OPERATION: Military Kids

Ready, Set, Go!

Implementation Guide

2nd DRAFT

A collaborative effort with America's communities to support military kids impacted by the stressors of deployment.

OPERATION: MILITARY KIDS

MILITARY FAMILIES IN OUR OWN BACKYARD.

Operation: Military Kids Implementation Guide

How to Build, Maintain, and Expand the State OMK Initiative

April 2010

2nd DRAFT

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Hello OMK State Team Member,

Thank you so much for making the personal commitment to participate on your State's Operation: Military Kids State Team. We appreciate your willingness to dedicate your time and energy to join a nationwide effort of supporting Military kids from all branches of service who are experiencing the deployment of a loved one.

This Implementation Guide is a companion piece to the Operation: Military Kids (OMK) Ready, Set, Go! Training and Resource Manual found at www.4-Hmilitarypartnerships.org. Please refer to the OMK Resource and Training Manual for additional information and as referenced throughout this guide. The purpose of this Implementation Guide is to support OMK State Teams and Partners as you work together to support military kids through OMK programming in your state. This Guide will help OMK State Team members:

- Define your individual roles as well as your organization's role
- Form a high performing State Team
- Create productive Local Support Networks

By working together in this Guide as a State Team, it is our hope that you will discover new ways that you and your organization can connect and support the OMK Initiative in your state. We also hope that you uncover new ways to connect and build support for military kids and their families in the communities where they live and across your state.

Sincerely,

The OMK Management Team

Implementation Guide Overview

This guide is divided into four sections:
Chapter 1: The OMK Implementation Framework
Chapter 2: Readying the OMK State Team
Chapter 3: Setting Up Local Teams for Success
Chapter 4: Implementing Programs to Assist Military Children and Youth

The Foundation of Operation: Military Kids:

In order to begin to understand Operation: Military Kids it is important to know a little bit about the history of the partnership between 4-H National Headquarters and Army Child, Youth & School Services.

Background: 4-H/Army Youth Development Project (4-H/AYDP)

The U.S. Army Family & Morale, Welfare, and Recreation Command (FMWRC) Child, Youth & School Services (CYSS) and the U.S. Department of Agriculture (USDA) National Institute of Food & Agriculture (NIFA) 4-H National Headquarters share a common mission of providing positive youth development programs to build the skills and competencies youth need to lead productive, healthy, and self-sufficient lives wherever they live. These two federal agencies have created a partnership, the 4-H/Army Youth Development Project (4-H/AYDP), to accomplish their common mission and make efficient use of public resources.

USDA/NIFA and 4-H National Headquarters provide leadership for 4-H youth development programs in Land Grant universities and 3,150 U.S. counties as part of the Cooperative Extension System. Youth aged 5–19 participate in a wide variety of 4-H programs led by youth development professionals and volunteers across the country.

CYSS Programs provide quality childcare and youth program services on Army installations worldwide for children and youth ages 4 weeks through 18 years. The 4-H/Army Youth Development Project (4-H/AYDP) assists Army CYSS to provide predictable, quality youth programs by introducing 4-H to military and nonmilitary youth on installations and in communities worldwide.

The 4-H/AYDP also makes significant contributions to:
- Mission readiness—Soldiers focus on their mission, knowing their children are in safe and supportive environments with caring adults.
- Reaching new audiences—4-H reaches a new audience of youth not previously served.
- Wise use of public resources—Federal agencies improve programs and use tax dollars effectively.

The successful partnership is due largely to the following contributions:
- NIFA has Cooperative Agreements with five universities to implement 4-H/AYDP. Through the agreements, faculty from multiple universities are contracted to

administer programs, develop educational materials, conduct trainings, and to provide technical assistance for Army youth and technology programs.
- 4-H Youth Development and Technology Specialists are on loan from their universities for assignments at Army offices to work directly with Child, Youth & School Services staff to assist installations
- Each state has identified one State 4-H Military Liaison to coordinate military support efforts in their state.

Expanding the 4-H/Military Partnership…Operation: Military Kids (OMK)

The OMK initiative builds on the existing partnerships between 4-H, Army, Navy, Air Force, and Marines and the established infrastructure of the State 4-H Military Liaisons. The State 4-H Military Liaisons or OMK Project Directors serve as the central point of contact for OMK State Teams, comprised of the Active Duty, National Guard, Reserve, Boys & Girls Clubs of America, the Military Child Education Coalition, The American Legion, Schools, and other Community Organizations. State Teams are joining Army Child, Youth & School Services to build local community support networks designed to reach out to military youth…before, during, and after their parents are deployed.

Operation: Military Kids focuses on those young people whose parents are active duty, Guard and Reserve who are being deployed in increasing numbers for extended assignments in support of Overseas Contingency Operations. While these youth may not relocate, their lives change dramatically when a parent suddenly is mobilized or deployed and leaves the family for potentially dangerous assignments. Families may not live on military installations but are dispersed throughout the United States in rural areas, small towns, suburbs, and cities. In addition, many of these families live 50–100 miles away from any other military families and from the normal military support mechanisms. Therefore, they may be isolated from other families and youth who are experiencing similar deployments and separations. Until deployment, these families have typically been civilians with little or no experience dealing with military culture. Clearly, they now face new challenges and risks.

Operation: Military Kids is an initiative that seeks to:

OMK GOAL: Support the Military children and youth of Service Members who serve in Active Duty, Guard, and Reserve.

OMK OBJECTIVES:
- Build community capacity to deliver outreach services
- Raise community awareness of "suddenly military" kids
- Implement outreach support services
- Provide community education about the Effects of Deployment presented through Operation: Military Kids—Ready, Set, Go! Training.

Building infrastructure and building local community capacity to address issues that confront military children and youth who are geographically dispersed away from military installations is the major focus of Operation: Military Kids. In order to help OMK meet its goal to build community capacity to support Military Children & Youth, it is important to understand the established OMK Implementation Framework.

Chapter 1: The Operation: Military Kids Implementation Framework
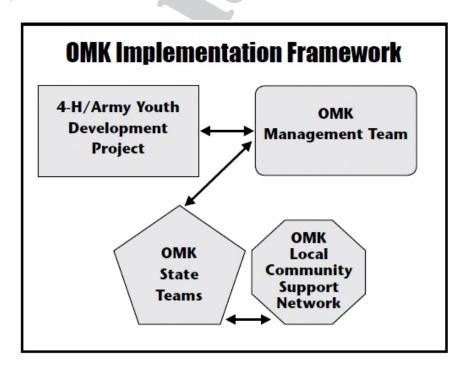
Operation: Military Kids is a collaborative effort between many different organizations to build capacity in local communities to support military children affected by deployment. The following section outlines the key organizations, respective points of contact and their role in the OMK initiative. The following section will give you an overview of the OMK implementation framework and the role each partner plays in the initiative. But first let's define what we mean by "building community capacity." Robert J. Caskin, et al. defines Capacity Building as follows:

Community capacity is the interaction of human capital, organizational resources, and social capital existing within a given community that can be leveraged to solve collective problems and improve or maintain the well-being of that community. It may operate through informal social processes and/ or organized efforts by individuals, organizations, and social networks that exist among them, and between them and the larger systems of which the community is a part.
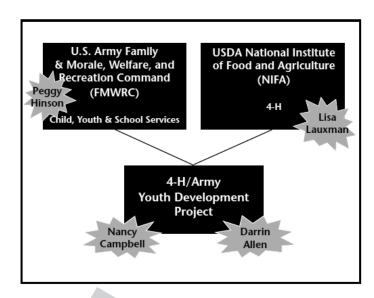
This is the essence of how OMK works to develop support for military kids where they live:
- Forming local support networks that understand the unique needs of military kids having a parent in the deployment cycle
- Leveraging community and organizational resources to impact the lives of military kids
- Mobilizing local human capital and social networks
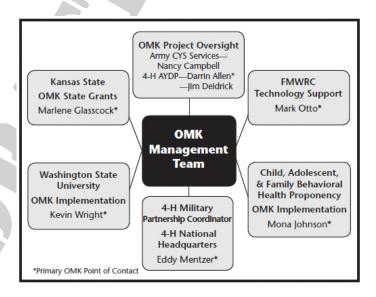
OMK local support networks do not stand alone; they are connected to and supported by your OMK State Team that is connected to and supported by a national OMK Framework of Partners and systems.

