

Unit Performance Guide

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STARTING AND SUSTAINING
HIGH-QUALITY UNITS

National Alliances Team

Volume 4, Gold Edition
Includes Exploring and LFL



BOY SCOUTS OF AMERICA®

Unit Performance Guide (UPG)

Starting and Sustaining
High-Quality Units

National Alliances Team
Membership Group

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BSA Mission Statement

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

Aims of Scouting

The aims of the Scouting movement are to build youth into quality citizens by building character, fostering citizenship, and promoting fitness.

Methods of Scouting

- Patrols
- Ideals
- Outdoors
- Advancement
- Association with adults
- Personal growth
- Leadership
- Uniform

Updates to this publication can be found at <http://scoutingwire.org/marketing-membership>

Introduction

The business model for the Boy Scouts of America for many years was to create more units, which would provide for more youth in Scouting. Over time, that model resulted in the creation of units without a solid foundation for sustainment and an undesirable unit dissolution rate, necessitating a new approach to the challenges of unit creation and retention.

The *Unit Performance Guide* was developed in 2011 as a LEAN initiative to consolidate many separate pieces of literature into one resource designed to build sustainable new units and to strengthen existing units. Originally titled the *New-Unit Retention Guide*, this publication included a longstanding 12-step process for creating new units based on the structured sales call process from professional sales training, commissioner lessons, and enhancements of best practices.

This edition of the *Unit Performance Guide* continues to evolve and includes results from a 2012 application of novel retention processes in 30 pilot councils. The process of building sustainable units requires purposeful thought, study, and investment in time and people for success. In four chapters, the *Unit Performance Guide* presents unit development and growth as four pillars of high-quality units. See Appendix 29 for a worksheet to help you implement this process. Patterned after the stages of team development taught in National Advanced Youth Leadership Experience (NAYLE) and Wood Badge courses, each pillar has a purpose and all are required collectively for success.

CHAPTER 1. KNOW THE MARKET

Team	Membership Team
Purpose	Research potential areas of growth for new units and grow existing units.
Measure of Success	15% density, or 9% and 1% growth in density

CHAPTER 2. MAKE THE CALL

Team	Relationships Team
Purpose	Nurture strong partner relationships to “make the call” to serve more youth.
Measure of Success	Growth in number of new youth and units

CHAPTER 3. BUILD THE UNIT

Team	Organizing Team
Purpose	Assemble an effective team with a dedicated new-unit commissioner.
Measure of Success	70% trained direct contact leaders, or 50% and 2 percentage point increase

CHAPTER 4. GROW THE UNIT

Team	Unit Support Team
Purpose	Employ an active unit Key 3 and three years of new-unit commissioner service.
Measure of Success	3% growth; 95% unit retention, or 92% and increase in number of new units; 45% of units have 6 recorded assessments

The pilot study in membership trends for councils that employed the practices outlined in this publication clearly indicated that a new baseline standard for creating new units has been established. With 70 percent of existing units chartered to religious organizations, these are the presupposed minimum startup criteria for building sustainable new units:

10 Youth

5 Adults

Unit Key 3

New-Unit Commissioner

Engaged Chartered Organization

Chartered Organization Sales Model

The processes described in the *Unit Performance Guide* are also based upon the following six-step chartered organization sales model, which promotes Scouting and supports the development of sustainable units. This model systematically builds capacity within a district to identify prospective chartered organizations, to approach prospects with an organization-compatible youth program, and to support new units through training and personal attention. (See Appendix 28.)

1. Prospect

Network, gain referrals, generate leads, research, and develop prospect lists.

2. Build connections

Making contact with the prospect is the first part of building a connection. Spend time building the connection before presenting opportunities to new prospects.

3. Identify needs

Identifying needs of the organization increases the likelihood that the prospect will respond positively to your proposal. Listening helps identify the prospect's needs, allowing you to match the opportunities with the prospect.

4. Present opportunities

Scouting can meet the needs of many individuals and organizations. Meeting the prospect's needs and appealing to their values create a lasting relationship. Anticipate concerns and be prepared to develop a "win-win" for the prospect and Scouting.

5. Define commitment

To secure a commitment from the individual or organization, you must ask! Additional questions or concerns may be identified. Once a commitment is made by the prospect, action items for moving forward are identified.

6. Promote continuous cultivation

Delivering on the promises you make during the sales conversations is crucial. Provide training, coaching, and support to the prospect to assist them in achieving the commitment they have made. Strong follow-up builds credibility, solid connections and relationships, and trust, which become a foundation for additional sales and future referrals.

Membership Team—Identify potential chartered organizations for a new unit, make the call on that organization, organize new units, and recruit new members in a systematic way.

Relationships Team—Establish and maintain mutually beneficial relationships with major community organizations and institutions, both those that have Scouting units and those that do not.

