

A4L
GUIDEBOOK

Anchored  Life

DRAFT

TABLE OF CONTENTS

Acknowledgements.....	1
Chapter 1: Introduction to Anchored4Life	2
1.1 Welcome	2
1.2 Intent	2
1.3 Military Culture	3
1.4 Transitions.....	4
1.5 Resiliency.....	4
1.6 Terminology.....	4
Chapter 2: Company History	6
2.1 History.....	6
2.1.1 The Trevor Romain Company	7
2.1.2 Anchored4Life (A4L).....	7
Chapter 3: Mission, Vision, Purpose, Goals.....	8
3.1 Mission.....	8
3.2 Vision.....	8
3.3 Purpose.....	8
3.4 Goals	8
Chapter 4: Implementation Information for School LiaisonS/Youth Center Directors.....	9
4.1 School Based Programming and Youth Sponsorship.....	9
4.2 School Liaison	9
4.2.1 School Liaison Orientation	9
4.2.2 School Liaison Allocations.....	9
4.2.3 Location Identification.....	10
4.2.3 Role of the School Liaison.....	10
4.2.4 Military and Family Life Counselor (MFLC).....	11
4.2.5 School Liaison Website Access	12
4.2.6 CNIC Process for A4L Contract Execution.....	12
4.2.7 Implementation Issues	12
4.2.8 Location Identification.....	13
4.3 Elementary School/Child and Youth Programs Anchored4life Implementation	13
4.3.1 Information Sharing Call	13
4.3.2 Introductory Call.....	13



4.3.3 Roles and Responsibilities	13
4.3.3.1 Role of Administrative Point of Contact	14
4.3.3.2 Responsibilities of Administrative Point of Contact	14
4.3.3.3 Role of an Adviser	14
4.3.3.4 Responsibilities of an Adviser	14
4.3.3.5 Role of a Team Leader.....	15
4.3.3.6 Responsibilities of a Team Leader.....	15
4.3.3.7 Role of a A4L Rep	15
4.3.3.8 Responsibilities of a A4L Rep	15
4.4 A4L Club	16
4.4.1 Club Features	16
4.4.1.1 Quotes	16
4.4.1.2 Kits.....	16
4.4.1.3 REALTALK	17
4.4.1.4 Tours	17
4.4.1.5 Service Project	18
4.4.1.6 Showcase.....	18
4.4.1.7 Meetings.....	19
Committee Meeting	19
Subcommittee Meeting	19
Adviser Monthly Support.....	19
Chapter 5: Training – Tier 1	20
5.1 Initial Tier 1	20
5.1.1 Informational Overview.....	21
5.2 Refresher Training	21
5.3 Annual Training.....	22
5.4 Materials	23
5.4.1 AccessorY Bundle Tier 1 and Tier 2	23
5.4.2 Logo	23
5.4.3 Website	23
Chapter 6: Ordering Materials	25
6.1 Initial Materials.....	25
6.2 Replenishment materials.....	25
Chapter 7: Data Collection.....	25



7.1 Feedback Forms	25
7.2 Monthly Activity Report.....	25
7.3 Continuous Quality Improvement.....	26
Chapter 8: Recognition and Incentive.....	27
8.1 Club Recognition	27
8.2 Operation Costs.....	27
Chapter 9: Forms.....	28
9.1 Forms	28
Contact Section	34
Chapter 10 References	35

DRAFT



ACKNOWLEDGEMENTS

Anchored4Life would like to acknowledge the following individuals and organizations for their contributions to the development of this Club. Without the perseverance and teamwork of the people and organizations below, this guidebook would not be the exceptional product that it is today.

We want to start by thanking Commander, Navy Installations Command Child and Youth Programs and Navy Region Southeast SLO. This guidebook would not be a reality without their vision, inspiration, and persistence.

We want to acknowledge the valuable feedback and input from the Millington Navy Command and School System. Input directly from our consumers is vital while developing a high-quality product. We want to thank Millington Elementary, EA Harrold Elementary, and Virginia Beach Middle Schools for being our field test locations. Their hard work and valuable feedback will help many more locations for years to come.

We also want to recognize all the Advisers and Team Leaders who will be implementing this Club in schools and Child & Youth Programs around the globe. We believe it is important that our military youth stay connected and are well integrated within their communities, and it takes dedicated Advisers and Team Leaders to ensure this happens.

Lastly, we should acknowledge Anchored4Life who designed and drafted this guidebook. Their efforts have produced a product that will keep youth engaged while learning skills that will enable them to manage the many challenges they will face. Thanks are due to Dr. Shawna Harlin-Clifton and Mrs. Tabitha Gable.

Once again, we want to thank everyone involved. We look forward to the future success of this training and the support it will provide our military and civilian children around the world!



1.1 WELCOME

Welcome to Anchored4Life, a transition and resiliency club to support military and civilian youth. This guidebook will provide locations with the fundamentals to implement and sustain your club. We look forward in taking this journey with you as you develop happier, healthier, more confident youth.

1.2 INTENT

Anchored4Life has teamed up with Commander, Navy Installations Command (CNIC) to bring the youth of our nation a comprehensive transition and resiliency club in accordance with School Based Programming standards and Youth Sponsorship. This club will make a significant difference in military and civilian children's' lives by offering positive support, teaching life skills, and providing resources as they face many unique challenges. Anchored4Life will provide transition and resiliency life skills to schools, home school groups, and Child and Youth Programs.

To meet the current and future needs of military families, Child and Youth Program Education Services states, “We need a consistent internationally known brand. Anchored4Life, who will provide skills, tools, and resources so that a child who is leaving Key West, Florida and arriving in Naples, Italy will be able to make a quick and smooth transition into the new school and/or community”.

Research shows that there are key ingredients in realizing this goal, which include: a positive and sustained adult-youth relationship, skill building activities, and youth leadership opportunities ⁽¹⁰⁾. To increase resiliency skills and to better prepare children for transitions for years to come, this club has incorporated these ingredients to create a nurturing environment for youth to learn life skills that can be used throughout their lifetime.

In the early 1990s a shift began for the way that youth were viewed. Before 1990 many researchers thought that youth had fixed behaviors. However, with the shift, it became evident that youth had the potential to change their behaviors across their lifetimes. This is where positive youth development began. The changes are greatly influenced by home, school, and community ⁽¹⁸⁾. Anchored4Life continues to focus on positive youth development utilizing the Club features. The underlying philosophy of youth development focuses on the positive, taking a holistic approach to develop assets and competencies in all youth.

A4L provides youth the opportunities to form relationships with caring adults and peers, build skills, exercise leadership, and help their communities. These are factors that contribute to youth growing into happy and healthy adults. ⁽¹⁴⁾

A4L has what researchers call the “Big Three” features of effective youth-serving programs: ^(15, 16, 17):

1. Positive and sustained relationships between youth and adults.
2. Activities that build important life skills.
3. Opportunities for youth to use these life skills as both participants in and as leaders of valued community activities.



These “Big Three” features are intertwined in our Club features. Anchored4Life Club features offer Team Leaders a safe environment to practice and develop leadership skills. Team Leaders work with the A4L Reps to share the Club features with the entire location. The peer to peer connection enhances the environment for youth who are transitioning and in need of enhancing or adding life skills.

In addition to the benefits for Team Leaders, the entire location benefits as the Club features offer life skills to address issues that youth will face. When youth have the added skills, they can use the skills and be prepared for setbacks. The more skills youth have, the better prepared they are for setbacks.

The Quotes offer all youth an inspiring and positive message to start the day. Research supports that positive emotions help us learn and build skills ⁽¹⁹⁾. Having a positive emotion daily increases our changes to stay positive and reduce setbacks.

REALTALK are discussions and activities that provide life skills. REALTALK is where life skills are shared, discussed, learned, and enhanced. When youth have an opportunity to increase their skill set they are being prepared for the future and provided tools to problem solve and remain on task.