The foundation of the OMK initiative is the 4-H/Army Youth Development Project. The graphic illustrates the strong partnership between the U.S. Army's Family & Morale, Welfare, and Recreation Command; Child, Youth & School Services and the USDA's, National Institute of Food and Agriculture and 4-H. The project's primary role in coordination with the OMK management team is to assist in identifying potential OMK states, secure funding for OMK grants, develop the OMK state request for proposals, and approve submitted state OMK proposals.

The OMK Management Team consists of staff persons from the 4-H/Army Youth Development Project partnering with Universities and Military Child, Youth & School Services. The OMK Management Team is responsible for managing the OMK state grants, providing OMK program and marketing resources, providing technical assistance to OMK State Teams, and providing State Teams with the Operation: Military Kids—Ready, Set, Go! Training.

The OMK Partnership Advisory Group is made up of representatives of National OMK Partners. The primary responsibility of this group is to help OMK State Teams connect with partners at the state and local levels, promote OMK to key personnel in partner organizations, and develop partner program materials for use with OMK states.

OMK Partnership Advisory Group

Military Partners
Army – Peggy Hinson*
Navy – Greg Young*
Air Force – Anne-Marie Wallace*
Marines – Rhudine Wilkes*

USDA, National Institute of Food and Agriculture (NIFA) 4-H National Headquarters
Lisa Lauxman*

National Association of Child Care Resource and Referral Agencies (NACCRRA)
Bonnie Storm*

Military Child Education Coalition
Dr. Mary Keller*

Boys & Girls Clubs of America
Terrill Wicks*

Army National Guard
Paula Sumerall*

U.S. Army Reserve
Beverly Ahah*

The American Legion
Jason Kees*

*Primary OMK Point of Contact

The OMK State Team is comprised of representatives from all the OMK National Partners and any other agencies/organizations/people in the state that have resources and the desire to engage in the OMK initiative. The OMK State Team's primary responsibilities are to:

1) build strong local community support networks throughout the state,
2) provide OMK—Ready, Set, Go! Training to state and local OMK partners,
3) coordinate and deliver youth outreach services through partner organizations, document OMK efforts and activities in monthly progress reports, and engage in assessment activities.

OMK State Team

Youth

Military Installation CYS Staff

Regional and Local Boys & Girls Club Professionals

County/State 4-H Extension Professionals

OMK State Team*

School Personnel

Joint Family Support Assistance Program Representative

National Guard and Air Reserve Component Staff

Community Volunteer Partners

The American Legion Representative

*4-H State Military Liaisons or OMK Project Directors serve as OMK State Team Leaders.

Some of these programs include but are not limited to the "Speak Out for Military Kids" program and the use of the Mobile Technology Lab (MTL).

Building an OMK State Team that works collaboratively is central to the success of the OMK initiative. The OMK Project Director or State 4-H Military Liaison is responsible for building, maintaining and facilitating the work of the OMK State Team. OMK Partners are invited to participate in this initiative because they are considered to be leaders in their organizations and will be relied on heavily to assist in identifying potential OMK partners, creating a high functioning State Team, developing Local Support Networks and delivering programs to support Military children & youth. The next chapter of this guide will begin to discuss how a group of diverse organizations and people become a strong collaborative body that will ensure OMK is a success.

Chapter 2: Readying the Operation: Military Kids State Team

This section of the OMK Implementation Guide will help build the capacity of State OMK Teams to deliver on the mission of OMK: Build partnerships to increase capacity for youth, families and communities to support children & youth of deployed military families where they live.

Initially, most State OMK Teams began their partnership with state representatives from National OMK Partners (4-H, POCs from each Military Branch of Service and Component in the state, The American Legion, Schools, Child Care Resource & Referral and the Boys and Girls Club). That core group quickly expanded to include additional state level partners that shared an interest in joining together to address the OMK mission (other veteran service organizations, YMCA, Chambers of Commerce, faith based organizations, Park & Recreations, University athletics, etc.).
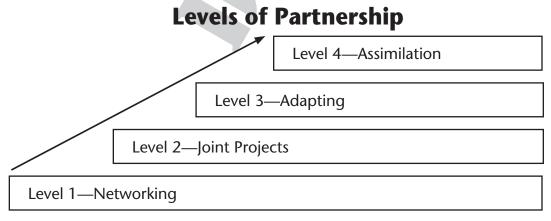
ACTIVITY—Take a moment to think back to teams of which you've been a part. Make a list of:
- How many of them could truly be described as high performing?
- What elements contributed to making those teams high performing?
- What was missing from those that weren't high performing?

As you look at the lists you generated, which of the elements are more "Relationship" based and which are more "Outcome" based?

Team development is a process, one that takes time, attention and commitment. And this balance between "relationships" and "outcomes" is at the core. This development process is reflected in how teams function and in the level of outputs they produce.

Levels of Partnership

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                                    ┌─────────────────────────────┐
                                    │  Level 4—Assimilation       │
                                    └─────────────────────────────┘
                          ┌─────────────────────────────────┐
                          │  Level 3—Adapting                 │
                          └─────────────────────────────────┘
                ┌─────────────────────────────────────┐
                │  Level 2—Joint Projects               │
                └─────────────────────────────────────┘
      ┌───────────────────────────────────────────────────┐
      │  Level 1—Networking                                 │
      └───────────────────────────────────────────────────┘
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Level 1—The OMK State team only meets to network and share information, the team makes sure that gaps are filled and that duplication of service is minimized. If teams stay at this level too long interest is lost, partners fade away, outcomes become difficult to realize.

Level 2—Teams do more than just networking and sharing information but work together to develop New Joint Projects: a couple Partners work on one project while others work on another. Partners with similar interests are beginning to share resources around joint programming.

Level 3—Individual Partners adapt their organizational policies and develop "work around" rules in their organizations to achieve shared outcomes. Partner organizations find unique ways for military kids to participate and share in organizational programming and support. Partner organizations are learning more about the unique needs of military kids and how they can develop support.

Level 4—In the highest levels of partnership, new OMK team systems are created and assimilated by all partner organizations to accomplish team outcomes. Partner organizations breakdown institutional barriers and develop team agreed upon systems that facilitate full collaboration.
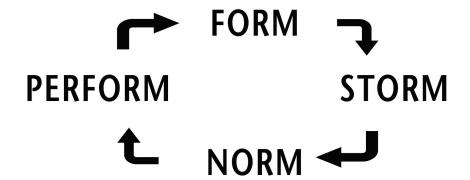
As we think about the sustainability of a high impact initiative, it is important that your OMK State team be moving up the Levels of Partnership. Note: Teams don't always make it to Level 4 but they may still do good work; nor does every element of a team's work progress at the same rate; nor do teams usually stay at Level 4 as people and organizations are constantly changing. But in the ebb and flow of team growth, it is important to keep this goal in mind.