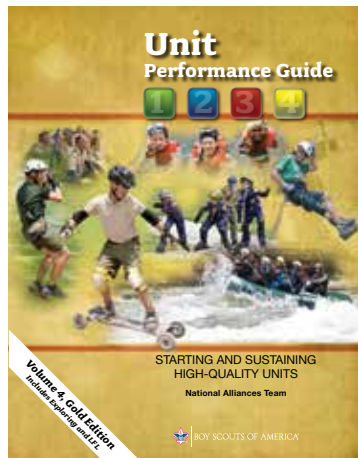
Organizing Team—Organization formally adopts the Scouting program, confirms the appointment of a chartered organization representative, and appoints an organizing team. The organizing team selects and recruits key leaders.

Unit Support Team—The unit support team helps grow the unit. The new-unit commissioner meets monthly with the unit Key 3 and helps the unit get through its first and second charter renewal cycles. The new-unit commissioner supports the unit in becoming a high-quality unit by working with Journey to Excellence and Voice of the Scout.

Unit Performance Guide Methodology

The BSA-approved strategy for starting and sustaining high-quality units

Four Pillars (Steps) of New-Unit Organization and Retention:



1. Know the Market
2. Make the Call
3. Build the Unit
4. Grow the Unit

1. Volunteer-driven, professionally guided.

The district executive, new-unit commissioner, and new-unit organizer all work together in the new-unit organization process. Professionals and volunteers partnering together help ensure the proper development of high-quality units.

2. A new-unit commissioner is assigned at the very start of the new-unit organization process.

Once the unit is organized, the commissioner serves the unit for three years to help it become a high-quality unit. There should be a 1:1 ratio—one new-unit commissioner for one new unit.

3. Organize every new (non-LDS) unit with at least 10 youth.

Starting with two dens or patrols or a crew of 10 helps ensure the unit has a good foundation to grow.

4. Recruit at least five adult unit volunteers.

Properly selected quality volunteers are important to the successful operation and sustainability of the new unit. Note: The chartered organization representative position should be a separate position and not a multiple position.

5. Develop the unit Key 3 concept.

The unit leader, committee chair, and chartered organization representative meet monthly. The assigned new-unit commissioner serves as the advisor to the meeting.

6. Focus on organizing the whole Scouting family.

The whole Scouting family normally includes a pack, a troop, and a crew chartered to the same organization. It can also include a Varsity Scout team or a Sea Scout ship.

Resources:

To access the *Unit Performance Guide*, visit <http://scoutingwire.org/marketing-membership> and click on “New-Unit Development.” It also is available in PDF format (English, No. 522-025; English/Spanish, No. 522-026); in EPUB file for iPhone, iPad, Nook, and Android devices; and in MOBI file for Kindle.

How to Start and Sustain a New Unit

The Four Pillars of High-Quality Units

Team Responsibilities

Performance Process

Measures of Success

Membership Team

District Commissioner
District Membership Chair
District Executive

1. Know the Market

- Council Market Analysis Report
- Membership Reports
- Identify Chartered Organizations
- Whole Scouting Family
- New-Unit Commissioners Assigned
- Priority List of Prospective Chartered Organizations
- Vision Statements
- New-Unit Organizers Assigned

Gold Standard

Market Share
15% density, or 9% and
1% growth in density

Relationships Team

Institution Head
Chartered Organization Representative
District Executive
Unit Commissioner
Influential Scouter

2. Make the Call

- Preparation
- Structured Sales Calls
- Building Blocks of Scouting
- Program Benefits
- Chartered Organization Relationships Recruited
- Chartered Organization Representatives
- Chartered Organization Checklist
- Set Appointment With Institution Head
- Secure and Define Commitment
- Develop Team to Oversee Establishment of Visit

Gold Standard

Growth in Number of New
Youth and Units

Organizing Team

New-Unit Commissioner
New-Unit Organizer
District Training Team
District Executive
JTE Committee Members

3. Build the Unit

- Recruit and Train at Least Five Primary Registered Adult Volunteers for Unit
- Organize Team
- Select Quality Leaders
- Train Unit Leadership
- Unit Program Planning
- Recruit 10 or More Youth
- Formalize Fundraising, Recruitment, Leadership Succession, and Budget Plans
- Recognitions

Gold Standard

Trained Direct Contact Leaders
70%, or 50% and 2 percentage
point increase

Unit Support Team

Unit Key 3:
– Unit Committee Chair
– Unit Leader
– Chartered Organization Representative
New-Unit Commissioner
Unit Committee Members
– Journey to Excellence
– Voice of the Scout
– Unit Membership Chair

4. Grow the Unit

- Unit Key 3 meets monthly
- Unit Reporting Tools
- Recruiting Youth Members
- Successful Unit Meetings
- Unit Performance
- Commissioner Service
 - Unit Self-Assessments
 - Develop Unit Service Plan
 - Commissioner Tools
 - Charter Presentations
 - First Charter Renewal With More Than 10 Youth, 5 Adults, and at Least a Bronze JTE Score
 - Second Charter Renewal