Kits provide youth resources to use as they are making transitions. Having the tools that youth need for a transition assist them in being prepared. When youth are prepared, once again they are provided an opportunity to address a setback.

Tours provide new youth with an opportunity to connect and learn about their new location.

Service Projects provide youth the opportunity to give back to their community and to help others in need, while learning that helping others benefits them as well. Starting service projects at a young age increases the chances that many youth will continue to volunteer and help others throughout their lifetime.

Anchored4Life provides youth the opportunity to make connections, learn life skills, give back, and provide leadership opportunities. Support and opportunities help youth to be productive, make positive connections, address adolescent setbacks, and become self-sufficient, adjusted, contributing, resourceful, and adaptable young adults ⁽²⁰⁾.

1.3 MILITARY CULTURE

Anchored4Life addresses military education when training clubs around the world. Below are some short facts that are important to retain regarding the Military:

Military life is a unique and demanding culture, one that is filled with frequent transitions to new locations and persistent deployments by parents and family members. Our military families face significant challenges when educating their youth. ⁽¹⁾ In fact, the average military child will attend 6 to 9 schools between grades K through 12. ⁽²⁾ In addition, out of the 1.85 million military children, 1.2 million are in the K through 12 age range of 6 to 18 years of age. ⁽⁴⁾

The frequency of transition and the service members’ limited ability to choose duty stations causes parents to have serious concerns about the lifestyle, education, and friendships in the lives of their children. These concerns are not just for current situations, but also for future lifestyles. ⁽³⁾ The military deployment process also creates challenges and impacts the well-being and academic success of military children. ⁽³⁾



1.4 TRANSITIONS

Transition is defined as change. Change means modifying your current expectations to adapt to your new situation. For example, transitioning into a new school or environment plays a crucial role for military youth to feel comfortable in their new location. To ease transitions, Anchored4Life will provide life skills training and resources through utilizing Club features to support youth. Youth will need to feel socially connected in their new school and community within two (2) weeks of arrival. ⁽⁵⁾ Research states developing emotional stability in a new location, for youth and their families, is a key element for academic and social success of the youth ⁽⁷⁾. Anchored4Life provides opportunities for social adjustment and acclimation from the time youth enter a new location until they feel fully connected.

Anchored4Life acknowledges change happens just as much for youth as it does for adults. This training will focus on ten (10) main transitions that youth face today: Bullying, Deployment, Fear, Healthy Body, Homework, Making Friends, Moving, Reintegration, Grief, and Divorce. Grief and Divorce are specialty topics, and the resources will be utilized by a qualified adult. Youth who participate in Anchored4Life will have life skills to become positive quality citizens with leadership skills and stability to assist with not just the current transition but lifelong transitions.

1.5 RESILIENCY

Resiliency is the ability to bounce back from setbacks. A setback is a roadblock that you navigate around to meet your goal. For example, a youth has studied all week for a test and feels confident that he or she will score well. When the test is returned, the youth receives a lower grade than expected. That youth can ask for additional help to improve on the next test or can stay stuck feeling unable to improve. Our Club will provide Team Leaders with opportunities to assist youth in finding positive ways to overcome their obstacles. The Team Leaders will be guided and supported by the Advisers. The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult. ⁽⁶⁾

Anchored4Life believes using positive materials can produce a range of positive outcomes. Anchored4Life integrates positive youth development model and focuses on the 7 Cs of resiliency: 1. Competence is social engagement/physical and emotional health, 2. Confidence is self-esteem building, 3. Connection is sense of belonging, 4. Character is developing a longstanding focus on responsibility, 5. Contribution is helping peers and service to others, 6. Coping is healthy strategies to handle situations, and 7. Control is having responsibility to make wise choices. Integrating the resiliency components provides youth with the skills to overcome lifelong challenges and become productive adults. ^(9,10,11) For more information on the 7 Cs of resiliency please go to www.fosteringresilience.com.

1.6 TERMINOLOGY

Administrative Point of Contact

A designated individual at a specific location who oversees the Club.



Adviser

Committed adults at the location who directly support the Team Leaders and will facilitate the Club features.

Adviser Support

Support that focuses on implementation of club features and desired support.

A4L Club

A peer-to-peer transition and resiliency club that offers positive support, resources, and teaches life skills.

A4L Transition Kit

A backpack with resources to assist youth with life transitions (moving, deployment, reintegration, making friends, bullying, homework, healthy body, and fear).

A4L Reps

Identified by Advisers to provide grade level support to transitioning youth.

Child Youth Programs (CYP)

Provides care and activities for military children before and after school, and during school breaks.

Child and Youth Education Services (CYES)

A branch of Navy CYP whose organizational mission is to help schools and installations respond to the complexities of transition and deployment, while providing families with the assurance that their children's academic well-being is a priority.

Committee Meeting

A meeting to include Advisers and Team Leaders collaborating one time a month to improve the effectiveness of the Club, build leadership skills, and work towards utilizing Club features.

Contracting Officer Representative (COR)

An individual who ensures that contractors meet the commitment of their contracts.

Department of Defense Education Activity (DoDEA)

A civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and overseas at American military bases worldwide

Local Education Agency (LEA)

A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.

Military Family Life Counselor (MFLC)

Provides short-term, non-medical counseling support for a range of issues.

Qualified Adult

An adult who has completed the A4L Initial Training and feels comfortable providing support to youth going through sensitive life challenges (i.e., grief and divorce).

Quarterly Showcase

Provides opportunities to build connections and increase awareness of other A4L Clubs world-wide.

Quotes

Provide an inspiring message to set the stage for daily positive interactions.

REALTALK

Teach life skills through activities or discussion focusing on moving, deployment, reintegration, bullying, making friends, homework, and fear to enhance transitions and resiliency skills.

REALTALK Packet

Activities and discussion questions provided to trained locations to complete REALTALK.

School Based Programming (SBP)

Envisions a collaborative effort between the schools, military and community to facilitate transition and orientation experiences that addresses the needs of mobile students and provides support during deployments while promoting academic achievement and successful social and emotional adjustment at school. (5)

School Liaison (SL)

Serve as subject-matter experts for parents, educators, and the command on K-12 issues, helping to connect command, school and community resources. School Liaison Officers have 7 core services to include, Command, School Community Communications, School Transition Services, Deployment Support, Home School Linkage and Support, Partnerships in Education, Post-Secondary Preparations, Special Needs System Navigation.

Sponsoring Military Branch

The Navy, Air Force, or Marines who provides funding for Anchored4Life to be in schools and child and youth centers.

State Education Agency (SEA)

The state-level government organization within each U.S. state or territory responsible for education, including providing information, resources, and technical assistance on educational matters to schools and residents.

Subcommittee Meeting

A meeting to include Team Leader and A4L Reps collaborating to ensure Club features are used to support youth.

Team Leader

Selected youth who will assist in identifying transitioning youth and supporting them throughout their transition with resiliency tools and resources.

CHAPTER 2: COMPANY HISTORY

2.1 HISTORY



Anchored4Life was established in the latter part of 2015 to provide transition and resiliency skills to elementary aged military children. Pilot schools were selected and trained in early 2016. The trainings have continued, and Anchored4Life has trained over 200 locations around the globe.

The Trevor Romain Company is the parent company of Anchored4Life. Comfort Crew for Military Kids is a non-profit organization through which Anchored4Life purchases three (3) of the Anchored4Life kits that support the Club.

2.1.1 THE TREVOR ROMAIN COMPANY

The Trevor Romain Company was founded in 2004 by bestselling children's book author Trevor Romain and businessman Woody Englander as a children's education and publishing company, based in Austin, Texas. The company has been sharing its vision of hope and compassion through using animation.

In 2006, The Trevor Romain Company connected with the United Services Organization (USO) and volunteered to perform a tour to support our military youth at Ramstein Air Force Base in Germany. Through 2017 the USO sponsored tours that shared a vital, upbeat message emphasizing the importance of caring for one another and developing valuable strategies for dealing with unique challenges of military life.