★ **ACTIVITY**—What kinds of outputs and outcomes do teams at varying levels achieve?

Are you beginning to see a correlation between levels of team member relationships and levels of outcomes? As we continue, you will learn more about what high performing teams do to be at the top of their game. You will see how
- having a common goal
- effectively managing team relationships and communication
- displaying mutual accountability
- practicing flexibility
- optimizing team performance, and
- sharing recognition and appreciation

FORM → STORM → NORM → PERFORM → (cycle)

all contribute toward OMK State Teams building stronger partnerships and realizing high quality OMK mission accomplishment. You will increase your understanding of what your team expects of OMK Partners, assess how you're doing and develop plans for moving forward. This is all about T.E.A.M. (Together Everyone Achieves More)!

Setting the Context for High Performing Teams

Your OMK state team will continually evolve and there will be a "maturity" that develops both individually and collectively with team members. But remember that each time a new partner is added or a new representative from a partner is added on your team, it's like starting over as a new team.

Every time a new person is added to the team, you can expect the whole team to go through at least an abbreviated form of Tuckman's **Form**, **Storm**, **Norm**, **Perform** model of team development. This can take anywhere from a few meetings or stretch out over much longer periods of time. It is the team's role to help facilitate the processes necessary to move through all of these stages and not to expect to jump right to the Perform stage. Having a strong team system minimizes the disruption that changes may cause. The systems also make a new team member feel welcome and able to make a contribution to the team sooner.

Briefly, **Forming** happens when people come together for the first time. There is the typical "honeymoon" period where everyone is on their best behavior. This is the "get to know you" phase. **Storming** gets a little more tense as people start to work more closely together and differences can easily become stumbling blocks. Here roles need to be clarified, objectives need to be clear and focused, and rules of operation are needed. **Norming** is a time of sorting out strengths, resources and focus turns back to what needs to be done; people start to help one another more. Teams need to focus now on balancing relationships and tasks. **Performing** comes when the team reaches optimal performance. Team members will feel achievement and objectives will be realized. Taking care to sustain the task-relationship balance becomes critical.

★ **ACTIVITY**—At what stage is your State OMK Team?

Getting to Know You

Especially as new OMK Partners join the team, it is important for all Partners to share/learn about the other Partners on the team. As your team works toward the goal of supporting military children and youth service members who serve in Active Duty, Guard, and Reserve, it is important that everyone understands why each Partner has chosen to join the team and what their agency/organization brings to the collective work of the team.

The following Partnership Potluck: Getting to Know You worksheet may be completed by each Partner agency/organization/individual and then shared/briefed in a team setting. After the worksheets have been shared, they may also be collected, copied and distributed to each team member for reference in future OMK work. It is important that team member know why each individual is on the team, how they contribute and how to connect with them. This deepening of relationships is important to the future success of the team.

PARTNERSHIP POTLUCK: <u>GETTING TO KNOW YOU</u>

In your state team group, have each partner complete the "Getting to Know You" table. After 5 minutes, each partner will share their organization with the team. Team members should listen for congruence with the Partnership Briefs that have happened already this week. Feel free to clarify, question, and affirm each Partner's sharing. This is the first step in defining the role you and your organization play on the State OMK Team.

Name: **Organization:**

What is your organization's primary mission?	
How can we best communicate with you?	
What are the priorities that your organization is pursuing at the moment (special focus or emphasis in the community/state)? • How does OMK fit into these priorities?	
How do you see incorporating OMK into your organization?	
What are some elements of your organization's culture that will likely have an influence on our partnership? For example: • Control systems • Power structures • Decision making • Internal networks • Networks in communitites • Measures of success • Limitations	
What interests and assets do you bring to the table; including informal networks you could tap?	
What specific win-win situation could you envision for your involvement in the OMK partnership?	

Collect partners' "Getting to Know You" table and copy for each of the team members when you get back home. These will become handy references.

Characteristics of High Performing Teams

Beyond reasonable performance, research on high performing teams generally reveals a list of common characteristics. Clearly, team members having a common purpose/task is the largest contributor to team success. And, inadequate team leadership is cited as the biggest reason for team ineffectiveness.

We want to keep our State OMK Teams moving forward, building stronger partnerships that lead to high quality OMK mission accomplishment.

The following outline shares some **Common Characteristics of High Performing Teams**. As you read, be thinking about your State OMK Team and how you might contribute to moving your team in this direction.

1. **Share Common Goals (Worksheet on page 16)**
   OMK Teams need to create goals and objectives so that:
   a. Team members are driven by a shared sense of team mission and vision that excites them to collective action and creates commitment (not just more work)
   b. Team members are committed to a clear, common and compelling purpose
   c. When the going gets tough team members know that everyone will stay focused on the same goal, directed by the same compass

2. **Effectively Manage Relationships and Communication (Worksheet on page 17)**
   In order to function at a high level, the OMK Team must build trust and respect between members and communicate clearly so that:
   a. Team members pay attention to team process as well as task and have defined clear processes
      i. How the team will work together and behave with each other
      ii. How decisions will be made
      iii. How team members will speak about the partnership outside of the partnership
      iv. How conflict will be managed
      v. How feedback will be given and received
   b. Team meetings are effective and energizing
      i. Partners don't just get together to share status reports because it's what is done with the information that is important
      ii. Team members are effective at working their well defined tasks, and not in long bureaucratic meetings with every team member
      iii. Team time is used to ask questions, seek clarity, make decisions, get creative and figure out what to do about obstacles
   c. Team members ensure that differing views are expressed, listened to, and understood. There is no judging — ideas are not shot down. It is genuinely acceptable to have debate, vigorous questioning and discussion.
   d. Partners develop regular, quality, two-way communication that is the life-blood of the team and is never ignored. Two-way communication involves both speaking out honestly and listening attentively. It binds team members together and facilitates action. It supports and encourages, questions, challenges, directs and bonds. Team members communicate in "real time" with respect, never aimed at personality and don't "beat around the bush."
   e. The team exhibits effective problem solving and dispute resolution as sooner or

later they are bound to encounter both and the team needs to have the tools and skills and motivation to deal with both and not lose its way.
   f. Trust, enthusiasm and pride are infused as part of the team culture.

3. **Display Mutual Accountability (Worksheet on page 18)**
   Team membersknow that everyone has something to contribute to meeting OMK goals and objectives, what is expected of themselves and each other, and work so that:
   a. Each team member is valued and the team uses their differences and builds on them. Team members know what they should be doing, they understand their strengths and weaknesses and compensate accordingly.
   b. Clarity is sought and where there is role ambiguity or perceived duplication, definition is created and documented; i.e. State 4-H Military Liaison, OMK Project Director, ANG State Youth Coordinator, Youth Program Specialist.
   c. Team members thrive in the interdependent nature of the work and remain achievement oriented. As a result team members do not hesitate to point out deficiencies, seek to help others with performance issues, or seek help when they themselves reach difficult obstacles.

