I. State: Ohio

II. University: Ohio State University

III. University Principal Investigator for this Camp Grant
   Name: Theresa M. Ferrari
   Title: Associate Professor & Extension Specialist, 4-H Youth Development

IV. State 4-H Military Liaison
   Name: Theresa M. Ferrari, Associate Professor & 4-H Youth Development Specialist
   Address: Nationwide & Ohio Farm Bureau 4-H Center, 2201 Fred Taylor Dr., Columbus, OH 43210
   Phone: 614-247-8164
   Fax: 614-292-5937
   Email: ferrari.8@osu.edu

V. OMK Project Director
   Name: Katie Feldhues, OMK Program Manager
   Address: Nationwide & Ohio Farm Bureau 4-H Center, 2201 Fred Taylor Dr., Columbus, OH 43210
   Phone: 614-292-3758
   Fax: 614-292-5937
   Email: feldhues.2@osu.edu

VI. Military POC
   Name: Amanda Fogle Sigmon, OMK Youth Program Specialist, Ohio National Guard
   Address: 2825 West Dublin Granville Rd., Columbus, OH 43235
   Phone: 614-336-4241
   Fax: 614-336-7115
   Email: amanda.m.fogle.ctr@mail.mil

VII. Program Description for each camp (Copy and paste Camp Description items a-h below and complete for each camp being proposed)

   Camp Description:
   
   a) Name of Camp/Theme: Camp Kelleys Island Teen Camp
   b) Dates: August 5-9, 2013
   c) Location: Camp Patmos, Kelleys Island, Ohio
d) Define the military audience:

1. Youth Camp
   - Youth: Ages 12-15  Projected Participation: 130
   - _N/A_ Check here if this camp is focused on a Special Circumstances audience (i.e. exceptional family members, youth of wounded warriors, etc.) please specify__________
   - _N/A_ Check here if this is a multi-state camp with prior approval from Marlene Glasscock

e) **Camp Format** (check one):
   - _X_ Residential Camp (no less than 3 days 2 nights)
   - ___ Day Camp (5 consecutive days - 6 hrs/day minimum with the same kids)

   _97__ Total Camp Hours (camper arrival to camper departure)

f) **List camp grant development team members** *(Requirement: in addition to the Extension 4-H Military Liaison/OMK Project Director, grant development team must include at least two (2) military partners and two (2) non-extension community partners)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Participated in webinar</th>
</tr>
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<tbody>
<tr>
<td>1. Theresa Ferrari</td>
<td>Ohio 4-H, State 4-H Military Liaison</td>
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<tr>
<td>2. Katie Feldhues</td>
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<td><strong>Military Partners</strong></td>
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<td>5. Andrew Seward</td>
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<td>6. Ben Brockway</td>
<td>Navy Special Warfare</td>
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<td><strong>Non-Extension Community Partners</strong></td>
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<tr>
<td>7. Grant Gibson</td>
<td>JROTC, Columbus Downtown High School</td>
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<td>8. Kelly Kaminski</td>
<td>OSU College of Social Work</td>
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<td>9. Autumn Wilson</td>
<td>OMK Student Leadership Club at OSU</td>
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**Table 1**

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<td></td>
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</tbody>
</table>

**g) Describe how the camp program plan will directly support development of communication, self-efficacy, competence, relationship and resilience skills in the context of deployment support. Address the following** *(Limit responses for each skill to 400 words or less):*

- Which specific skills will be targeted within each area?
- What will the youth do to learn and practice that skill each day? Explain what staff will do to help youth get to the “apply” phase of the experiential learning method?
- How will what you’ve taught support Military youth through their deployment experience?
- Where/how will OMK element programming be integrated to support the plan?

The following aspects apply to each of the skills addressed in the camp program plan.

1. Principles of positive youth development will be applied throughout the camp program.
2. Camp directors will ensure that sufficient time is allotted in the program and program supplies are provided for each of the activities.
3. That being said, it is our experience that campers will interact informally and share feelings during “down time” that is impossible to account for in the program schedule, such as at mealtimes, during R&R time, and other “free” time. These interactions will occur naturally in the camp setting. Thus, it is incumbent upon the camp directors to ensure that the social environment is conducive to these interactions, often in very subtle but important ways. It is our goal to ensure that campers experience a safe and welcoming environment where they feel as though they belong and they are surrounded by positive role models who can facilitate their interactions by taking advantage of “teachable moments.”