Alongside the presentations, the Trevor Romain Company was creating curriculum for its animated shows. In 2007 and 2008, The Trevor Romain Company conducted presentations in many of the schools within DoDEA, focusing on bullying. In 2009, DoDEA implemented the company's bullying curriculum district-wide. As of 2010, The Trevor Romain Company has been to 16 countries and has seen over 150,000 military kids.

2.1.2 ANCHORED4LIFE (A4L)

In 2015, the Trevor Romain Company created the Anchored4Life division to implement the sponsoring military branch's quest of developing training in accordance with School Based Programming (SBP) and Youth Sponsorship to reach youth in PreK- 12 grade. Anchored4Life provides Club features to build resiliency and transition skills for youth. Resources are provided on bullying, deployment, fear, healthy body, homework, making friends, moving, reintegration, grief and divorce for resiliency support to provide life and leadership skills.



CHAPTER 3: MISSION, VISION, PURPOSE, GOALS

Anchored4Life adheres to its parent company's mission, vision, and purpose. The goals are specifically written for Anchored4Life.

3.1 MISSION

Our mission is to provide proven resources and strategies to children, so they can become resilient, confident, and resourceful, to create a better world for themselves and others.

3.2 VISION

Our vision is a world where children feel heard, their feelings are validated, and they become confident self-advocates, regardless of their situation.

3.3 PURPOSE

Our purpose is to design educational products that change youth lives by helping them become happier, healthier, and more confident.

3.4 GOALS

The goals of Anchored4Life are listed below.

1. Teach and reinforce life skills to better connect with their peers and community during transitions.

2. Provide growing opportunities to increase competency and character by positively addressing setbacks.

3. Build confident leaders who inspire others by contributing to a caring and supportive environment.



CHAPTER 4: IMPLEMENTATION INFORMATION FOR SCHOOL LIAISONS/YOUTH CENTER DIRECTORS

4.1 SCHOOL BASED PROGRAMMING AND YOUTH SPONSORSHIP

A4L is required to provide transition and resiliency training in accordance with the Child and Youth Education Service model of School Based Programming and Youth Sponsorship world-wide.

School Based Programming envisions a collaborative effort between Anchored4Life, local schools, local child and youth programs, military commands and local communities to facilitate transition and orientation experiences that address not only the needs of mobile youth but provides support during deployments while promoting academic achievement and successful social and emotional adjustment at school. (3)

The School Liaison helps to facilitate, coordinate, and initiate the process of planning and implementing School Based Program. According to the School Liaison Guide, the roles are to provide information, make referrals, educate families, encourage parent advocacy, and coordinate services. (5)

In a collaborative effort with the sponsoring military branches to develop a transition and resiliency club to support high military impacted school populations, sponsoring military branches connect all participating locations with Anchored4Life. Sponsoring military branches utilize School Liaisons to identify locations that are a good fit for A4L training. Anchored4Life is offered to child and youth centers, public, private, charter, DODEA, and homeschools that meet the criteria determined by the sponsoring military branch.

4.2 SCHOOL LIAISON

4.2.1 SCHOOL LIAISON ORIENTATION

Anchored4Life will provide orientation to School Liaisons. This orientation will provide knowledge, materials, and marketing information for the School Liaisons to share A4L with potential locations. School Liaison Officers will attend an orientation each year to ensure they have the most up to date information on A4L. The orientation will include what is Anchored4Life, how to select and support locations. Once the orientation is complete, the School Liaison will receive access to Anchored4Life website.

Sponsoring military branches will provide A4L with a list of School Liaisons who will attend the A4L orientation. Once the School Liaison has completed the A4L orientation, they will receive access to the A4L website.

School Liaisons will market A4L to the identified locations. School Liaison will order a marketing kit from the A4L website.

4.2.2 SCHOOL LIAISON ALLOCATIONS



The sponsoring military branch will notify the School Liaisons of its allocations by January 15 of each contract year. The School Liaisons will determine which locations will be trained or supported for the contract year. The School Liaisons will reach out to each identified school and provide an overview of Anchored4Life to ensure the school is ready to be contacted by Anchored4Life. Once the locations are selected, the sponsoring military branch will provide Anchored4Life with a list of the locations. The list will include: Installation, School Liaison, name and contact information of location to be trained.

4.2.3 LOCATION IDENTIFICATION

Anchored4Life is tasked with providing a transition and resiliency training in accordance with Sponsoring Military Branch requirements.

A School Liaison will share Anchored4Life information to locations that meet the sponsoring military branch requirements. Once the location shows a desire to receive more information on Anchored4Life, the School Liaison will reach out to Anchored4Life to schedule the information sharing call.

CNIC supports Home School groups' participation in A4L training. For Home School groups to participate in A4L, the home school group must be connected with a School Liaison Officer and Child and Youth Program. The School Liaison Officer will be the conduit for the home school groups. The School Liaison Officer is responsible for determining the kit needs for the home school group. The Club features are available to be used in home school groups once there is an identified Adviser and Team Leaders who are willing to implement the Club features. Home schools may also participate in A4L Club features through the trained schools or Child Youth Programs in their area. A4L features will be used at the discretion of the qualified adult.

Note: An approved training allocation, as defined by the contract, must include all components of A4L. Any exception must be approved by the Contracting Officer Representative (COR).

4.2.3 ROLE OF THE SCHOOL LIAISON

The School Liaisons are a necessary and integral part of connecting Anchored4Life to military populated schools. School Liaisons are the process owner with community schools. As process owners, the Sponsoring Military Branch expects the School Liaisons to follow the School Liaison Checklist which provide the necessary procedure to ensure training efficiency. The bottom line, the School Based Program and primary relationship with the school is central to program success. Anchored4Life is a resource to offer to school to facilitate the School Liaison's School Based Program.

School Liaison Checklist:

When an approved training allocation is provided, the School Liaison is required to be an active participant for the first full training. Then will attend the morning session of each following training. This includes initial, refresher, and annual trainings. If the School Liaison is not available, an exception must be requested by the Regional School Liaison Officer and approval granted by Contracting Officer Representative (COR).

Follow the check list as you introduce A4L to your locations. If you have any questions or need further support, please contact the A4L team at info@anchored4life.com.



School Liaison will attend Anchored4Life orientation and receive access to website.
Sponsoring Military Branch will select locations to be trained in Anchored4Life.
School Liaison will market and publicize Anchored4Life through Military and School channels.
Once selected, sponsoring military branch will send: School Liaison, location's name and address, location's priority level, current activity regarding transition and resiliency, and any foreseen implementation obstacles.
Information Sharing and Introductory Calls are scheduled by Anchored4Life and School Liaison will attend the scheduled calls.
When location confirms training dates, Anchored4Life will send an email with training information to location and School Liaison to ensure participation.
School Liaison will assist with training logistics as needed.
School Liaison will attend the full training Tier 1 (Initial, refresher, annual) or Tier 2 Orientation/Ongoing Support. After attending the full training/orientation/ongoing support. School Liaison will attend the first 2 hours of an additional training/orientation/support.
School Liaison will watch the Adviser Support Videos, participate in events and showcase to support trained locations.
School Liaison will be placed on training emails to ensure participation.
School Liaison will follow-up with locations to determine if any additional support is needed.
School Liaison will verify receipt of services rendered to a trained location and order replenishment materials when requested by the trained location.
School Liaison will assist location in the absence of an Adviser.
School Liaison will assist location when they are unable to implement the club features or not submitting monthly activity reports.
School Liaison will continue to share any new locations to be trained in Anchored4Life.
School Liaison will share great ideas, suggestions, or concerns with Contractor/Service HQ and Anchored4Life.

School Liaison will use the Anchored4Life suggestion form to submit great ideas or concerns. School Liaisons will include any great ideas, suggestions, or concerns from the trained locations and submit on their behalf. The form will be sent to the Sponsoring Military Branch to review and problem solve. If there is resolution, then the form is kept by the Sponsoring Military Branch to document the resolution. If there is no resolution, the suggestion form is sent to Anchored4Life Executive Director and COR for review and resolution. Outcomes will be sent within 10 days of receipt.