Gold Standard

Membership Growth
3%

Unit Retention Rate
95%, or 92% and increase in
number of new units

Unit Contacts
45% of units have 6 recorded
assessments

Know the Market

1



How to Start and Sustain a New Unit

Know the Market

Team Responsibilities	Performance Process	Measures of Success
<p>Membership Team</p> <p>District Commissioner District Membership Chair District Executive</p>	<p>1. Know the Market</p> <ul style="list-style-type: none"> <input type="checkbox"/> Council Market Analysis Report <input type="checkbox"/> Membership Reports <input type="checkbox"/> Identify Chartered Organizations <input type="checkbox"/> Whole Scouting Family <input type="checkbox"/> New-Unit Commissioners Assigned <input type="checkbox"/> Priority List of Prospective Chartered Organizations <input type="checkbox"/> Vision Statements <input type="checkbox"/> New-Unit Organizers Assigned 	<p>Gold Standard</p> <p>Market Share 15% density, or 9% and 1% growth in density</p>
<p>Relationships Team</p> <p>Institution Head Chartered Organization Representative District Executive Unit Commissioner Influential Scouter</p>	<p>2. Make the Call</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparation <input type="checkbox"/> Structured Sales Calls <input type="checkbox"/> Building Blocks of Scouting <input type="checkbox"/> Program Benefits <input type="checkbox"/> Chartered Organization Relationships Recruited <input type="checkbox"/> Chartered Organization Representatives <input type="checkbox"/> Chartered Organization Checklist <input type="checkbox"/> Set Appointment With Institution Head <input type="checkbox"/> Secure and Define Commitment <input type="checkbox"/> Develop Team to Oversee Establishment of Visit 	<p>Gold Standard</p> <p>Growth in Number of New Youth and Units</p>
<p>Organizing Team</p> <p>New-Unit Commissioner New-Unit Organizer District Training Team District Executive JTE Committee Members</p>	<p>3. Build the Unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruit and Train at Least Five Primary Registered Adult Volunteers for Unit <input type="checkbox"/> Organize Team <input type="checkbox"/> Select Quality Leaders <input type="checkbox"/> Train Unit Leadership <input type="checkbox"/> Unit Program Planning <input type="checkbox"/> Recruit 10 or More Youth <input type="checkbox"/> Formalize Fundraising, Recruitment, Leadership Succession, and Budget Plans <input type="checkbox"/> Recognitions 	<p>Gold Standard</p> <p>Trained Direct Contact Leaders 70%, or 50% and 2 percentage point increase</p>
<p>Unit Support Team</p> <p>Unit Key 3: – Unit Committee Chair – Unit Leader – Chartered Organization Representative</p> <p>New-Unit Commissioner Unit Committee Members – Journey to Excellence – Voice of the Scout – Unit Membership Chair</p>	<p>4. Grow the Unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Key 3 meets monthly <input type="checkbox"/> Unit Reporting Tools <input type="checkbox"/> Recruiting Youth Members <input type="checkbox"/> Successful Unit Meetings <input type="checkbox"/> Unit Performance <input type="checkbox"/> Commissioner Service <ul style="list-style-type: none"> – Unit Self-Assessments – Develop Unit Service Plan – Commissioner Tools – Charter Presentations – First Charter Renewal With More Than 10 Youth, 5 Adults, and at Least a Bronze JTE Score – Second Charter Renewal 	<p>Gold Standard</p> <p>Membership Growth 3%</p> <p>Unit Retention Rate 95%, or 92% and increase in number of new units</p> <p>Unit Contacts 45% of units have 6 recorded assessments</p>

Chapter 1.

Know the Market

Measure of Success: 15% density, or 9% and 1% growth in density

When you begin a journey, you must first plan the trip. It is the same when you're planning to start a new unit. First, you must decide where you are going, and then you do research to determine the best way to get to your final destination. The new-unit process takes systemic planning and teamwork. Organizing sustainable new units is a journey.

Experienced volunteers and professionals in the Boy Scouts of America have learned that one person alone cannot effectively organize a new unit. **Building and sustaining high-quality units takes a team of dedicated people—both volunteer and professional—working together throughout the entire process.** It takes a district to support a unit. You will find in this resource guide that every performance process listed has a specific team assigned with specific responsibilities, which is the key to proper new-unit development.

The five major components that will lead to traditional membership growth are found in Scouting's Journey to Excellence:

- Membership measures
- Leadership and governance measures
- Finance measures
- Program measures, volunteer engagement
- Unit-service measures

Membership Team. The key people responsible for knowing your market research include the district membership chair, district commissioner, and district executive.

