial \textit{partnerships} with local school systems.
- Improved Soldier readiness due to reduction in transition associated lost duty hours.

Each Commander must be able to say:

\textit{“My Installation School Transition Services Program is ‘Leveling the playing field’ for transitioning military children and youth.”}
TAB J

“Army Family Covenant Programs”
WHEN COMMANDERS ASK: “What support services are available to assist School Liaison Officers, school educators and children of deployed parents?”

★ Conduct additional Transition Counselor Institutes
  - Required to provide school guidance personnel and teachers a deeper understanding of the stressors of deployment on military students who may experience academic and behavioral issues.
  - Includes Transition Counselor Institutes, Special Education Leadership Institutes, Living in the New Normal institute, and National Guard and Reserve Institutes.
  - July 07 trained 65 Exceptional Family Member Program Managers at Military Child Education Coalition (MCEC) Conference and trained 90 Garrison School Liaison Officers on Deployment Support Services.

★ Update training/materials for School Liaison Officers
  - Provides training for 112 School Transition Specialists and School Liaison Officers to better assist transitioning students affected by extended deployments. Includes the development and delivery of both online and instructor led courses.
  - Includes training materials for Garrison School Liaison Officers to provide to school guidance personnel to allow them to better understand issues of military students, deployments, services/programs available on the installation.

★ Increase and sustain Parent 2 Parent and Student 2 Student School Transition Initiatives
  - Increases and sustains the Parent 2 Parent cadres who work directly with Families to supplement School Liaison Officers at high OPTEMPO garrisons and Student 2 Student school-based outreach program delivered for incoming military students.
  - Expands mandated Youth Sponsorship programs for military children and youth.

★ Expand CYS Homework Center Support and Tutoring
  - Homework centers are an integral part of every Garrison CYS system
  - CYS staff funded to supervise the Homework Centers each day after school and work closely with School Liaison Officers to keep abreast of state “standards of learning”.
  - Tutoring available for all students in the Homework Centers and through SKIESUnlimited (The Schools of Knowledge, Inspiration, Education, and Skills) programs.

★ Establish Army After-School Programs at Secondary Education Transition Study (SETS) schools
  - Off-post programs include partnerships with schools and community youth organizations, to include Boys & Girls Clubs of America, SETS, 4-H Extension Programs and other youth serving organizations to offer opportunities to Army children/youth where they reside.
  - Army Sponsored Community Based Child and Youth Program Options are available in some locations for geographically dispersed Soldiers who do not have access to Garrison Youth Programs.