4. Various motivational strategies will be employed, such as “spirit points” for encouraging fellow campers, “GRIT bucks” to redeem for prizes, t-shirts tied to camp themes (e.g., got GRIT?), using popular songs or TV shows, and so forth.

5. The camp will incorporate typical camp activities such as campfires, crafts, and games. Activities are designed to be engaging – fun, with skills embedded because of how the activity is structured. The intentional discussions before, during, and after the activities will ensure the goals are accomplished.

6. Staff will prepare appropriate curriculum for counselor training and for camper activity sessions.

7. Camp directors acknowledge that more than one skill may be developed by a particular activity. Several cross references are made in the program description, however, for the purpose of this application, strategies have been assigned to one of the five skill areas for assigning number of program hours.

8. Counselors and staff will receive training to prepare them for their role in facilitating activities and in specific techniques (e.g., process praise, problem solving, “hunt the good stuff”).

9. Camp directors will create many opportunities for campers to interact informally with military staff members over the course of the camp session.

10. Specialized staff will be recruited as needed (e.g., drama, resilience).

1. Communication

   a. Specific skills to be targeted within this area:

      i. Expressing oneself through verbal communication and drama 

   b. Skill: Expressing oneself through verbal communication 

      i. What youth will do to practice this skill: A session featuring drama techniques will be offered during the camp “pick & choose” sessions. With coaching from counselors and staff, the campers will be encouraged to tell their “military story,” culminating in a performance during the last night of camp. The Mobile Technology Lab will be used during the process and to document the finished product, which will enable sharing of their stories beyond camp.

      ii. What staff will do to aid in application of this skill: Staff who facilitate this session will help the youth maintain focus and coach them through exercises that enable them to express themselves in an appropriate way even when discussing tough topics. Staff will be prepared to take a realistic but optimistic approach in situations where negative feelings may be expressed by (a) indicating to campers that it’s normal to have negative feelings, (b) emphasizing that it’s important to persist despite these feelings, and (c) helping them to see the positive aspects of the situation (see also Hunt the Good Stuff in the Resilience section). They will also have the assistance of Military Family Life Consultants if needed.

      iii. How this skill supports the deployment experience: Adolescents often believe they need to keep their emotions to themselves, either because they want to protect other family members (Huebner, Mancini, Wilcox, Grass, & Grass, 2007) or because they lack self-confidence to express themselves. Programs aimed at improving communication are beneficial for military youth (Morris & Age, 2009). By sharing their feelings, campers will realize that others share similar feelings. Military youth are often more comfortable sharing with other military youth (Mmari, Roche, Sudhinaraset, & Blum, 2009). Being able to talk to others who go through the same thing is a helpful strategy during the deployment cycle.
(Houston et al., 2009). Receiving encouraging messages and seeing how others have managed deployment (i.e., vicarious experiences) are sources of self-efficacy beliefs regarding the ability to manage the deployment cycle. Furthermore, such communication is critical when new roles and relationships are negotiated during deployment and reintegration.

iv. **Number of hours:** 6 hours

v. **OMK element programming:** Speak Out for Military Kids is the primary program element to be used. The performances will be captured using the Mobile Tech Lab to further extend the sharing of military stories.

2. **Self-Efficacy**
   a. **Specific skills to be targeted within this area:**
      i. Goal setting and recognition of success in achieving goals
      ii. Coping with stress through physical activity

   b. **Skill: Goal setting and recognition of success in achieving goals**
      i. **What youth will do to practice this skill:** During the first evening of camp, youth will be asked to set three goals for the week and write them down. These goals will be returned to them at the end of camp and campers will reflect on and respond to open-ended questions related to the extent to which they achieved these goals and what contributed to their success in accomplishing them.