4. **Practice Flexibility (Worksheet on page 19)**
   OMK Teams need to change and evolve with the situation in their state or community by creating an environment where:
   a. High performing teams build leadership together, meet challenges placed before them, and respect and capitalize on the different styles of team members.
   b. Team members change roles on the team as the situation demands: leader, coach, trainer, model, facilitator, evaluator, etc.
   c. Team members agree upon what to do and how to do it. Team plans have enough detail to guide team member's work, and enough flexibility to enable team members to cope with changes in circumstances, to incorporate new knowledge, skills and capabilities, and to compensate for difficulties encountered.
   d. Members understand that times change, teams evolve, new challenges arise, old strengths wane, and that no plan is perfect or fully complete (we don't know what we don't know at any given point in time).

5. **Achieve Optimal Performance (Worksheet on page 20)**
   The OMK Team excels at completing their Annual Plan of Work (POW) when:
   a. The team's focus is on outcomes and incremental steps to reach them
   b. Authority to act is vested in team members and initiative is valued
   c. Team members do the research and homework required for taking calculated risks in the name of meeting the mission with innovation and improvement
   d. The team knows when they are on track and when they need to do something more or different
   e. All team members have access to quality and the right tools, know how to schedule and secure them, and are able to rely on them
   f. The team balances their time in possibility thinking, narrowing their alternatives, selecting one and planning the implementation

6. **Share Recognition and Appreciation (Worksheet on page 21)**
   The OMK Team will know what success looks like to them and will be celebrated by all when:
   a. The methods of measuring success/outcomes are articulated upfront and they are understood, measured and celebrated by all
   b. Team members understand that if there is no balance in terms of how the team gets rewarded and recognized then sooner or later the wheels will fall off; i.e. when cavemen hunted mammoths, if they got more food by hunting as a pack they continued to do so

Generally, members of high performing teams hold themselves and each other accountable for:
- Setting a context and environment that builds trust
- A level of commitment from themselves and all partners that communicates a sense that each has responsibility for the success of the work
- Infusing the mission, goals, and outcomes of the partnership back into their own organization, engaging others in the work of the partnership
- Fully engaging the team in each of the above areas and nurturing diversity as a strength
- Clearly defining expectations (process, goals, metrics)
- Being attentive to their own behaviors that encourage either what is happening or NOT happening on the team
- Moving the team toward higher levels of performance

Use the following worksheets to assess where your OMK State Team is on each of these key characteristics and make plans for moving forward on each of them. *(Complete one **Worksheet** for each of the 6 Team Characteristics)*

T ogether

E veryone

A chieves

M ore

Notes:

_____

_____

_____

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_____

_____

_____

_____

SHARE COMMON GOALS

- Team members are driven by a shared sense of team mission and vision that excites them to collective action and creates commitment (not just more work)
- Team members are committed to a clear, common, and compelling purpose
- When the going gets though, team members know that everyone will stay focused on the same goal, directed by the same compass
Refer to page 13 for more details

Place a mark on the continuum below where you believe your State OMK Team is currently in this area.

| Everyone has their own agenda | We seem to stray off task frequently | We all help keep the team focused on our purpose | We're all excited to be here |

How does "Sharing Common Goals" happen in our State Team now?	To improve performance in this area, I wish our State Team would…
Steps the team can take to foster and support "Sharing Common Goals" Steps the team can take to build	Steps I can take to foster and support "Sharing Common Goals" Steps I can take to build
Challenges the team can hurdle in this area Challenges which will hinder	Challenges I can hurdle in this area Challenges which will hinder

EFFECTIVELY MANAGE RELATIONSHIPS AND COMMUNICATION

- Team members pay attention to team process as well as task and have defined clear processes
- Team meetings are effective and energizing
- Team members ensure that differing views are expressed, listened to, and understood
- Partners develop regular, quality, two-way communication
- The team exhibits effective problem solving and dispute resolution
- Trust, enthusiasm, and pride are infused as part of the team culture
  Refer to page 13 for more details

Place a mark on the continuum below where you believe your State OMK Team is currently in this area.

I really don't feel part of the team	Team meetings are boring	Team members work together to resolve conflict	I always leave energized from team meetings

How does our State Team "Manage Relationships and Communication" now?	To improve performance in this area, I wish our State Team would…
Steps the team can take to foster and support "Managing Relationships and Communication" Steps the team can take to build	Steps I can take to foster and support "Managing Relationships and Communication" Steps I can take to build
Challenges the team can hurdle in this area Challenges which will hinder	Challenges I can hurdle in this area Challenges which will hinder

★★WORKSHEET★★

DISPLAY MUTUAL ACCOUNTABILITY

- Each team member is valued and the team uses their differences and builds on them. Team members know what they should be doing.
- Clarity is sought, and where there is role ambiguity or perceived duplication, definition is created and documented.
- Team members thrive in the interdependent nature of the work and remain achievement oriented.
  Refer to page 14 for more details

Place a mark on the continuum below where you believe your State OMK Team is currently in this area.

"Silos" and duplication are rampant	I don't know who does what	We support each other in our work	We hold each other accountable for our commitments

How does "Mutual Accountability" happen in our State Team now?	To improve performance in this area, I wish our State Team would…
Steps the team can take to foster and support "Displaying Mutual Accountability" Steps the team can take to build	Steps I can take to foster and support "Displaying Mutual Accountability" Steps I can take to build
Challenges the team can hurdle in this area Challenges which will hinder	Challenges I can hurdle in this area Challenges which will hinder

PRACTICE FLEXIBILITY

- Team builds leadership together, meets challenges. They respect and capitalize on the different styles of team members.
- Team members change roles on the team as the situation demands.
- Team members agree upon what to do and how to do it.
- Members understand that times change, teams evolve, new challenges arise, old strengths wane, and that no plan is perfect or fully complete.
  Refer to page 14 for more details

Place a mark on the continuum below where you believe your State OMK Team is currently in this area.

| We often start over at square one | The work stops when certain people are absent | We often change roles depending on the nature of the work | We adapt to changes without losing focus on the work |

How does our State Team "Practice Flexibility" now?	To improve performance in this area, I wish our State Team would…
Steps the team can take to foster and support "Practicing Flexibility" Steps the team can take to build	Steps I can take to foster and support "Practicing Flexibility" Steps I can take to build
Challenges the team can hurdle in this area Challenges which will hinder	Challenges I can hurdle in this area Challenges which will hinder

ACHIEVE OPTIMAL PERFORMANCE

- The team's focus is on outcomes and incremental steps to reach them.
- Authority to act is vested in team members and initiative is valued.
- Team members do the research and homework required for taking calculated risks in the name of meeting the mission with innovation and improvement.
- The team knows when they are on track and when they need to do something more or different.
- All team members have access to quality and the right tools, know how to schedule and secure them, and are able to rely on them.
- The team balances their time in possibility thinking, narrowing their alternatives, selecting one, and planning the implementation.
  Refer to page 14 for more details

Place a mark on the continuum below where you believe your State OMK Team is currently in this area.

| We're lucky to get anything done | We often get side-tracked, yet find our way back to our plan | I have everything I need to do my work | I'm consistently amazed at the amount of work done |

How does "Optimal Performance" happen in our State Team now?	To improve performance in this area, I wish our State Team would…
Steps the team can take to foster and support "Achieving Optimal Performance" Steps the team can take to build	Steps I can take to foster and support "Achieving Optimal Performance" Steps I can take to build
Challenges the team can hurdle in this area Challenges which will hinder	Challenges I can hurdle in this area Challenges which will hinder