4.2.4 MILITARY AND FAMILY LIFE COUNSELOR (MFLC)

DoD MC&FP has authorized MFLCs to attend Anchored4Life trainings supporting their assigned location(s). Most of the Anchored4Life trainings are on site. MFLCs can support trained locations to meet the needs of the youth.

A MFLC can:



- Attend Anchored4Life trainings
- Support Anchored4Life Club features
- Support Anchored4Life activity groups (this may include Civilian children), yet not lead the activity groups
- Refer students to the Anchored4Life if applicable
- Share Anchored4Life Materials

4.2.5 SCHOOL LIAISON WEBSITE ACCESS

A4L has developed an online presence which can be located at the following URL: www.anchored4life.com. Our website provides transition and resiliency resources to support School Liaisons and trained locations. Any forms and supplemental materials can be located on the website for reference.

4.2.6 CNIC PROCESS FOR A4L CONTRACT EXECUTION

Training allocations will be determined by funding from the Sponsoring Military Branch. A soft schedule will be provided to CNIC and Anchored4Life by January 15 of each contract year. Contracting will issue POs/DOs to approve execution. Sponsoring Military Branch confirms training was conducted by approving Anchored4Life invoice to CNIC. CNIC does cash disbursement and NAF finance pays verified invoice.

School Liaison will keep A4L apprised of any situation that can impact execution of the entire training event (i.e., weather delay, etc.). Any changes to the date of training must be approved by CNIC N926 to prepare a modification to the purchase order.

4.2.7 IMPLEMENTATION ISSUES

Anchored4Life has observed that having a host and visiting schools provides opportunities to enhance the training experience. This allows for more real-life opportunities to complete the Club features. Anchored4Life also realizes that transportation can be a barrier to having a joint training. School Liaisons will work with schools to determine if having a joint training is feasible to the area. If a joint training is feasible, then local resources will be used to determine if transportation is available. For example, using a school bus or having parents drop off and pick up at the host location.

Providing training to multiple locations for day 1 and then going to each location for day 2 alleviates the transportation issues. When School Liaisons are sharing Anchored4Life with their locations, ensure to discuss that Day 1 training may be combined with other locations and Day 2 will be provided at the individual locations.

Virtual training is being provided due to COVID. Anchored4Life will continue to provide virtual training to support locations and ensure the safety of all.

If a location is not approved for or meet the selection criteria for Tier 1 training, the Sponsoring Military Branch may have Anchored4Life offer Tier1 or Tier 3 supports. Any Tier offered to the location has to be approved by the Sponsoring Military Branch.



4.2.8 LOCATION IDENTIFICATION

The Sponsoring Military Branch will select the locations, schools (public, private, charter, DoDEA, and home) or child and youth centers that meet the requirements to implement Anchored4Life. After the locations have been selected, the School Liaisons will assist in determining the Administrative Point of Contact for each location. Anchored4Life will provide information sharing calls for all locations interested in being trained. Anchored4Life in collaboration with the School Liaison will schedule an introductory call with the identified location.

For Home School groups to participate in Anchored4Life, the home school group must be connected with the School Liaison and Child and Youth Program. The School Liaison will be the conduit for the home school groups. The School Liaison is responsible for determine the kit needs for the home school group. The Club features are available to be used in home school groups once there is an identified Adviser and Team Leaders who are willing to implement the Club features. Home schools may also participate in Anchored4Life Club features through the trained schools or Child Youth Programs in their area. Anchored4Life features will be used at the discretion of the qualified adult.

4.3 ELEMENTARY SCHOOL/CHILD AND YOUTH PROGRAMS ANCHORED4LIFE IMPLEMENTATION

4.3.1 INFORMATION SHARING CALL

The information sharing calls have a representative from the location (Administrative POC), the School Liaison, and the A4L Executive Director. No more than fifteen (15) locations on these calls. A4L shares Club positions, features, trainings, resources, and expectations. The locations are provided a time frame (quarter) available for training. The location then has two (2) weeks from the date of its information sharing call to determine if they would like the A4L training. A4L follows up with the location from the information sharing call to determine if the location is interested in having A4L training. For each location that agrees to be trained, A4L will schedule an introductory call.

4.3.2 INTRODUCTORY CALL

The introductory call has a representative from the location (Administrative POC), the School Liaison, and the A4L Executive Director. A4L requires that only one (1) location participate on an introductory call. During the introductory call, A4L provides a deeper knowledge of the training, including Club positions, features, and support. The introductory call provides a brief overview of the training, answers questions, individualizes the training to the location, identifies Advisers, and confirms initial training dates.

4.3.3 ROLES AND RESPONSIBILITIES



A4L believes that in order to make the most significant impact on appropriately supporting transitioning youth, an entire team is necessary. While all the staff at the school are a part of the Anchored4Life team, there will be key individuals who will carry out specific roles and responsibilities to ensure success of A4L.

Deviations from School Liaison and location roles must be communicated to the Sponsoring Military Branch. Once approved, the sponsoring military branch will notify Anchored4Life. For example: combining roles and responsibilities, one Adviser, less than five (5) Team Leaders, or Administrative POC not on site.

4.3.3.1 ROLE OF ADMINISTRATIVE POINT OF CONTACT

A designated individual at a specific location who oversees the club. This is a principal, assistant principal, or director.

(CYPs Only)

CYPs adhere to the position of Administrative Point of Contact. Please interchange any titles with titles used within the CYP community.

4.3.3.2 RESPONSIBILITIES OF ADMINISTRATIVE POINT OF CONTACT

The Administrative Point of Contact will:

- Identify at least two (2) Advisers who will be trained to facilitate Anchored4Life at the location.
- Assist the Installation School Liaison Officer in coordinating dates and locations for trainings.
- Send an email to all staff at the location explaining Anchored4Life and how each staff member can support the implementation of the Club.
- Provide oversight including quarterly meetings with Advisers for Club consistency.
- Attend the morning session of Day 1 training.
- Contact Anchored4Life when concerns arise, staff changes, or when there is a need for additional training.

4.3.3.3 ROLE OF AN ADVISER

Sets the structure and facilitates support to transitioning youth through empowering A4L Team Leaders.

(CYPs Only)

CYPs adhere to the position of Adviser. Please interchange any titles with titles used within the CYP community.

4.3.3.4 RESPONSIBILITIES OF AN ADVISER

An Adviser will:

- Identify five (5) Team Leaders who will be trained to facilitate Anchored4Life.
- Obtain signed permission slips, located at <https://a4l.me/mps>.
- Attend all Anchored4Life trainings.
- Collaborate with Anchored4Life on implementing the Club.
- Notify Team Leaders of transitioning youth.
- Order and organize Anchored4Life materials.



- Prepare Team Leaders to implement Anchored4Life Club features: Quotes, REALTALK, Kits, Tours, Service Project, and Meetings.
- Facilitate REALTALK. Facilitate committee meetings.
- Oversee subcommittee meetings. Ensure meeting minutes are secure.
- Watch educational monthly videos.
- Participate in Anchored4Life Showcase with Team Leaders. Determine and order Anchored4Life materials.
- Complete and submit monthly activity reports by the 10th of each month.

4.3.3.5 ROLE OF A TEAM LEADER

Supports identified transitioning youth with resiliency skills and resources.

(CYPs Only)

CYPs adhere to the position of Team Leader. Please interchange any titles with titles used within the CYP community.

4.3.3.6 RESPONSIBILITIES OF A TEAM LEADER

A Team Leader will:

- Submit Team Leader permission slip to participate as a Team Leader -- <https://a4l.me/mps>
- Attend A4L Trainings.
- Wear Team Leader badges when completing A4L activities.
- Be an expert in A4L Club features.
- Support transitioning youth through A4L Club features: Quotes, REALTALK, A4L Transition Kits, Tours, and Service Project.
- Attend showcases to connect and learn from other Team Leaders.
- Participate in committee meetings with Advisers.
- Run subcommittee meetings and follow up on assigned tasks

4.3.3.7 ROLE OF A A4L REP

Provide grade level support to transitioning youth.