Unit Performance Guide. The *Unit Performance Guide* was first published in 2011 as a one-stop reference for starting and sustaining high-quality units. The *Unit Performance Guide* was further developed and field-tested during a 2012 pilot program in order to reverse the national trend of dropping units faster than adding new ones. This publication establishes the best practice criteria for starting a new unit:

10 Youth

5 Adults

Unit Key 3

New-Unit Commissioner

Engaged Chartered Organization

Amazing Results. The councils that participated in the pilot program had an average 33 percent higher success rate compared to other councils. Here are some important findings:

- 85 percent responded that the consolidated Tools of the Trade sections were very helpful.
- 92.8 percent found the new-unit Key 3 concept effective.
- 78 percent found the *Unit Performance Guide* process effective.
- On average, councils implementing even part of the *Unit Performance Guide* concepts realized seven or more new units and less than one (0.36) dropped unit during the pilot program.
- On average, pilot councils had 18.8 percent fewer dropped units, while nonpilot councils had 14.5 percent more dropped units for a 33.3 percent higher success rate when implementing *Unit Performance Guide* practices.

Plan for success. Start no unit before its time.

District Nominating Committee

Establishing a new unit begins with the district nominating committee. As committee members do their work each year, it is critical that they nominate people whose skills and attributes lend themselves to the functions of the committees upon which they will serve. The functions of the membership team and the relationships team are listed later in this chapter. A wide variety of skills will be needed to fulfill these functions: analytical skills, salesmanship skills, organizational skills, training skills, and personal relationship skills. While it is the district chair that will be assigning members of the district committee to various committees, it is important that the nominating committee be aware of the needs of the district. Obviously it will take more than one individual to accomplish these tasks.

Council Market Analysis Report

The Council Market Analysis Report (CMAR) provides demographic and lifestyle information specific to each council. The analysis provides information about the cultures, values, and attitudes of your council's members and about youth who live in your council area who are not being served. Maps and tables in the report include numbers, percentages, indexes, and lifestyle information. By analyzing this information, you will be able to:

- Meet the needs of your current members
- Recruit more members who are similar to the ones you currently serve
- Attract more youth in underserved communities
- Find community partners and sponsors
- Target and appeal to new chartered organizations

The Council Market Analysis Report is available as a PDF to all Scouting professionals by logging on to their MyBSA account at www.mybsa.org. (See Appendix 1.) Click on “Resources” and then click on “Council Market Analysis Reports” in the BSA Resources list.

The CMAR should be distributed to all volunteer membership teams.

To view your council’s information, select by region, area, and headquarters city. Download a PDF of the report, and view data tables in Excel format. Councils that organize districts by zip codes will have total youth available (TAY) research already completed and will easily put JTE market share and membership/youth growth goals into the hands of their membership committees.

COUNCIL MOSAIC PROFILES

One particularly useful feature of the Council Market Analysis Report is the presentation of Experian’s Mosaic segments to provide summary demographic and lifestyle information for households within your council. These segments identify population groups according to common features, including, among others:

- Ethnicity, culture, and languages
- Values, attitudes, and religious and political preferences
- Consumer and entertainment preferences

The CMAR presents Cub Scout membership census data by Mosaic segment, providing data useful to membership committees. It is possible to identify segments that your council serves well, such as in the following chart:

Cluster-Description	Cub Scout Members	% of Total Cub Scout Membership	Total Households in Council Area	% of All Households in Council Area	% of Cub Scouts in Segment	Index
B07– Generational Soup	103	3.97%	3,515	1.86%	2.93%	2.1
C14– Boomers and Boomerangs	338	13.02%	15,458	8.19%	2.19%	1.6
K37– Wired for Success	10	0.39%	1,028	0.54%	0.97%	0.7

The sample above shows that:

- 13.02 percent (338 boys) of the council’s Cub Scouts are identified as belonging to the Boomers and Boomerangs segment.
- 15,458 (8.19 percent) of the households in the council area are identified as Boomers and Boomerangs.

The index is calculated to show that a youth in the Boomers and Boomerangs segment is 1.6 times more likely to join Cub Scouts compared to the average Cub Scout in the council. The recruitment strategies that the council currently uses appeal to youth in these households.

The CMAR may also be used to look for new Cub Scouts in the Mosaic segments that your council does not satisfactorily reach, as shown in the following chart:

Cluster-Description	Cub Scout Members	% of Total Cub Scout Membership	Total Households in Council Area	% of All Households in Council Area	% of Cub Scouts in Segment	Index
N48–Gospel and Grits	121	0.55%	11,326	0.73%	1.07%	0.7
D18–Soulful Spenders	690	3.14%	66,318	4.30%	1.04%	0.7
J36–Settled and Sensible	63	0.29%	6,147	0.40%	1.02%	0.7

The sample above shows that:

- 3.14 percent (690 boys) of the council’s Cub Scouts are identified as Soulful Spenders.
- 66,318 (4.30 percent) of the households in the council area are identified as Soulful Spenders.

The index shows that a youth in the Soulful Spenders segment is less likely (0.7 times) to join Cub Scouts compared to the average Cub Scout the council serves. However, we can see that there are many households in this council area that are considered targets for recruitment.