SHARE RECOGNITION AND APPRECIATION

• The value and methods of measuring success/outcomes are articulated upfront and they are understood, measured, reported, and celebrated by all.
• Team members understand that if there is no balance in terms of how the team gets rewarded and recognized, then sooner or later the wheels will fall off.
Refer to page 14 for more details

Place a mark on the continuum below where you believe your State OMK Team is currently in this area.

| Our team doesn't measure success | We rarely promote our work | Work of the team is promoted in all Partner organizations | Everyone shares in team recognition |

How does our State Team "Share Recognition and Appreciation" now?	To improve performance in this area, I wish our State Team would…
Steps the team can take to foster and support "Sharing Recognition and Appreciation"

Steps the team can take to build | Steps I can take to foster and support "Sharing Recognition and Appreciation"

Steps I can take to build |
| Challenges the team can hurdle in this area

Challenges which will hinder | Challenges I can hurdle in this area

Challenges which will hinder |

Identifying and Recruiting State OMK Partners

OMK State Teams typically include community partners (civic & corporate) in addition to the National Partners. There is not a set size of your State OMK Team. Teams should be guided by what is practical and manageable to achieve the State's accepted OMK Plan of Work: too many members on the team because of politics, over inflated belief in the need for a certain type of expertise, etc. can complicate moving forward. It is far easier to add members than to remove members from the team. Even though you may have a relatively small number of people on your State Team, it doesn't mean that you don't need a larger number of people to help implement your state's OMK initiative. ***State Team members need the skill and ability to build bridges to others in their organizations and networks; engaging them in the work.***

When considering the addition of partners, it is important to be strategic and consider additional resources, outreach capacity, and existing networks that potential partners may contribute toward the completion of your OMK Plan of Work. It may be advisable to have a current OMK State Team Partner conduct a short introductory interview to gather information and answer questions potential partners may have. Here are some items to consider when assessing a potential partner's fit on the Team:
- What is the organization's primary mission?
- What is the direction that this organization is taking at this moment (special focus or emphasis in the community/state)?
- What are some elements of this organization's culture that have an influence on our partnership? For example:
  – Control Systems
  – Power Structures
  – Informal Networks
- How will your culture and this culture mesh?
- What assets does this partnership bring to the table; including informal networks you could tap into?
- What specific win-win situation could you create or expand that would make this organization want to partner with you?

★ These items are also a good exercise for current OMK State Team Partners to complete and share with the Team. This kind of discussion will lead to a better understanding of each Partner's organizational culture, commitment, and contribution to achieving the OMK mission. (See page 11, "Getting to Know You."

Effective Planning for Delivering Content

When moving forward with developing your state OMK Plan of Work, it is important to think about two areas: State Team Management and State Team Action Planning. As we've been learning, paying attention (planning) to both areas (relationships and tasks) is essential to having a high performing team.

State Team Management Planning

The "Practicing Partnering" activity will help your State Team apply the elements of high performing teams to your specific team. As you work through the activity, please refer back to the OMK Implementation Guide to dig deeper into more of the specifics for any of the characteristics of high performing teams. The strategies that you develop in this activity will become part of your State Team Management Plan.

★ **ACTIVITY—**Practicing Partnering

Notes:

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PRACTICING PARTNERING

As a team, here's an opportunity to practice your partnering. In context of the six characteristics we discussed of high performing teams:

1. Share Common Goals
2. Effectively Manage Relationships and Communication
3. Display Mutual Accountability

4. Practice Flexibility
5. Achieve Optimal Performance
6. Share Recognition and Appreciation

Come to consensus on how your team currently functions in the following areas. After discussing all areas, go back to each area and begin developing a plan to advance that area more in your team.

Holding myself and others on our team accountable for …	How I see our team currently functioning:	Strategies we will use to advance this in our Team when we get home:
Building Trust	Low 1 2 3 4 5 High	
A Commitment to and Responsibility for the Work	Low 1 2 3 4 5 High	
Infusing the Work of the Partnership into my Organization	Low 1 2 3 4 5 High	
Fully Engaging and Nurturing Diversity	Low 1 2 3 4 5 High	
Clearly Defining Expectations	Low 1 2 3 4 5 High	
Being Attentive to How my Behaviors Affect the Team	Low 1 2 3 4 5 High	
Moving the Team to Higher Levels of Performance	Low 1 2 3 4 5 High	

PRACTICING PARTNERING—CONTINUED

High-performing teams effectively manage their relationships and their communication. Use this worksheet to assist your team in having a team dialogue assuring clarity, common understanding, and practice in each of these areas. Feel free to add additional items.

How will team members ...	How are we doing in this area now?					Strategies we will use to advance this in our Team
... work together and behave with each other?	Low 1	2	3	4	High 5	
... communicate between meetings?	Low 1	2	3	4	High 5	
... make decisions?	Low 1	2	3	4	High 5	
... speak about the partnership outside the team?	Low 1	2	3	4	High 5	
... obtain and utilize resources?	Low 1	2	3	4	High 5	
... manage conflict and resolve problems?	Low 1	2	3	4	High 5	
... give and receive feedback?	Low 1	2	3	4	High 5	
... have effective team meetings?	Low 1	2	3	4	High 5	
	Low 1	2	3	4	High 5	
	Low 1	2	3	4	High 5	
	Low 1	2	3	4	High 5	

State Team Action Planning

As part of the annual request for OMK funding, OMK State Teams put together an action plan for how they will advance the OMK goals and objectives in the next year. Using the following format will help turn those plans into actions that will effectively deliver on the OMK goals and objectives.

OMK GOAL: Support military children and youth where they live when impacted by deployment.

OMK OBJECTIVES:
- Raise community understanding about how the deployment of a family member affects military children and youth through awareness building and educational trainings.
- Build community capacity and create Local Support Networks.
- Implement outreach support services for military youth.

All Action Planning must begin and be based upon the common vision and mission agreed upon by the OMK State Team and must demonstrate advancement of national OMK objectives.

As you begin thinking about team outcomes that will help reach your mission, remember to consider how your overall plan will encompass each of the Prevention Strategies (RSG! Training & Resource Manual, Chapter 6, page 32):
- Universal—Addresses the entire population (national, local community, school, neighborhood) with messages/programs aimed at preventing or delaying implications. For example: RSG community training, Month of the Military Child activities, etc.
- Selective—Target subsets of the total population that are deemed to be at-risk by virtue of their membership in a particular population segment. For example: Speak Out For Military Kids, Hero Packs, Camps.
- Indicated—Designed to prevent the onset in individuals who are showing early signs of problem behavior. For example: preparing Partners to make referrals to local, state, national services/opportunities such as Military Family Life Consultants, Military One Source, etc.

Although many of your activities will actually cut across multiple levels of Prevention Strategies, try to keep focus on how they are addressed in each.

Developing outcomes in the SMART+C format will help you move easily to the next step (RSG! Training & Resouce Manual, Chapter 10, page 24): strategies. Strategies are the "How" of accomplishing the Team's outcomes. The details of implementing the strategies are the last to be developed: What will be done, by whom, by when, what cost, who is POC, etc.? The following table illustrates this model.

Using this model can be an effective tool at almost any point in the program development cycle. It can be used as you plan for your next OMK Request For Applications (RFA) submission, to "test" your current outputs for mission alignment, or to clarify and prioritize remaining programming for the year.