(CYPs Only)

CYPs adhere to the position of A4L. Please interchange any titles with titles used within the CYP community.

4.3.3.8 RESPONSIBILITIES OF A A4L REP

A A4L Rep will:

- Be identified by homeroom teacher.
- Wear A4L lapel pin when assisting transitioning youth.
- Attend subcommittee meetings to assist in sharing the Club Features with the location.
- Be a friendly and supportive face for transitioning youth.
- Be the “go to” person to provide individualized support.
- Support transitioning youth by sharing the Club Features.



4.4 A4L CLUB

The A4L Club is the place where connections happen. It is a peer-to-peer club to connect youth while building transition and resiliency skills. The Club provides opportunities for peers to enhance social skills, learn leadership skills, build character, improve self-esteem, and integrate into their community. Youth will learn these transition and resiliency skills using the Club features.

4.4.1 CLUB FEATURES

The Club Features are vital components that assist youth in developing transition and resiliency skills. A4L will provide the fundamentals for implementing the six (6) Club features, however, it is at the discretion of the location to determine how the Club features will be executed. All trained locations will be required to implement at least one (1) Club feature within the first thirty (30) days of being trained. A4L will encourage all trained locations to implement all six (6) Club features by the date of the Annual Training.

When using your own resources to implement the Club features, Team Leaders are to be active participants to ensure leadership skills are utilized.

4.4.1.1 QUOTES

Quotes will provide an inspiring message to set the stage for daily positive interactions. The quotes are used to impress upon youth the impact of having positive thoughts. The Team Leaders and A4L Reps will not only memorize the quotes but will be able to use the quotes to offer new perspectives on how to overcome obstacles. Team Leaders and A4L Reps will share the quotes with the location.

Quotes are located on the A4L website. Advisers will facilitate the implementation of quotes. Team Leaders and A4L Reps will select quotes to meet the locations needs. Locations may use their own quotes if desired.

4.4.1.2 KITS

Kits are age appropriate resources for Advisers, Team Leaders, and A4L Reps to provide to youth experiencing a transition. These materials were designed to provide youth with various items to support skill development during their transitional challenge. Youth are encouraged to take their resources home and share with their family.

A4L Kit

- Backpack
- Pencils
- Pen
- “My Connect” cards
- *My 20 Days of Caring* Journal
- Middle School Family Guidebook
- Blank journal
- Stress ball
- Aluminum water bottle
- Inspiration stone



- Scavenger hunt

4.4.1.3 REALTALK

REALTALK Discussion and Activities – REALTALK is provided to trained locations for Team Leaders to teach life skills while connecting with other youth. REALTALK focuses on Anchored4Life’s transition topics: bullying, deployment, fear, healthy body, homework, making friends, moving, and reintegration to enhance transitions and resiliency skills.

In addition, divorce and grief resources are provided for qualified adults to support youth during one of these more sensitive transitions.

Anchored4Life wants to provide all youth with access to enhancing life skills. REALTALK last no more than twenty-minute. REALTALK is offered to youth who are transitioning or may benefit from the life skills. This can be done in small groups, entire class settings, informal lunch time settings, after school (if appropriate) or in other venues if convenient for the location.

REALTALK is facilitated by the Advisers. The Advisers will ensure all the necessary materials are available to youth, provide a meeting time and room space, model how to teach life skills, and provide the consistent structure for REALTALK. The Adviser will need to support the Team Leaders and facilitate appropriate group discussions for the question or activity selected.

REALTALK is run by Team Leaders to teach life skills. The Team Leaders will follow the structure of REALTALK provided by the Adviser. Team Leaders will work with A4L Reps to ensure this Club feature is shared with the location based on the structure from the Advisers.

Activity Packet Units

Activity Packet Units is where you will find the REALTALK questions and activities. The Activity Packet Unit is provided to trained locations to teach life skills. The Unit has 10 themed topics (i.e. moving, deployment, reintegration, healthy body, bullies, making friends, homework, fear, divorce, and grief) that provide skills to address life challenges. Divorce and Grief materials are to be utilized by qualified adults.

Trained locations will access the Activity Packet Unit on the website. The Activity Packet Unit includes Quotes and REALTALK discussion and life skill activities.

4.4.1.4 TOURS

Team Leaders will provide tours to incoming youth. Advisers will assist the Team Leader in developing a designated route. The route should include the most frequently visited locations (i.e. classroom, outdoors area, lunch area, snack area, bathroom, nurse, important people, bell schedule, drop off/pick-up, etc.) A4L provides a Tour Checklist to assist in successfully implementing this Club feature. Tours are another way to offer connections and a smooth transition for incoming youth.

A4L Reps will be trained by Team Leaders to ensure youth are receiving tours and support while learning the new location.



4.4.1.5 SERVICE PROJECT

Each location will be asked to complete one (1) service project to strengthen community ties through building connections, increasing self-confidence, making contributions, and gaining competence. The service project will provide an opportunity for youth to apply the skills they have acquired to real life events. A4L provides a resource list to assist in successful completion of this Club feature in the forms section. Bridgeland, Dilulio, and Wulsin (2008) ⁽¹²⁾ show that youth who participated in service-learning were found to be more cognitively engaged and more motivated to learn. In the 2013 Health and Volunteer Study ⁽¹³⁾, reports that stress was reduced and mood improved.

Team Leaders provide input on the location's service project. However, it is at the discretion of the Advisers as to what service project is selected. The service project can be small or large in scale and can focus on supporting the location or can be more far reaching into the local community.

Many locations may have already committed to various service projects such as having a student council or staff leadership that leads various projects. Team Leaders are not required to create an additional service project; however, they collaborate with the other organizations or individuals to support the initiative.

Team Leaders will work with A4L Reps to complete a service project each year.

4.4.1.6 SHOWCASE

The Showcase provides a benchmark to demonstrate how selected locations have been able to vigorously implement the club feature(s) into the locations' culture to consistently support transitioning youth. It provides opportunities for Team Leaders to build connections and increases awareness of other Clubs around the world. Team Leaders are provided a platform to share with their peers how they are implementing the club features. Advisers collect requested information from the Team Leaders to share with their Anchored4Life POC Learning Consultant to use in the development of the "Showcase Squad" newsletter. This newsletter is shared by email with all Anchored4Life trained locations and is posted to Anchored4Life's social media platforms.

Anchored4Life selects four (4) locations each school calendar year to be awarded this honor. The selected locations are asked to share specifically how they are consistently implementing one (1) of the Club Features that is having a direct, positive impact on their location's culture. We call this the Spotlight Club Feature.

When a location has been selected, they are notified of their nomination by their Point of Contact (POC) Learning Consultant. The nominated location can accept or deny the honor. If a location is unable to accept the honor, for whatever reason, a new location will be nominated. The POC Learning Consultant will take the lead in requesting the needed information to develop the Showcase Squad newsletter.

If a location would like to be nominated for this honor, the location will contact their POC Learning Consultant.



4.4.1.7 MEETINGS

COMMITTEE MEETING

A Committee Meeting is a meeting held one (1) time a month to support the implementation of the Club features. Advisers and Team Leaders will collaborate on identifying the features that will be implemented the following month, determine logistics, assign roles, review last month's efforts, discuss areas of growth, and/or practice the implementation of Club features. Team Leaders lead the meeting to build ownership of the Club while the Advisers provide oversight.

Team Leaders are the experts in the Club features. Team Leaders will share how their Club feature will be used during the month and the support needed for the Club feature to be successful. Team Leaders will hold subcommittee meetings with the A4L Reps to ensure the Club features are used to support the location.

To support a structure and familiar flow for the monthly meeting, monthly meeting minutes have been developed. The minutes can be found in the forms section on the website.