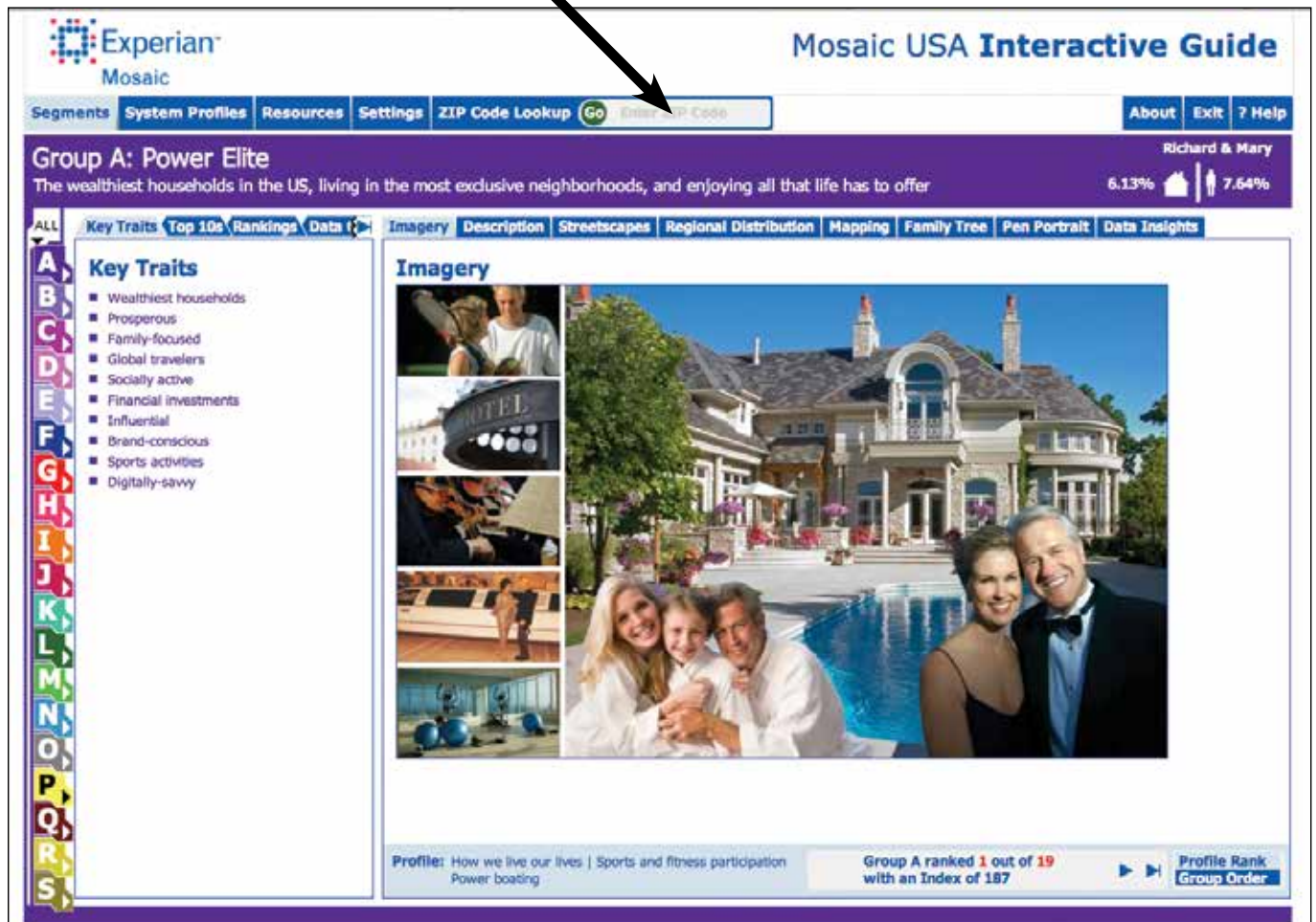
The council should research the Soulful Spenders segment and determine what needs to be done differently to reach this population.

HOW TO USE THIS ANALYSIS

These excerpts from a CMAR illustrate how to find membership opportunities in districts.

Know the Market

Study the Mosaic descriptions of the zip codes in your council area. You can do this by using the Mosaic USA Interactive Guide, available at <http://guides.business-strategies.co.uk/mosaicusa2011/html/visualisation.htm>. Then enter a zip code in your council area.