EFFECTIVE PLANNING FOR DELIVERING CONTENT—Sample

Vision	Mission	Outcomes	Strategies	Action Plans
The Dream	What & Why	SMART+C	How to Achieve Outcomes	The Details
		Specific **M**easurable **A**chieveable **R**elevant **T**imed **C**hallenging		What will be done? By whom? By when? At what costs? Who else will/needs to Partner?
While their family is experiencing deployment, Military Children & Youth are Connected with and have a sense of belonging in their communities enabling them to Contribute to the well-being of their family, community and future.	Build partnerships to increase capacity for youth, families and communities to support children & youth of deployed military families where they live	1. Raise awareness about the impact of deployment on military kids in 12 communities by the end of the 2nd quarter	1a. Dec.—Identify 7 highly impacted geographic communities & 5 professional communities	1ai.Sue & Sam will present RSG workshop at state Social Workers Conference, March 15
		2. Create local support networks in 3 highly impacted regions of the state by the end of the 3rd quarter	2a. From communities identified in #1, invite interested RSG participants to follow-up community networking meeting 2b.Convene initial community network meeting with 2 wks of initial RSG	2ai.Joe will make follow-up phone calls to those indicating an interest within one week following the RSG 2aii.Bill will make calls within one week of RSG to other community members that State Team members identify as potential network partners inviting to community networking meeting 2bi.Joe & Bill will convene initial community network meeting within 2 weeks of initial RSG
		3. Implement Educational Programs through local support networks		

⭐ As a team, use the blank table in your OMK Implementation Handbook to work through one of your current OMK programs.

EFFECTIVE PLANNING FOR DELIVERING CONTENT

Vision	Mission	Outcomes	Strategies	Action Plans
The Dream	What & Why	SMART+C	How to Achieve Outcomes	The Details
		Specific **M**easurable **A**chieveable **R**elevant **T**imed **C**hallenging		What will be done? By whom? By when? At what costs? Who else will/needs to Partner?

DRAFT

ACTION PLANNING WORKSHEET

Program/Project:

OUTCOME ("WHY" in SMART+C Format):				
STRATEGY:				

TODAY'S DATE:		COMPLETION TARGET DATE:		
ACTION STEPS (WHAT)	**WHO**	**TIMEFRAME (BY WHEN)**	**RESOURCES NEEDED**	**COMMUNICATION WITH**

WHAT DIFFICULTIES DO WE ANTICIPATE:
NEXT STEPS:
NEXT MEETING DATE:

Chapter 3: Setting Up Local Teams for Success

Purpose of this chapter:

This chapter of the Implementation Manual is designed to assist OMK State Team members in the formation and development of local community teams. Successful OMK States have dedicated, well trained and empowered local teams that serve communities within their state. A State Team cannot be all things to all people throughout the state. It is only with the help and commitment of local agencies and partners that a community support network can be built to sustain military youth families before, during and after the deployment of a loved one.

Characteristics of a highly effective Local Team

What do Local Teams look like?
Each local team will look a little bit different. It should reflect the community itself. There are several considerations to keep in mind as you facilitate the formation of local teams:

Location: Where should local teams be developed? Answer the following Questions for your State:
- What are the logical communities? Is it a town? A county? A geographical area? A neighborhood? (not all communities need to be the same)
- Are there hubs for local teams that make sense? (i.e. near a Family Assistance Center, an Armory, a school, etc.)
- Where are there high numbers of military kids?
- Where are the geographically isolated military kids?
- Where can you get access to this information? (which partner could provide it?)

Need: Answer the following Questions:
- Where are local teams needed? (what are the areas with current, recent or upcoming deployments)
- What are the needs of military youth in this community?
- Who is already offering Military youth support in the community?
- How does OMK complement what is already being done?

Willingness/Commitment: Is the community, as you have defined it, willing to come together around the issue of supporting military kids? Answer the following questions:
- What education is needed in the community to increase awareness and understanding?
- What are the barriers/challenges?
- Who are the key leaders in the community to bring a group together?

As State OMK Team draw a map of your state. Now mark the following:
- What are the logical communities for local OMK Teams? Why?
- Where are there high numbers of military kids?
- Where are the geographically isolates military kids?

Identifying Local Partners

Who should be part of a local network? What strategies should you use for connecting and working with local partners? Where do you start?

State Partners: State Team members are the first place to look for help in the development of a local support network. State Teams members should orient and invite their local affiliate to be part of the team. (For example, the State 4-H Military Liaison should talk with the county 4-H staff to make them aware of OMK and help the county staff decide where they fit in to the program. The county 4-H Staff person may not be the person on the team but 4-H should be represented possibly by a volunteer who has an interest of connection with military youth.) In the same way local American Legion Posts, schools and other organization that have representation on the state team should be encouraged to be involved at the local level.

Local Partners: The Local Team members understand their communities. They know who the key leaders are and how to work in their community. State Teams need to be aware of the context of each community and the community members.

These contextual factors to consider include:

<u>Connectedness</u>—How do people know each other? What is the linkage between individuals, groups and organizations?

<u>History of Working Together/Customs and Cultures</u>—Is there a history of the community working together? What is the power structure of the community? Is there a history of shared values? What are the cultures involved—individually, as a group, and organizationally? How will these different cultures work together?

<u>Political Climate</u>—The history and environment surrounding power and decision making. A healthy collaboration insures that political climates affecting or potentially affecting the group have been identified and utilized in the positive development of the collaboration.

<u>Policies/Laws/Regulations</u>—Policies, Laws and Regulations represent all the concepts and activities that are used to resolve problems. Collaborations are more likely to succeed when supportive Policies, Laws and Regulations are in place. This is especially true with regard to the policies and regulations within the collaborating members' groups and/or organizations, contributors, and the people using the service. Sustainability of collaborations is often dependent on policies and practices in place.

<u>Resources</u>—Within a collaboration, resources refer to four types of capital: Environmental, in-kind, financial, and human. What are the resources of the local community Team?

<u>Catalysts</u>—Catalysts get the collaboration started. The existing reason for the collaboration to exist (supporting military kids and families) must be viewed by the community and potential collaboration members as a situation that requires a comprehensive response. In this way, the reason is the catalyst.

The second type of catalyst needed is a convener. This is the person who calls the initial meeting of the collaboration and draws everyone into a dialog about possible solutions to the situation. If the collaboration is going to move forward and establish a shared vision, the person who convenes the collaborative group must be respected and viewed as a "legitimate" player. Conveners must have organizational and interpersonal skills, and must carry out the role with passion and fairness.

Preparing local organizations and individuals with RSG!

The RSG! Training that you have been experiencing is a great way to educate, orient and involve local organizations and individuals. State OMK Teams should plan to offer RSG! Training in local communities as they start new local teams or reinvigorate existing teams. Plans for and costs for this training should be included in the State OMK grant Plan of Work and budget.

RSG! Training at the local level should be tailored to meet the needs of the local community. You probably won't need five days. You can offer it in small sections or all at once. One very important section that you don't want to leave out is the section on culture. It is important that all local team members have an understanding of military culture as well as an understanding of the culture of their partner organizations.

★ Go back to your map.