      During the week, counselors will assist campers in creating “GRIT” (Growth, Resiliency, Initiative, and Tenacity) murals, which will be divided into three separate sections: (1) a goal I want to accomplish this week, (2) challenges I need to overcome to meet that goal, and (3) ways I can continue building this skill after camp concludes. This progressive skill building activity allows teens to identify challenges they may face and adopt strategies to overcome them; finally, the teen is able to identify the mastery they have achieved and use these same concepts in everyday and military family life challenges.

      ii. **What staff will do to aid in application of this skill:** Counselors will take youth through a goal setting process when they facilitate the mural activity. Throughout camp, counselors and staff will use *process praise*, as described by Reivich (2010), where youth are praised for their efforts and the strategies they used to bring about a success. This praise can be shared verbally or as a follow up in writing through the warm fuzzy board (see Relationships section).

      iii. **How this skill supports the deployment experience:** Recognizing and reflecting on the success of achieving a goal allows youth to recognize how their actions contributed to it. This skill translates to the deployment situation, because it is a time when youth feel that they don’t have control over the situation, and this proactive approach will help them stay on course. Copies of the goals and reflections will be returned to campers at the end of the week to facilitate discussion about the goals and the corresponding accomplishments and will tie in with the “future self letter” in the Resilience section. This will also allow for teens to share with their parents and use the same concept in the family unit.

iv. **Number of hours:** 3 hours
c. **Skill: Coping with stress through physical activity**
   
i. **What youth will do to learn and practice this skill:** Youth will have the opportunity to participate in physical activity at different points throughout the day. There will be four 45-minute sessions in the morning program and at least one hour of moderate physical activity during the course of the day (e.g., swimming, volleyball, biking).
   
ii. **What staff will do to aid in application of this skill:** The Navy Special Warfare service members typically lead the morning run. Staff will teach proper stretching techniques and provide motivation to engage in physical activity by participating along with campers.
   
iii. **How this skill supports the deployment experience:** During deployments military youth may experience higher stress levels (Lester et al., 2010). Physical activity is associated with numerous health benefits and has been shown to be an effective way to reduce stress (Janssen & LeBlanc, 2010; Norris, Carroll, & Cochrane, 1992). Because the nature of deployment is such that the situation is out of one’s control (Morris & Age, 2009), coping techniques such as physical activity that enable individuals to manage their stress are an appropriate strategy. Exercise is one of the rejuvenation strategies promoted in the Master Resiliency Training (Reivich et al., 2011). Furthermore, there are restorative benefits derived from being in outdoor recreational setting such as camp (Berman, Jonides, & Kaplan, 2008; Herzog, Black, Fountain, & Knotts, 1997) that can be carried beyond the camp experience, encouraging youth to turn to nature as a relief from the stress and uncertainty experienced during and after deployment.
   
iv. **Number of hours of programming:** 7 hours

3. **Competence/Confidence**
   
a. **Specific skills to be targeted within this area:**
      
i. Leadership, specifically taking responsibility for a task and following through

b. **Skill: Leadership**
   
i. **What youth will do to learn and practice this skill:** During sessions of “pick and choose” activities, campers will select from among various activities (e.g., sports, crafts, outdoor recreation). As they participate, they will have the opportunity to assume responsibilities and exercise leadership within the session (e.g., taking attendance, handing out supplies, etc.) and thereby build their competence in this area, and take on more responsibility as the week progresses. Leadership skills were chosen because they are transferable skills that are useful regardless of the specific activity content and therefore have broad application in the camp setting and beyond. That being said, many of the activities will provide new experiences and challenges for campers where they can develop other skills and experience confidence as a result (e.g., kayaking, water skiing, crafts).

   In addition, there will be a variety of all-camp team challenges throughout the week (e.g., obstacle course, field games, physical and critical thinking initiatives) that will allow youth to exercise their leadership. Youth will gain confidence in their individual abilities and their ability to contribute to a team effort (see also Teamwork).