SUBCOMMITTEE MEETING

Subcommittee meetings are held at lunch or free time as often as needed for the Club features to work well at the location. Team Leaders will share with A4L Reps the needs for the Club feature and how as a committee they will ensure the needs are met for the month. Team Leaders will complete the subcommittee form and submit to the Advisers at the committee meetings.

To support a structure and familiar flow for the meeting, meeting minutes have been developed. The minutes can be found in the forms section on the website.

ADVISER MONTHLY SUPPORT

Anchored4Life provides educational support to all our participating locations. Anchored4Life will provide monthly educational support videos. A mass email will be sent to all participating locations informing them that the educational video that has been posted to the Anchored4Life website (www.anchored4life.com). We ask that one (1) Adviser from each location watch the monthly videos. All Advisers may, of course, watch them. When you need individualized support, reach out to your Point of Contact Learning Consultant by email.



An important and unique aspect to this Club is the continuous support that will be provided to each location. By providing ongoing support and regular training intervals, A4L will ensure sustainability. Trainings are designed to be held face-to-face. However, if this cannot occur, informational overviews may be completed virtually. The optimal training location is at the school or CYP location. Alternative training locations will be considered on a case-by-case basis and needs Headquarters concurrence.

5.1 INITIAL TIER 1

Once the location has been selected as an appropriate candidate for the training, an Initial Training will be provided. The Initial Training will define roles and demonstrate ways to implement the Club features.

Realizing that schools and CYPs have different needs, schools and CYPs will be trained at different times. The training content remains the same, yet the delivery of the training is structured to meet the needs of each location. Before A4L can begin, the Advisers are required to complete both days of training. A4L requires (3) Advisers to be trained. One (1) active Adviser per location must have completed the Initial Training for the Club to continue. If there is not an Adviser at the location, an Installation School Liaison may be the interim Adviser until an Adviser can be trained.

(Middle Schools only)

Day 1: A maximum of five (5) staff will be selected to be trained (i.e. three (3) identified Advisers, Administrative Point of Contact, and Military and Family Life Counselor) will be trained on Club implementation. If the location does not have a Military and Family Life Counselor, then the location will have a maximum of four (4) staff to be trained (i.e. three (3) identified Advisers and Administrative Point of Contact). This training will focus on understanding the Club features through the eyes of an Adviser. Advisers will be provided with hands on interactions to ensure skill mastery and to empower them with tools to manage youth's real-life challenges. The Advisers attend the entire day. The Administrative Point of Contact and School Liaison will attend the first (3) three hours of the training.

Day 2: Three (3) Advisers, and five (5) Team Leaders will attend this full day of training. This training will focus on understanding the Club features through the eyes of a Team Leader. Team Leaders and Advisers will collaborate on Club utilization to ensure Team Leaders are confident in providing Club features to youth who are transitioning or may benefit from additional life skills. The Advisers will take an active role in the Team Leader training. The Advisers will be expected to facilitate various activities and Club features throughout the training. The Advisers will be provided all the necessary training and materials on Day 1 to be able to facilitate the activities and Club features for Day 2.

(CYPs Only)

The training schedule will be flexible to meet the needs of the CYP. Advisers will attend the adult portion of the trainings in the morning time to ensure that staffing ratios are still being met. The CYP Advisers will receive up to six (6) hours of training during the morning portions of the trainings. Team Leaders must receive a minimum of five (5) hours of training and a maximum of six (6) hours of training.

Morning Session Day 1 and Day 2: A maximum of five (5) staff will be selected to attend each three (3) hour morning session of the training (i.e. three (3) identified Advisers, Administrative Point of Contact, and Military and Family Life Counselor) will be trained on Club implementation. If the location does not have a Military and



Family Life Counselor, then the location will have a maximum of four (4) staff to be trained (i.e. three (3) identified Advisers and Administrative Point of Contact). This training will focus on understanding the Club features through the eyes of an Adviser. Advisers will be provided with hands on interactions to ensure skill mastery and to empower them with tools to manage youth's real-life challenges. The Advisers attend both morning sessions. The Administrative Point of Contact and School Liaison Officer will attend the day 1 morning session.

Afternoon Session Day 1 and Day 2: Three (3) Advisers, and five (5) Team Leaders will attend each three-hour afternoon session of the training. This training will focus on understanding the Club features through the eyes of a Team Leader. Team Leaders and Advisers will collaborate on Club utilization to ensure Team Leaders are confident in providing Club features to youth who are transitioning or may benefit from additional life skills. The Advisers will take an active role in the Team Leader training. The Advisers will be expected to facilitate various activities and Club features throughout the afternoon sessions of the training. The Advisers will be provided all the necessary training and materials in the morning portions of the training to be able to facilitate the activities and Club features for the afternoon sessions.

5.1.1 INFORMATIONAL OVERVIEW

The Informational Overview is a face-to-face presentation lasting up to 1 (one) hour designed to educate the location staff on the Club and encourage location wide support. A4L acknowledges that for youth to be successful, the entire location should be aware of the Club to assist transitioning youth.

An important position at A4L is the A4L Reps. A4L Reps provide classroom support for transitioning youth. This overview allows a trainer to highlight this position and encourages staff in identifying A4L Reps to share with the Advisers. Advisers will determine the final selection of A4L Reps. A pamphlet is provided as suggestions for their roles.

The overview will be held on the first or second day of training as often as possible, yet if this cannot occur exceptions can be made. If a location is unable to schedule the overview while a trainer is available on a training day, it can be scheduled via webinar/conference call. The A4L Point of Contact Learning Consultant will collaborate in scheduling the overview and provide any necessary materials for a successful training. On last resort, if a webinar/conference call cannot be scheduled, a location will be asked to present the material to staff. The A4L Point of Contact Learning Consultant will provide any additional guidance and materials to the identified presenter.

5.2 REFRESHER TRAINING

Just as we never want youth to feel alone and/or lacking resources as they transition, A4L is committed to ensuring the Club has guidance, materials, and support. To further support sustainability and active Club involvement within the first year of participation, A4L will provide a Refresher Training around the six (6) month interval from when the Initial Training was completed. School Liaison Officers will attend the morning session.

(Middle Schools Only)

The refresher training is a two-hour individualized video-conference with up to four (4) adults to check on the status of the Club, as well as, provide any additional training and planning to get the Club running strong.



5.3 ANNUAL TRAINING

A4L will return to the location each year the location subscribes to the Club. We want to ensure the Club Features continue to be vibrant and sustainable. School Liaison Officers will attend the morning session.

(Middle Schools Only)

The Annual Training is a face to face training that is a total of up to six (6) hours in length. The training is individualized to meet the needs of the location. The first two (2) hours of the training will focus on collaborating with the Advisers on exploring the implementation of the Club features and individualizing the training to the specific needs of the location. The additional four (4) hours of the training will focus on the Team Leaders and improving implementation. The Annual Training provides an excellent opportunity for new Advisers and Team Leaders to be trained in A4L.

(CYPs only)

The Annual Training is a face to face training that is a total of up to six (6) hours in length. The training is individualized to meet the needs of the location.

Morning Session: Up to two (2) hours will focus on collaborating with the Advisers on exploring the implementation of the Club features and individualizing the training to the specific needs of the location. The Annual Training provides an excellent opportunity for new Advisers to be trained in A4L. A minimum total number of three (3) Advisers and a maximum number of six (6) Advisers may be trained.

Afternoon Session: Up to four (4) hours will focus on the Team Leaders and improving implementation. The Annual Training provides an excellent opportunity for new Team Leaders to be trained in A4L.

Add Annual Maintenance

Alternate year when a virtual or face-to-face training is not offered. Annual Maintenance is always virtual. POC Learning Consultant will provide up to three (3) hours of individualized video-conferencing consultation, 1x a year, which can include a planning session of Club Feature implementation, training new advisers, training new team leaders, providing support on keeping the Club running strong, Monthly Activity Report instruction, etc. **NO** Club funds are provided for Tier 1 Annual Maintenance.