The screenshot displays the 'Mosaic USA Interactive Guide' interface. At the top, the Experian Mosaic logo is on the left, and the title 'Mosaic USA Interactive Guide' is on the right. Below the logo is a navigation bar with tabs: 'Segments', 'System Profiles', 'Resources', 'Settings', 'ZIP Code Lookup', and 'Go'. A search box labeled 'Enter ZIP Code' is positioned to the right of the 'Go' button. Further right are 'About', 'Exit', and 'Help' links. The main content area is titled 'Group A: Power Elite' and includes a subtitle: 'The wealthiest households in the US, living in the most exclusive neighborhoods, and enjoying all that life has to offer'. To the right of this subtitle, it shows 'Richard & Mary' with a house icon and '6.13%' and a person icon with '7.64%'. Below the subtitle is a horizontal menu with tabs: 'Key Traits', 'Top 10s', 'Rankings', 'Data', 'Imagery', 'Description', 'Streetscapes', 'Regional Distribution', 'Mapping', 'Family Tree', 'Pen Portrait', and 'Data Insights'. The 'Key Traits' tab is selected, showing a list of characteristics: 'Wealthiest households', 'Prosperous', 'Family-focused', 'Global travelers', 'Socially active', 'Financial investments', 'Influential', 'Brand-conscious', 'Sports activities', and 'Digitally-savvy'. To the right of the list is an 'Imagery' section with a collage of photos: a family, a large house, a couple, and a group by a pool. At the bottom, a 'Profile' section shows 'How we live our lives | Sports and fitness participation' and 'Power boating'. To the right, it states 'Group A ranked 1 out of 19 with an Index of 187' and includes a 'Profile Rank Group Order' button. A black arrow points from the text above to the 'ZIP Code Lookup' tab.

Browse through the description pages and charts to learn about the people and cultures in your council area.

Study the Cub Scout tables of zip codes in your council area.

High market share and high gap: this is where your current members live.
Examine best practices here.

Low market share and high negative gap: this is where boys like the ones you currently serve live.
Start new units here.

High TAY and low market share: this is your underserved population.
Grow units here.

C	D	E	F	G
Total Cub Scout TAY	Total Cub Scout Members	Total Cub Scout Market Share	Cub Scouts Expected	Gap
1,287	247	19.19%	167	80
57	20	35.09%	0	20
3,019	68	2.25%	242	-174
1,574	122	7.75%	291	-169
3,682	56	1.52%	251	-195
3,335	260	7.80%	574	-314
362	68	18.78%	46	22

Before recruiting new youth, learn more about the youth you currently serve.

- Identify units in these areas that have consistent retention and recruitment and look to these for “best practices.”
- Plan day camps and district events at geographically convenient locations.
- Identify the number of Cub Scouts in each Mosaic segment by ethnicity and use these numbers:
 - On United Way applications
 - To find sponsors for project sales

Recruit other youth like those you are already serving.

- Look at the zip codes with a negative gap.
 - If the negative gap is greater than -50, look for new chartered organizations.
 - If the negative gap is less than -50, look for units already established in these areas and encourage them to reach out to youth in their area.
- Make Scouts more visible in these zip codes.
 - Encourage units to perform service projects—identifiable as BSA projects—in these areas.
 - Hold district events nearby.

- Put up fliers in the businesses that serve the Mosaic segments of council members.
 - For joining opportunities
 - To advertise events

Recruit youth in all markets.

- Study the Mosaic profiles to learn about the cultures, attitudes, and preferences of the families in the underserved areas of your council.
- Refer to the data tables in the report to learn the racial/ethnic breakdown in each zip code.
- Study available resources to learn how to approach multicultural markets and the Millennial generation. (See the list of available resources on page 7 of the CMAR.)
- Prepare to convey the values and benefits of Scouting to both Millennial parents and emerging cultures that may not have had a Scouting tradition.
- Make Scouting more visible in your target areas.
 - Run PSAs on the radio stations preferred by your targeted segments.
 - Place billboards in these neighborhoods.
 - Send direct mail to selected zip codes or selected Mosaic segments.
 - Encourage units to perform service projects—identifiable as BSA projects—in targeted neighborhoods.
 - Hold district events nearby.
- Look for new chartered organizations that currently serve the segments you are trying to reach and collaborate with them to reach these youth.

Membership Reports

There are two district reports in MyBSA with which professionals must be familiar: the Objectives Progress Report and the District Totals Report. These reports are listed by unit number and give a monthly snapshot of the number of youth served in each program and in their chartered organization. These reports should be shared with council and district committee members.

Objectives Progress Report. This report (see Appendix 2) is a goal-oriented report that gives a summary of member and unit statistics by program and shows last year-end, last-year, and this-month totals. The report also shows current-month goals and year-end goals that have been entered by the local council. In addition, the report shows totals for Journey to Excellence Units, Total Unit Commissioners, Total District Committee Members, Top Leaders Trained, Rechartered Units Year to Date, Total Youth Population, and Total Youth Density by program. This information is very helpful in establishing and assessing progress toward several Journey to Excellence goals, including membership.

District Totals Report. This report (see Appendix 3) gives membership statistics by program for last year, last month, and this month enumerated by youth, adults, units, and *Boys' Life* subscriptions. In addition, the report shows current On-Time Charter Renewal, Quality Unit, Top Leader Trained, 100% *Boys' Life*, Chartered Organization name, and Expire Date by unit sorted by district and then program. This information is used to determine the status of youth, adult, and chartered organizations. It can help determine whole Scouting family opportunities and motivate inventory and progress urgency.