   **What staff will do to aid in application of this skill:** Counselors and staff will debrief activities as they occur to ensure that the desired outcomes of building competence and confidence are achieved. Related questions will also be part of the journal activities describe under the Communication section.

ii. **How this skill supports the deployment experience:** Developing competence meets a basic psychological need (Ryan & Deci, 2000). Youth need to have activities that are both
challenging meaningful in order to keep their interest and enable them to become engaged (Dawes & Larson, 2011). Specifically, competence in leadership skills will serve youth well as they navigate deployment challenges. In addition to leadership, campers will also gain competence in other transferable skills promoted throughout this proposal (e.g., building friendships, cultivating optimism, etc.). Competence is a precursor to developing confidence. Confidence in meeting camp-related challenges can translate into those that are deployment related once they return home.

iii. Number of hours of programming: 6 hours

4. Relationships
   a. Specific skills to be targeted within this area:
      i. Building friendships
      ii. Teamwork
   b. Skill: Building friendships
      i. What youth will do to learn and practice this skill: Relationships are an integral part of creating an environment where campers can interact positively with each other in a group living situation. Intentional structuring of group mixer activities will encourage campers to interact with their peers and get to know them. Starting with those who are more familiar (e.g., cabin groups), the mixer will place youth in situations with those they might not otherwise interact with, but do so in a way that cultivates common bonds. In addition, there will be a “warm fuzzy board” in a central location (e.g., dining hall) where campers can post positive messages to each other and counselors can recognize campers for positive contributions to the camp experience.

      ii. What staff will do to aid in application of this skill: Counselors and staff will lead mixer sessions and debrief these activities to address the key issues. They will model a positive attitude and relationship skills by how they interact with campers and each other and will encourage campers’ use of the warm fuzzy board.

      iii. How this skill supports the deployment experience: Various studies have shown that friendships have the potential to serve as protection against difficulties that result from negative experiences (Adams, Santo, & Bukowski, 2011). Youth who create relationships within peer groups are better able to navigate difficult challenges in their personal life, including those related to a military lifestyle. When they have developed connections with others who share a similar situation such as deployment they achieve a common bond and social support. Parents and campers alike tell us that the connections that they build with others are the best part of their camp experience, and they are maintained after the camp is over. Friendship skills will be useful for teens when they return to their communities and continue to build relationships in school, clubs, and community settings.

      iv. Number of hours of programming: Mixers will occur in short time blocks (e.g., 15 to 20 minutes) over the course of the camp session for a total of 2 hours.

   c. Skill: Teamwork
      i. What youth will do to learn and practice this skill: The community living situation inherent in a camp setting provides many embedded opportunities to practice teamwork skills. Cabin groups operate as “family groups” for the week, where the campers work toward a collective goal. Campers will collectively take part in daily cabin clean up tasks. Campers will also participate in team building activities, including creating team cheers and flags. Various team challenges will be presented during themed all-camp activities throughout the week that will require cooperative peer relations. These initiatives will be
progressive in nature, meaning challenges at the beginning will be simpler to allow teams to recognize strengths and weaknesses within their team members. As the sessions progress, the challenges will become more difficult in pushing the boundaries for team success; by using this increasing level of difficulty, individuals and teams will inherently discover new abilities within themselves and their team structure. This format will also aid in the development of competence and confidence discussed earlier.

ii. **What staff will do to aid in application of this skill:** Camp counselors will facilitate team building activities on the first evening of arrival at camp. These fun activities are designed to create a welcoming environment that facilitates immediate belonging to the camp community. Counselors will also ensure that cabin clean up tasks are done with a collective spirit of contributing to a group effort. Debriefing facilitated after each challenge will allow for the group to plan for strengthening areas of team weakness and fully use their areas of strength.

iii. **How this skill supports the deployment experience:** Teamwork is an essential skill in a variety of settings, including family, school, and work (Lippman, Atienza, Rivers, & Keith, 2008) and would therefore be useful in many aspects of a teen’s life including during a parent’s deployment. Emphasizing the value of teamwork and enhancing one’s ability to work as part of a team will prepare them to use these skills as they may take on additional tasks in their family when a parent is deployed.

iv. **Number of hours of programming:** Three 2-hour team initiative sessions plus daily cabin activities for a total of 7 hours

5. **Resilience**
   a. **Specific skills to be targeted within this area:**
      i. Flexibility, stick-to-it-ive-ness, hardiness in the face of challenges (GRIT)
      ii. Optimism and gratitude (“Hunt the Good Stuff”)

   b. **Skill: Flexibility, stick-to-it-ive-ness, hardiness in the face of challenges (GRIT)**
      i. **What youth will do to learn and practice this skill:** Through the “Military Moments” portion of the camp program, campers will hear from current service members about their military experience and what they have gained. Following these presentations, they will have a structured opportunity to interact with these service members in small groups where they can reflect on and apply these lessons to their own lives. Citizenship and military values are also reinforced during daily flag reveille and retreat.