Add Tier 2

Tier 2 Initial Orientation is offered virtually **only for** two (2) hour video-conference orientation by the POC Learning Consultant for up to three (3) Adults.

This orientation videoconference is the time devoted to providing an overview of A4L and get the location set-up to begin implementation. By the completion of the orientation, the location should have a solid plan to begin implementing at least one (1) Club Feature.

Tier 2 Individualized Consultation is **virtual only** for up to two (2) hours of consultation at least (4-6) months after the Tier 2 Initial Orientation to continue planning and supporting the implementation of the Club features. This could include up to eight (8) Team Leaders.

Tier 2 Ongoing Support is offered virtually **only** for two (2) hour video-conference orientation by the POC Learning Consultant for up to three (3) Adults.



This Ongoing Support videoconference is the time devoted to providing an overview of A4L and get the location to implement additional Club Features.

Tier 2 Individualized Consultation is **virtual only** for up to two (2) hours of consultation at least (4-6) months after the Tier 2 Ongoing Support to continue planning and supporting the implementation of the Club features. This could include up to eight (8) Team Leaders.

Add Tier 3

Tier 3 Support is offered virtually **only** for up to two (2) hours of video-conference orientation. A4L will provide a brief overview of the Club, while highlighting the Club Feature, Kits. By the completion of the orientation, the SLO/Recruiter should have a solid plan to begin implementing one (1) assigned Club Feature, Kits.

5.4 MATERIALS

5.4.1 ACCESSORY BUNDLE TIER 1 AND TIER 2

Each trained location will receive a badge/lapel pin bundle at the initial, refresher, and annual training. If additional bundles are needed, the location can re-order through their School Liaison.

(CYPs only)

CYPs will receive badge/lapel pin bundle. Please interchange any titles with titles used within the CYP community.

5.4.2 LOGO

A4L has materials that are provided to trained locations that are endorsed with a logo. This logo is used to identify the Club. Due to the brand consistency, A4L does not allow the logo to be used outside of the transition and resiliency materials provided. If a trained location has a specific request or need for a logo item, please contact A4L directly, info@anchored4life.com.

5.4.3 WEBSITE

A4L has developed an online presence which can be located at the following URL: www.anchored4life.com. Our website provides transition and resiliency resources to support trained locations. Any forms and supplemental materials can be located on the website for reference.

Once your location has completed the Day 2 Training, your assigned A4L Point of Contact Trainer will provide the location with your credentials to access the site (i.e. username and password). Each location is provided with one (1) username and password, thus the location is responsible for sharing the credentials with anyone at the location who will be implementing the Club. There is no cost to your location for using the online resources.



If you need online support, please contact your assigned A4L learning consultant.

DRAFT



CHAPTER 6: ORDERING MATERIALS

Materials to support the implementation of the Club features are provided, at no cost, to trained locations who subscribe to A4L.

6.1 INITIAL MATERIALS

Tier 1 -

When A4L provides the Initial Training Tier 1, the location will receive the starter bundle:

- Five (5) A4L Transition Kits

Within two (2) weeks after the completion of the Initial Training, the additional 60 kits, badges(5)/lapel pin (100) bundle will be shipped.

Tier 2 –

Within two (2) weeks after the Tier 2 Orientation, the location will receive the following kits:

- Thirty (3) A4L Transition Kits

6.2 REPLENISHMENT MATERIALS

Replenishment funds for kits and materials are provided by the sponsoring military branch for the sustainability of the Club. As funds are limited, all replenishment orders will be placed by the School Liaison. When a trained location needs additional materials, reach out to your School Liaison to place the replenishment order.

CHAPTER 7: DATA COLLECTION

For A4L to be successful and sustainable, a method of evaluation has been implemented to stay on track to meet goals. A4L uses feedback forms and monthly activity reports to ensure the Club features and resources are effective. This data will be used to provide outcomes to the sponsoring military branches.

7.1 FEEDBACK FORMS

A4L utilizes feedback forms for all Tiers. The feedback forms are collected and reviewed to make the necessary adjustments for a successful and sustainable training. All participants who participate in Anchored4Life will be provided feedback forms.

7.2 MONTHLY ACTIVITY REPORT

The Monthly Activity Report provides A4L an overview of the implementation of the Club Features at each location. It allows us to identify the features being utilized and monitor if locations can implement all six (6)



features. For each year, a location subscribes to A4L, Monthly Activity Reports are required to be submitted by the Adviser(s). By the 10th of each month, Advisers will complete the reports on the Anchored4Life website.

7.3 CONTINUOUS QUALITY IMPROVEMENT

A4L is committed to creating, training and implementing transition and resiliency features that derive from the current research-based literature and use resources to help youth be successful during their lifetime.

Anchored4Life will continue to offer all Club features during the trainings. Each location is only required to implement one (1) Club Feature at their location to maintain eligibility to continue to receive resources. The data and feedback received will be used to make enhancements to the Club.

DRAFT



CHAPTER 8: RECOGNITION AND INCENTIVE

A4L believes in the importance of recognizing dedication and commitment, thus A4L will provide recognition items for Advisers and Team Leaders who are utilizing all Club features.

8.1 CLUB RECOGNITION

A4L will provide the location with a Certificate of Recognition (Tier 1 & 2) for being selected to implement A4L at their location. The Advisers and Team Leaders will receive a Certificate of Completion after the commencement of the Day 2 Tier 1 Training

Each year a location has subscribed to A4L in implementing at least one (1) Club Feature, the location will receive a Participation Medal recognizing their hard work and dedication to A4L.

It is at the discretion of the location to inform the local school, community and base newspapers for a press release of training completion and achievement.

8.2 OPERATION COSTS

(Middle Schools only)

A4L realizes there will be operational costs when implementing the Club Features. Therefore, locations will receive monetary funding. The funds will be sent based upon the completion of each training. These funds are to be used for any supplies or resources that may be needed to support the Club Features. No receipts or proof of purchase is required.

For the first year of implementation, a location will receive a maximum total of \$500.00, which will be disbursed as follows:

1. Upon completion of the Initial Training – A location will receive an e-gift card in the amount of \$250 after the training has been completed.
2. Upon Completion of the Refresher Training – A location will receive an e-gift card in the amount of \$250 after the training has been completed.

For the duration of time a location subscribes to A4L, the funds will be disbursed as follows:

1. Upon completion of each Annual Training - A location will receive an e-gift card in the amount of \$250 after the training has been completed.

(CYPs only)

Per CNIC N926, Child and Youth Programs do not receive the \$250.00 for operation funding for A4L Club since Child and Youth Programs already are funded for this in day-to-day programming.



9.1 FORMS

The following documents may be printed for the use of the Club only:

1. Tier 1 Training Requirements.....	29
2. Tier 2 Requirements.....	30
3. Tier 1 Training Fact Sheet	31
4. Press Release	32
5. A4L SL Suggestion Form	33

DRAFT





Anchored4Life Training Requirements Tier 1

The location will:

- coordinate trainings with the School Liaison.
- support Anchored4Life implementation.
- implement at least one Club feature.
- appoint an Administrative Point of Contact who is willing to oversee the Club at the location.
- appoint (3) Advisers to facilitate the everyday functioning of the Club.
- appoint (5) Team Leaders to implement Club features.
- have A4L Rep positions in classrooms.
- ensure at least one Adviser participates in the monthly support.
- have Committee and Subcommittee meetings to ensure Club features are implemented.
- host 3 trainings with Anchored4Life (i.e. initial, refresher, annual).
- host annual maintenance, when not having an annual training.
- provide a designated time for Anchored4Life to provide an informational overview to all staff.
- share Anchored4Life with parents.
- follow-up with Anchored4Life on use and needs of the materials.
- Ensure monthly activity reports are submitted by the 10th of each month.
- provide feedback to Anchored4Life.