Identify Chartered Organizations

Youth markets are identified through the use of total available youth, or TAY—the number of youth in an area who meet BSA membership requirements. When surveying communities of youth in an area, it is critical to identify appropriate chartered organizations. (See Appendix 22.)

Local organizations are granted a charter by the Boy Scouts of America to operate one or more Scouting units (see “The Whole Scouting Family”). The chartered organization agrees to:

- Conduct Scouting in accordance with its own policies and guidelines as well as those of the BSA.
- Include Scouting as part of its overall program for youth and families.
- Appoint a chartered organization representative who is a member of the organization and is an important member of the unit Key 3. He or she will represent their chartered organization as a member at large in the district and council, serving as a voting member.
- Select a unit committee of parents and members of the organization who will screen and then select the best unit leaders who will meet the leadership standards of both the organization and the BSA.
- Provide adequate and secure facilities for Scouting units to meet on a regular schedule with a time and place reserved.
- Encourage the units to participate in outdoor experiences.

Nearly 109,000 Scouting units are owned and operated by chartered organizations. Of these, a total of 70.3 percent of all units are chartered to faith-based organizations.

Largest Faith-Based Chartered Organizations	Total Units	Total Youth
The Church of Jesus Christ of Latter-day Saints	37,856	430,557
United Methodist Church	10,868	363,876
Catholic Church	8,397	273,648
Presbyterian Church	3,597	125,523
Lutheran Church	3,827	116,417
Baptist Church	3,981	108,353

Some 22.0 percent of all units are chartered to civic organizations.

Largest Community Chartered Organizations	Total Units	Total Youth
Groups of citizens	3,115	100,751
American Legion and Auxiliary	2,553	68,154
Business/industry	2,807	66,454
Lions International	2,271	64,563

And 7.6 percent of all units are chartered to educational organizations.

Largest Educational Chartered Organizations	Total Units	Total Youth
Parent-teacher groups other than PTAs	3,443	144,219
Private schools	2,802	103,254
Parent Teacher Association/Parent Teacher Organizations	1,561	65,567

DETERMINING THE YOUTH MARKET

The organizing team surveys the youth market. It is important to get to know the potential unit leaders and chartered organizations, and to study the research data to ensure there is an available opportunity before making the call on a chartered organization. Rigorous preparation, organization, and planning produce greater success. Determining the youth available in a zip code may include use of total available youth (TAY), or the number of youth in an area who meet BSA membership requirements. It may also include the Council Market Analysis Report, Objectives Progress Report, District Totals Report, boy-fact survey, high school survey, and BeAScout (see Appendix 15) to pinpoint the location of existing units on a map. Knowing your market should help determine the following:

- The location of underserved areas
- The location of public schools, charter schools, home-schooling associations, school expansions, police departments, fire departments, municipal housing authorities, or other after-school programs that could benefit from the organization of new units
(**Note:** Public schools and government organizations usually do not serve as chartered organizations.)
- New religious institutions being organized that may want to use Scouting with their youth members
- Other community organizations in the district that serve youth, such as service clubs, veterans groups, educational hobby clubs, community centers, public housing, religious organizations, and others
- Current chartered organizations without the whole Scouting family

RESEARCHING POTENTIAL CHARTERED ORGANIZATIONS

After potential chartered organizations have been identified, find out everything possible about their purpose, structure, leadership, and history of youth and community involvement. Find out the following:

- What potential adult unit leaders does the organization have?
- How adequate are the organization's program resources?
- How compatible are the organization's values and goals with those of the BSA?
- What facilities can the organization provide for an adequate meeting space?
- What are the costs associated with using the organization's facilities?
- What Scouts are already members of the organization?
- Do they currently have a youth program in their organization? If so, what ages do they serve?
- What other similar organizations already use the Scouting program?

Prospect sources:

- Existing chartered organizations
- www.USACHurch.org
- www.city-data.com
- www.manta.com
- Chamber of Commerce list
- Service club directory
- School parent-teacher organizations
- Home-school organizations
- Driving through neighborhoods and communities
- Worship pages of your local newspaper

Research tools:

- Organization website
- Social media
- Local newspapers and magazines; use searchable archives
- Information from new-unit volunteers
- Information from key volunteers
- Fact sheets; <http://scoutingwire.org/marketing-membership>

PRIORITIZE THE ORGANIZATIONS

After potential organizations have been researched, list them in order from the most promising to the least promising for potentially working with Scouting. Track the information you gather on one shared master list. Research prospects weekly, spending time to research facts about the organization's mission, contacts, current youth programs, and structure. Establish goals on leading indicators, such as number of new contacts made and number of face-to-face visits conducted.

The Whole Scouting Family

The whole Scouting family comprises a traditional **Cub Scout pack**, **Boy Scout troop**, and **Venturing crew**. Optionally, a **Varsity team** or **Sea Scout ship** may also be chartered. One of the best sources of unit and membership growth is to help an existing chartered organization in starting all three unit types in the whole Scouting family.