      During the camp session, teens will draft a “letter to my future self” where they will outline three issues that represent challenges that currently create stress in their life (e.g., family life, school). Using the concept of GRIT (Growth, Resilience, Initiative, and Tenacity), the session will include a discussion of what resilience “looks like” in everyday life, including practical ways to approach challenges, deal with adversity, and persevere in spite of it. The letter will be sent back to the teen six months after camp, along with some open-ended reflection questions to assist the teens in identifying areas of personal growth, skills used, and areas for continued improvement.

      ii. **What staff will do to aid in application of this skill:** Military staff members and visitors will have this structured opportunity to share aspects of their military service and the positive influences military service has had on their life, as well as how they have overcome various challenges they have faced. Collectively, these interactions communicate a sense of being part of a supportive community and a pride in a parent’s military service.
Last year we were fortunate enough to have a service member specifically tasked to address resilience programming throughout the week, again in many subtle ways. This service member was instrumental in providing camp counselor training. We hope that we will be able to have this resource again this year.

iii. How this skill supports the deployment experience: The ability to identify personal challenges and assess one’s ability to overcome them through flexibility and stick-to-it-iveness can help youth realize how strong they can be in the face of adversity, which will serve them well during the deployment experience. Specifically, messages that acknowledge military youth’s personal service and sacrifice of military youth, dispel negative messages about their family member’s service that may be communicated through the media or other channels, and assist military youth to incorporate values of service and sacrifice into their personal value system can be beneficial for military youth (Lemmon & Chartrand, 2009).

iv. Number of hours of programming: Four ½-hour Military Moments and twice daily flag ceremonies (3 hours) and 1 hour for “future self letter” for a total of 4 hours

c. Skill: Optimism and gratitude (“Hunt the Good Stuff”)
   i. What youth will do to practice this skill: Using writing prompts based on the “Hunt the Good Stuff” approach, campers will respond to open-ended questions in a journal each night in their cabins. During this time each camper will write three good things that happened that day and reflect on their, how their contribution to the good stuff in their lives, and how they can continue to make it happen. If they choose, they will be encouraged to share their “good stuff” using a Hunt the Good Stuff board.

   ii. What staff will do to aid in application of this skill: Typically during this time of day campers are also engaged in informal communication with each other and their counselors. Campers will be coached to understand that if they intentionally think about what the positive events mean to them, why events go well, and what can be done to make more good things happen, they will become more optimistic about the future. Counselors will reinforce the benefit of reflecting on their day and expressing their thoughts and feelings in writing.

   iii. How this skill supports the deployment experience: Many of the aspects of military life that make it challenging can also be growth enhancing (Mmari, Bradshaw, Sedhinaraset, & Blum, 2010). Adolescents who are able to derive meaning from turning points in their lives report greater well-being than those who do not (Tavernier & Willoughby, 2011). As Bandura (2006) notes simply: “Positive affect does good things. Negative affect does bad things” (p. 19). Hunt the Good Stuff is based on the U.S. Army’s Master Resilience Training (Reivich, Seligman, & McBride, 2011). Reflecting on and writing about the events occurring during camp can translate into a helpful strategy during the deployment experience, and in life in general.

iv. Number of hours: 2 hours

h) Summary of Camp Structured Program

<table>
<thead>
<tr>
<th>Skill</th>
<th>Total Skill Building Hours</th>
<th>Total Direct Teaching Hours</th>
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<td>Communication</td>
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<td>Self-Efficacy</td>
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<td>Competence</td>
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<td>Relationships</td>
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<td>Resilience</td>
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<tr>
<td><strong>Total Hours</strong></td>
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Given that a portion of each day is devoted to sleeping, meals, and personal care, the activities described here account for approximately 75% of the remaining hours available for structured programming.