For each community identified for a local team answer the following questions on your map:
- Who do we know that could be part of the local team in each community?
  Write a list of potential local team members for each community.
- Are they a local affiliate of any of the State Team partners?
- Who will ask them to become involved?
- How will we, as a State OMK Team, be catalysts to get them get started?
- When can we offer training and facilitate group formation in each community?
  (You may want to use the Identifying and Recruiting State OMK Partners worksheet from Chapter 2 as a format for this activity)

How are Local Teams supported by State Teams

Inclusion in OMK Grant: Local teams should be included in the Plan of Work and budget for your state's OMK grant. Identify the activities and expected outcomes of the local communities in your grant proposal. Be sure to identify resources from the OMK grant that can be used at the local level. This support is key to getting buy-in from local partners.

Resources (curriculum, promotional items, core elements, etc.): What resources does your State OMK Team have to offer local teams? Who on your state team can mentor local teams with OMK curriculum, OMK Program Elements (see RSG! Training & Resource Manual Chapter 4), etc.?

Connections to State Team: How will local teams connect to the state team? As a State OMK Team answer the following questions:
        Who will be the Point of Contact for the local team?

Will it be the same person for all teams or different people?
What will their responsibilities be?
How will the POC communicate with the local team and then bring that information back to the state team?
How do Local Teams request support materials?
How do Local Teams schedule events/tools?
How will the POC facilitate reporting/documentation from the local teams?
How will the state team support local teams if the run into barriers or have issues within their team?

Action Plans (Not so smart, Simple)

All planning must begin and be based upon the needs of the community and agreed upon by the OMK Local Team. It must also demonstrate advancement of State OMK vision and mission. Next, the local team, with help from State Team members will develop the specific outcomes that will focus on the needs of military kids in your community. Developing outcomes in the SMART+C format will help you move easily to the next step: strategies. Strategies are the "How" of accomplishing the Team's outcomes. The details of implementing the strategies are the last to be developed: What will be done, by whom, by when, what cost, who is the contact person, etc.? The following table illustrates this model.

Using this model can be an effective tool at almost any point in the program development cycle. It can be used as you plan for your next OMK activity such as Speak Out for Military Kids or A Yellow Ribbon Event (see Chapter 4). You can also use it to clarify and prioritize remaining programming for the year.

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		3. Implement Educational Programs through local support networks		

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		Specific **M**easurable **A**chieveable **R**elevant **T**imed **C**hallenging		What will be done? By whom? By when? At what costs? Who else will/needs to Partner?

Chapter 4: Implementing Programs to Assist Military Children and Youth

Purpose of this chapter:

This chapter is where the "rubber hits the road." OMK materials, accessed through your State OMK Coordinator, make planning and delivering programs to military youth much easier. This chapter will give you ideas of what can be done with the OMK Core Program Elements, Curricula, and marketing materials. But, don't let these ideas limit you. Each state and community within that state is different. Each have their own unique resources to draw upon whether it is a professional basketball team, a national park, or a veteran that has a great idea, it is the local touch that makes OMK effective in supporting military youth and their families before, during and after deployment.

How OMK Core Program Elements support children & youth experiencing the Deployment Cycle

RSG! Training and Resource Manual

The RSG! Training Manual is the tool that State Teams will use to train and build Local Community Support Networks throughout your state.

The content is designed to give participants an understanding and appreciation of unique stressors that suddenly military families may face during a deployment. This training will give you the tools and skills to support military children and youth, and a framework to create comprehensive action plans to make OMK an effective statewide support network for military families.

The manual can be used in its entirety for two or three day training or individual chapters/topics can be used for shorter workshops. The material is easily adapted to different audiences. The RSG! Chapter Framework is designed to enable State Team members to be able to go back to their organizations and train any section of the RSG! Manual. Hopefully, State Team members will find and plan for ways to team teach diverse audiences across the state.

Speak Out for Military Kids (SOMK)

One of the biggest issues confronting families is the lack of awareness that communities have regarding the stressors facing many military families. Speak Out for Military Kids should be a youth-led, adult-facilitated program.

This is an on-going community service project whose focus is to raise awareness and foster community support.

The primary outcome of SOMK is the creation of a Youth Speakers Bureau. The Speakers Bureau creates informative and dynamic presentations of issues that children and youth of military families may face during the deployment of a parent.

There is a copy of the SOMK manual on the RSG! Flashdrive in your manual that you can use as a resource. The RSG! Training manual can also be used as a resource to teach youth about military culture, action planning, or other topics covered in the RSG! Manual. The manual gives outlines for baseline training in many areas of public speaking and presentation delivery. Like all programs, activities, and support developed by your OMK initiative, it should include all your partners and other resources within your state.

Mobile Technology Lab (MTL)

Each OMK State has received a Mobile Technology Lab. The labs provide access to technology to communicate with deployed loved ones, learn about technology, and make videos or photos to send to a deployed parent.

The Mobile Technology Labs have wireless network capabilities. The hardware and software packages in the labs were chosen to give a variety of different program options, with communication being a major theme. The third and fourth versions of the Mobile Technology Lab are smaller and more mobile. These MTL have 10 laptops and are divided into 2 pods of 3 cases each, hopefully to allow OMK states additional programming flexibility. The MTL configurations have been changed over time to improve mobility and make it more user friendly.

The Mobile Technology Labs are available for all partners to use. The MTL components can be divided so multiple partners can use it simultaneously. Each State Team needs to have solid standard operating procedures in terms of check out, setup/teardown, and return of the lab. All use of the Lab must be documented and included in year-end reports.

Hero Packs (HP)

The Hero Pack initiative was the first outreach effort of Operation: Military Kids.

The main purpose of the Hero Packs is to say "Thank You" and to recognize Military Children for their strength and also for their sacrifices during a parent's deployment.

Again, the national partners should be involved in the Hero Pack initiative in your state.

The key to the Hero Pack Initiative is the connection between the military and non-military youth. Items in the Hero Pack, like stationery, envelopes, and a patriotic camera, are selected to help keep the child connected to the parent during the deployment. State Teams should seek out local contributions to include in the Hero Pack, such as movie passes, free video game rentals, and other local attractions.

Hero Packs should be assembled by a variety of youth and community groups: 4-H clubs, Boys & Girls Clubs of America, school homerooms, Boy Scout and Girl Scout troops, home school groups, etc.

Youth assemble the packs and write a letter of thanks to the youth receiving the Hero Pack. The letter should have a positive tone, be politically neutral, and contain no personal identification.

Youth groups need to work with their State Teams' Points of Contact with the National Guard and Reserve to help find others to help with the project.

On the RSG! Resource Flashdrive in your manual, there is a Hero Pack Guide that will give you all you need to know about Hero Packs and more. It is a fantastic tool to help you put together a Hero Pack program in your state.

How OMK Programs/Curricula support children & youth experiencing the Deployment Cycle

Babysitting

The 4-H/Army Youth and Child Services Teen Babysitter curriculum, "Do I Have What it Takes to be Your Teen Babysitter" is comprised of a facilitator guide, a student guide with supplementing CD-ROM, a set of student worksheets, and an information card designed for qualified 4-H and military Child & Youth program staff to train teens, ages 13–18 in babysitting skills. The curriculum is divided into 8 chapters. Teens learn about ages and stages of child growth and development, safety, food and nutrition, how to handle emergencies, appropriate activities to implement with children, and the business of babysitting. Successful completion of the course includes 8 hours of First Aid and CPR. Graduates receive a certificate and wallet card.