Anchored4Life Requirements Tier 2

The location will:

- coordinate Tier 2 with the School Liaison.
- support Anchored4Life implementation.
- implement at least one Club feature.
- appoint an Administrative Point of Contact who is willing to oversee the Club at the location.
- appoint (3) Advisers to facilitate the everyday functioning of the Club.
- appoint (5) Team Leaders to implement Club features.
- have A4L Rep positions in classrooms.
- ensure at least one Adviser participates in the monthly support.
- have Committee and Subcommittee meetings to ensure Club features are implemented.
- host with Anchored4Life initial orientation, individualized consultation, and ongoing support.
- share Anchored4Life with parents.
- follow-up with Anchored4Life on use and needs of the materials.
- Ensure monthly activity reports are submitted by the 10th of each month.
- provide feedback to Anchored4Life.



Anchored4Life Training Fact Sheet Tier 1

Initial Training Day 1 (6 hours):

- Who: Administrative Point of Contact
- What: Anchored4Life Training
- When: Morning session
- Where: The designated location

- Who: 3 Advisers
- What: Anchored4Life Training
- When: ALL Day
- Where: The designated location

- Who: ALL staff at the location
- What: Informational Overview
- When: Scheduled at a time convenient for the location
- Where: The designated location

Initial Training Day 2 (6 hours):

- Who: 3 Advisers and 5 Team Leaders
- What: Anchored4Life Training
- When: ALL Day
- Where: The designated location

Anchored4Life Press Release

FOR IMMEDIATE RELEASE: DATE

CONTACT:

AGENCY:

TELEPHONE:

FAX:

EMAIL:

Anchored4Life is coming to a location near you to provide hands on training to develop happier, healthier, and more confident kids.

City, State - Date

Anchored4Life has teamed up with the United States Military to provide a comprehensive transition and resiliency Club to support youth. This Club will make a significant difference in children's' lives by offering positive support and encouragement through the many unique challenges that they face. Anchored4Life will provide transition and resiliency resources and skills to counselors, teachers, parents, and youth.

Anchored4Life Club develops leadership skills, enhances life skills, builds confidence, reinforces team building, and offers support by:

- Building positive connections.
- Increasing self-esteem and positive self-worth.
- Integrating empathy and integrity in daily activities.
- Providing peer-to-peer support to transitioning youth.
- Quotes provide an inspiring message to set the stage for daily positive interactions.
- Kits connect youth and provide valuable resources during transitions.
- Tours provide opportunities for transitioning youth to make connections.
- Activity Groups teach life skills focusing on eight main transition areas.
- Service Projects strengthen community ties through making connections, increasing self-confidence, and making contributions.
- Training and Ongoing Support increases and improves transitions for youth.

This training will be implemented at _____ (include date, time, and location).

We are dedicated to providing exceptional educational products that change youth's lives by helping them become happier, healthier, and more confident kids. For more information about Anchored4Life email us at info@anchored4life.com or visit us at anchored4life.com.



A4L SL Suggestion Form

Date: _____ Region: _____

SL Name: _____

Suggestion(s): _____

This form will be sent to the Regional SL for review. The Regional SL will address any suggestions and submit the outcome to the installation SL within 10 days of receipt.

Date Rec'd	Outcome	Date Sent to Installation SL
_____	_____	_____

If Regional SL is unable to address suggestions, then form will be sent to Shawna Harlin-Clifton and Chuck Clymer for review. The suggestions will be addressed, and the outcomes will be submitted to the Regional and Installation SL within 10 days of receipt.

Date Rec'd	Outcome	Date Sent to SLs
_____	_____	_____

CONTACT SECTION

A4L

www.anchored4life.com

info@anchored4life.com

(512) 751-2262

DRAFT



- (1) K-12 Education: Many Challenges Arise in Educating Students who Change Schools Frequently. GA-011-40. Retrieved January 15, 2016, from <http://www.gao.gov/products/GAO-11-40>
- (2) All about DoDEA Educational Partnership. Retrieved December 3, 2015 from <http://www.dodea.edu/Partnership/about.cfm>
- (3) American Psychological Association Presidential Task Force on Military Deployment Service for Youth, Families and Service Members, (2007). The Psychological Needs of U.S. Military Service Members and Their Families: A Preliminary Report. Retrieved January 18, 2016, from <http://www.apa.org/releases/MilitaryDeploymentTaskForceReport.pdf>
- (4) Department of Defense (2010). Retrieved December 6, 2015 from www.defense.gov
- (5) Connections Navy School Based Programming. Navy Child and Youth Education Services. A guide to Implement Navy School Based Programming. Retrieved December 14, 2015, from <https://elibrary.cnrc-n9portal.net/document-library/?documentlibraryaction=view&id=325>.
- (6) Bradshaw, C. P., Sudhinaraset, M., Mmari, K., & Blum, R. W. (2010). School transitions among military adolescents: A qualitative study of stress and coping. *School Psychology Review*, 39, 84–105.
- (7) Strobino, J., Salvaterra, M. (2000). School Transitions Among Adolescent Children of Military Personnel: A Strengths Perspective. *Social Work in Education*, Vol. 22, 95-107.
- (8) Clever, M. & Segal, D.R., (2013). The Demographics of Military Children and Families. *The Future of Children*, Vol. 23 (2), 13-39. Retrieved December 3, 2015 from www.futureofchildren.org
- (9) Ginsburg, K. (2015). Building Resilience in Children and Teens: Giving Kids Roots and Wings. Grove Village, IL: American Academy of Pediatrics.
- (10) Lerner, R. M. (2004). *Liberty: Thriving and civic engagement among America's youth*. Thousand Oaks, CA: Sage Publications.
- (11) Zarrett, N. & Lerner, R.M. (2008) *Ways to Promote the Positive Development of Children and Youth* Retrieved December 3, 2015 from <http://www.childtrends.org/>
- (12) Engaged for Success: Service-Learning as a Tool for High School Dropout Prevention. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the National Conference on Citizenship. (April 2008). Bridgeland, J.M., Dilulio Jr, J.J., Wulsin, S.C. Retrieved January 19, 2016 from www.civicenterprises.net
- (13) United Health Group. Doing Good is Good for you 2013 Health and Volunteering Study Retrieved January 20, 2016 from <http://www.unitedhealthgroup.com/~media/uhg/pdf/2013/unh-health-volunteering-study.ashx>
- (14) Oregon Commission on Children and Families: Best Practices Positive Youth Development <https://theinstitute.umaryland.edu/topics/soc/youthInvolvement/Best%20Practices%20Positive%20Youth%20Development.pdf>
- (15) Blum, R. W. (2003). Positive youth development: A strategy for improving adolescent health. In F. Jacobs, D. Wertlieb, & R. M. Lerner (Eds.), *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs: Vol. 2. Enhancing the life chances of youth and families: Contributions of programs, policies, and service systems.* (pp. 237-252). Thousand Oaks, CA: Sage Publications.
- (16) Lerner, R. M. (2004). *Liberty: Thriving and civic engagement among America's youth*. Thousand Oaks, CA: Sage Publications.
- (17) Roth, J. L., & Brooks-Gunn, J. (2003). What is a youth development program? Identification of defining principles. In F. Jacobs, D. Wertlieb, & R. M. Lerner (Eds.), *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs: Vol. 2.*



- Enhancing the life chances of youth and families: Contributions of programs, policies, and service systems. (pp. 197-223). Thousand Oaks, CA: Sage Publications.
- (18) Lerner, R. M. (2006). Developmental science, developmental systems, and contemporary theories of human development. In R. M. Lerner (Ed.), *Theoretical models of human development*. Volume 1 of *Handbook of Child Psychology* (6th ed.) (pp. 1-17). Editors-in-chief: W. Damon & R. M. Lerner. Hoboken, NJ: Wiley.
- (19) Kidshealth <http://kidshealth.org/en/teens/power-positive.html?ref=search>
- (20) Gambone, M. A., Klem, A. M., & Connell, J. P. (2002). *Finding out what matters for youth: Testing key links in a community action framework for youth development*. Philadelphia, PA: Youth Development Strategies Inc.

DRAFT