**Total OMK element hours** - Each camp must include focused implementation of at least one of the following OMK elements.

<table>
<thead>
<tr>
<th>OMK Element</th>
<th>Total Direct Teaching Hours</th>
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<tbody>
<tr>
<td>Mobile Technology Lab &amp;/or OMK Tech Discovery Curriculum Lesson (1 or more hours per day)</td>
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<tr>
<td>Speak Out for Military Kids (6 or more hours per camp)</td>
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<tr>
<td>Operation: Boots On (6 or more hours per camp)</td>
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<tr>
<td>Operation: Boots Off (6 or more hours per camp)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
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VIII. **Risk Management**: Provide a statement assuring that the *Operation: Military Kids Quality Camp/Residential Youth Programming Risk Management and Safety Tool* will be completed and appropriate documentation maintained for all camps according to your university standards.

We are committed to implementing a quality camp experience and have always had a detailed risk management plan. We will complete the *Operation: Military Kids Quality Camp/Residential Youth Programming Risk Management and Safety Tool* and maintain appropriate documentation.

IX. **Evaluation**: Provide a statement indicating agreement to participate in evaluation efforts for all funded camps including administering surveys, collecting parental permission for camper participation, facilitating site visits, etc.

We will participate in the evaluation efforts as outlined.

X. **Marketing Plan**: Outline a statewide marketing plan to ensure all branches of service are able to effectively market all camp opportunities to children & youth.

The camp will be open to military youth regardless of branch of service. We will employ the same marketing strategies that we have used over the past years that have enabled us to successfully reach our targeted number of campers. Marketing strategies for the 2013 camp will include the following:

1. Include in the Inter-Service Family Assistance Committee (ISFAC) mailings (monthly e-mail to the ISFAC distribution list). This mailing reaches contacts in all branches of the service.
2. Include on the agendas of the quarterly ISFAC meetings. These meetings reach contacts in all branches of the service.
3. Include on the agendas of the quarterly meetings of the six Regional ISFAC (RISFAC) meetings and in their regional mailings. These meetings reach contacts in all branches of the service.
4. Distribute marketing fliers at all military youth-related events (e.g., Yellow Ribbon pre-deployment mobilization briefings, reunion and reintegration briefings, military family appreciation events).

5. Send targeted e-mail to military contacts in all service branches so that they may forward to their respective distribution lists.

6. Send e-mail directly to distribution lists of the Ohio National Guard.

7. Include in the 2013 Strong Families booklet: a 2-page section “Find the Camp That’s Right for You.” This publication is distributed to all National Guard units in the state (22,000 distributed last year). A copy of this 2-page section is then made available to other military branches.

8. Post on the OMK and Ohio National Guard website and Facebook pages and web pages. The OMK Facebook page has over 1,400 fans.


10. Include in monthly OMK Newsletter, which is sent to a comprehensive list of individuals, community organizations, donors, and military contacts.

XI. Budget: Complete Budget Form (SF-424 R & R Budget-CSREES)

Attached

XII. Budget Narrative: Refer to the OSD/OMK Camp Grant Budget Guidelines 2013 and utilize this format in preparing the budget narrative. Attached and below.

<table>
<thead>
<tr>
<th>Budget Item Category</th>
<th>Expense</th>
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<tbody>
<tr>
<td>Section E. Participant/Trainee Fees</td>
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<td>Teen Camp (130 campers)</td>
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<td>Section I. Indirect Costs</td>
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<td>Indirect Costs (10%)</td>
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<td>TOTAL</td>
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Participant Fees
The estimated sponsor cost of just under $280 per participant includes lodging and meals.

Indirect Costs
10% is allotted to indirect costs.

XIII. Submission – This application is due by close of business Central Time 15 November 2012

The following attachments to this application are provided:
1. University Letter of Intent from the Ohio State University Office of Sponsored Programs
2. Signed Statement from the Ohio National Guard staff, who was a full participant in the developmental process the camp proposal
3. Budget Narrative in a Word document using the SF-424 R&R form format
4. Budget Form SF-424 R&R in an Excel document
References


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