The 4-H/Army Child and Youth Services Adult Babysitter Training Curriculum "I Have What it Takes to be a Caring, Competent, Responsible Babysitter" is comprised of a facilitator guide, a set of participant handouts, and an information card designed for qualified 4-H and military Child and Youth program staff to train adults to babysit. The curriculum is divided into 9 chapters. Adults learn about the ages and stages of child growth and development, safety, food and nutrition, how to handle emergencies, implementing appropriate activities with children, and the business of babysitting. Successful completion of the course includes 8 hours of First Aid and CPR, 2 hours of Child Abuse Awareness training, and a local background check.

Boots On

While the deployment cycle is a stressful time for any Military Family, quite often Military children and youth do not understand the events that are taking place. With this in mind, Operation: Boots On introduces Military and non-Military youth to the deployment cycle. From the initial orders to deploy, to immunizations, to the mission work, to the homecoming, youth can experience the deployment cycle in a meaningful and educational way. Operation: Boots On is designed to reduce the stress experienced by young people during their parent's deployment.

Boots Off

The objective of the Operation: Boots Off curriculum is to prepare military kids for the return of their Service Member—a stressful time for any Military Family. Operation: Boots Off helps young people map out and implement individualized plans that will assist them in navigating the Reunion and Reintegration process in a meaningful and educational way.

Experience, Operation: Military Kids

Experience, Operation: Military Kids, Activity Plans for Kids to use Before, During, and After Loved Ones are Deployed" was created by the University of Minnesota Extension Service. The Curriculum uses 4-H activities that have been adapted to be used specifically with military youth. Experience, Operation: Military Kids" contains a number of activity plans that can be quickly and easily implemented in a variety of settings and for different lengths of time for youth ages kindergarten through twelfth grade.

Up for the Challenge

"Up for the Challenge" is a fitness, nutrition, and health curriculum for school-aged, middle school, and teen youth. It was written for military after-school programs but is easily adaptable to any afterschool or 4-H club setting. The 290-page curriculum is divided into five chapters with each chapter containing multiple lessons in physical activity, nutrition, and healthy decision making. Lessons range in scope and length from 30–60 minute nutrition and/or physical activities to a multi-week wellness event. Each lesson provides expected youth outcomes, instructor essential information, preparation instructions, supplies, lesson time, handouts, and opportunities for reflection.

Enhance your Program with Service Learning

This guide is designed for use by youth development professionals working with middle and high school students in the realm of Service-Learning. The manual is full of ideas to help enhance Service-Learning projects. These ideas can be adapted and made to fit the unique needs of each CYSS program. The ideas and activities can also be adapted for use by all 4-H programs.

Character Education

As an OMK Team member you now have the opportunity to help young people not only learn and develop new skills, but also learn what it means to be a person of good character. Good character is not hereditary or automatic. It must be developed by example and practice. One way or another, young people pick up the values that constitute their character. Character education is primarily a parent's responsibility, but everybody interacting with youth has an important supporting role.

Both 4-H and Army Child, Youth & School Services are members of the CHARACTER COUNTS! Coalition. The CHARACTER COUNTS! framework is built upon the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Integrating the CHARACTER COUNTS! framework helps enrich 4-H programming. Through adult role modeling and deliberate discussions of how projects relate to character 4-H'ers consciously learn to be caring, responsible citizens, skills that will serve them well throughout their lives.

3, 2, 1 Action! Videography Handbook

The overall objective of this workshop is to give participants an overall understanding of videography by learning the skills and techniques necessary to create great movies.

Participants will be involved with interactive activities that will teach them the techniques of scripting, storyboarding, and filming. Editing, final cut, and rendering the video will be covered, but interactive participation will be in the computer lab. Focus will be writing a script, talking techniques, creating a storyboard and why, camera basics, filming techniques, basics of film and audio editing, final cut, and rendering. Participants will also learn about the various roles or jobs that are part of most video productions and how they interact with each other.

The handbook consists of an instructor's guide, skills guide, lesson plans, activities, ice-breakers, and several sample forms. Even though this handbook was written for a one-week workshop, the lesson plans can be easily presented separately.

4-H 101

The newly revised 4-H 101 is designed to be a general overview and resource guide for youth development staff or volunteers who are starting new 4-H clubs or working with existing clubs. 4-H 101 merges the basic concepts and principles of effective youth development delivered in a non-formal (out of school) setting with the "nuts and bolts" information needed to manage a 4-H program.

Preparing the Youth Development Professional

This newly revised curriculum (formerly Moving Ahead) is a comprehensive staff development training that provides an overview of the competencies needed for those choosing to work with young people out-of-school settings. These include understanding critical needs and competencies, methods of non-formal education, addressing risk and building protective factors, dealing with differences, conflict resolution, programming for developmental needs, understanding negative and self-destructive behaviors, and forgoing youth and adult partnerships.

Discover the Fun

Missouri's OMK Team developed a curriculum manual for use with Hero Day Camps for military youth from 8–13 years of age. The curriculum is focused on two of the National 4-H mission mandates and emphasizes deployment and reintegration. The manual is divided into two sections.

The first section includes general information about conducting day camps along with an overview for creating a positive and safe youth development program. The second includes specific activities, marketing materials, sample agendas, and evaluations for Discover the Fun Hero Day Camps conducted for Missouri's military youth.

OMK Deployment Cycle Support Yellow Ribbon Youth Outreach Curriculum

The OMK Deployment Cycle Youth Outreach Activity guides provide easy to use activity plans for volunteers and Military Child & Youth professional staff working with youth kindergarten through 12th grade from all Service Branches; keyed to grade appropriate life skill development and developed for 2 hour and 4 hour settings. Curriculum includes 60 fun,

quality experiential learning experiences linked to four phases of the deployment cycle (pre-deployment, during mobilization, 30 and 60 days after reunion).

There is a toolkit which provides the durable equipment needed to conduct all of these activities. The Toolkits are available through your State's OMK Project Director.

The curriculum also includes a Training Guide to equip volunteers for implementing youth activities. This curriculum supports the Joint Family Assistance Program.

OMK marketing materials to be used to support children and youth experiencing the Deployment Cycle

Paper Products: tablets, portfolios, OMK cards	Displays
Silicone Bracelets	Lanyards
Dog Tags	Pens
Pins	

The Military Deployment Cycle and OMK Programming—What to use and when

Train-up/Preparation – Training and readiness activities
Boots On
Experience Operation: Military Kids

Mobilization – Units/individuals alerted for possible deployment
Boots On
Experience Operation: Military Kids
Babysitting
RSG! Training

Deployment – Units/individuals deploy to the designated theater of operation
Boots On
Experience Operation: Military Kids
RSG! Training
MTL
Hero Packs
SOMK

Employment – Units/individuals perform their assigned mission in theater for a prescribed period of time
Experience Operation: Military Kids
MTL
Hero Packs
SOMK
Camps

Redeployment – Units/individuals reposture in theater; equipment is returned to home station; individuals begin reintegrating into their predeployment environments and are reunited with families
Boots Off
RSG! Training

Post-Deployment – Debriefings, administrative tasks and full reintegration of individuals into their families and communities
Boots Off
RSG! Training

Reconstitution – Begins after post-deployment recovery and administrative requirements; individuals reintegrated into their families, communities and civilian jobs
Boots Off
Camps
RSG! Training

Anytime Before, During, or After Deployment
OMK Yellow Ribbon Curriculum
Up for the Challenge
Service Learning
3, 2, 1 Action Videography
4-H 101
Preparing the Youth Development Professional

Notes:

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