Many chartered organizations may operate only a pack or a troop. However, there is a likely market for the whole Scouting family within the organization. By combining the Council Market Analysis Report and interest surveys with a map of chartered organizations without the whole Scouting family, a district membership committee can highlight opportunities for unit expansion.

It is important that the chartered organization's existing units are strong and that the chartered organization representative is engaged in the Scouting program. Commissioner services should be provided at the very beginning of the new-unit organization process to help strengthen the unit and establish the important relationship prior to approaching the chartered organization regarding expansion.

Look on the www.scouting.org/membership web page and select one of the categories below Chartered Organizations to determine whether the chartered organization (community, education, outdoor, religious) has a Memorandum of Understanding (see Appendix 23) as a national affiliate with the BSA.

In forming new units with an established chartered organization, it is easier to move up the ladder of Scouting. A strong **Cub Scout pack** with involved family members, both siblings and adults, form the backbone of a healthy organization. As the youth move through Cub Scouting into Boy Scouting, the family members tend to stay involved, forming strong, healthy committees to support a new **Boy Scout troop**. Families that have girls as well as boys approaching Venturing age create the beginnings of a new **Venturing crew**. Moving up the ladder from Cub Scout packs to Venturing crews is easier than moving from crew to pack, but the ladder can be navigated in either direction with strong chartered organizations and interested youth and leaders.

Varsity Scout teams are generally chartered to the Church of Jesus Christ of Latter-day Saints churches in the community. A ward is an organizational component of the LDS church. Through its youth ministry, it may already have an existing Cub Scout pack and Boy Scout troop, and should be encouraged to start a Varsity team as well. Varsity teams are specifically tailored to the LDS church's program for serving older boys, and LDS Venturing crews serve the 17- to 18-year-old pre-missionary boys. These programs may help LDS wards retain their older boys in Scouting.

Sea Scout ships focus on activities and advancement through seamanship. A ship rather than a Venturing crew may be chartered to an organization if its members prefer the focus of the Sea Scouting program, or a chartered organization with a Venturing crew may also have a Sea Scout ship if there is sufficient interest.

New-Unit Commissioners

NEW-UNIT COMMISSIONER

The new-unit commissioner holds a special place in the formation of a new unit. The new-unit commissioner's role begins with the very conception of the new-unit organization process (step 1) by working closely with the district executive, supporting the new-unit organizer, and becoming a familiar and consistent liaison between the chartered organization representative and the district. The new-unit commissioner will need to put in place at the beginning of the organizational process a functional succession plan of leadership while providing support to the newly recruited key leaders. In many cases, the new-unit commissioner will be the go-to person serving as a coach, mentor, and consultant by laying a strong foundation around which the new unit can form and, it is hoped, continue for a long time.

As described in the Journey to Excellence recognition program, being a new-unit commissioner is a worthwhile long-term volunteer commitment that will generally last at least three years. The new-unit commissioner will need to serve longer than the generally accepted two-year tenure of other district volunteer leaders because new units need careful watching, support, guidance, mentoring, and assistance through several charter renewal cycles to ensure unit sustainability.

While it is typical and acceptable for most unit commissioners to be assigned several units and have a longer tenure, the length and intensity of service given by the new-unit commissioner adds to the importance of this position. **They are also asked to be assigned to only one unit.** With this in mind, what motivates a volunteer to become a new-unit commissioner and serve only one unit for three full years? Because they truly believe that when a new unit is organized, the BSA made a promise to those families that their sons (or daughters in Venturing) would have a real Scouting experience. It is a promise that really needs to be kept.

Experienced unit commissioners often say it would be much more exciting to “raise a unit in the way it should go” than to monitor an existing unit.

New-unit commissioners may derive even greater satisfaction from their new role than other unit commissioners simply because they can take pride in the creation process and watch the unit grow and be sustained over many years.

So, who would make a good new-unit commissioner?

A new-unit commissioner can be an experienced commissioner who specializes in new-unit service and has had some specialized training. Ideally, this commissioner will have a reduced unit workload and is committed to serving this one unit for the full three years the unit will be considered “new.” The role the new-unit commissioner plays is much like that of troop guide—not a member of the unit but a mentor who helps the unit leadership become a high-performing team. Once the unit becomes independent, the new-unit commissioner should be replaced with a traditional unit commissioner, freeing the new-unit commissioner to begin again with another unit.

The new-unit commissioner will need to give this unit extra service in addition to the unit service plan. That service is described in the section “Commissioner Unit Service Plan.” While an experienced commissioner is preferred, the new-unit commissioner could also be a volunteer who is at least 21 years old, such as an Arrowman, former camp staff member, or Eagle Scout who serves under the mentorship and guidance of an experienced commissioner such as an assistant district commissioner or district commissioner. Such an individual can be an excellent

candidate to start with one new unit. Any Scouter who fits this description and is willing to make this commitment would make a good new-unit commissioner. It is important to have a dedicated new-unit commissioner when building sustainable new units.

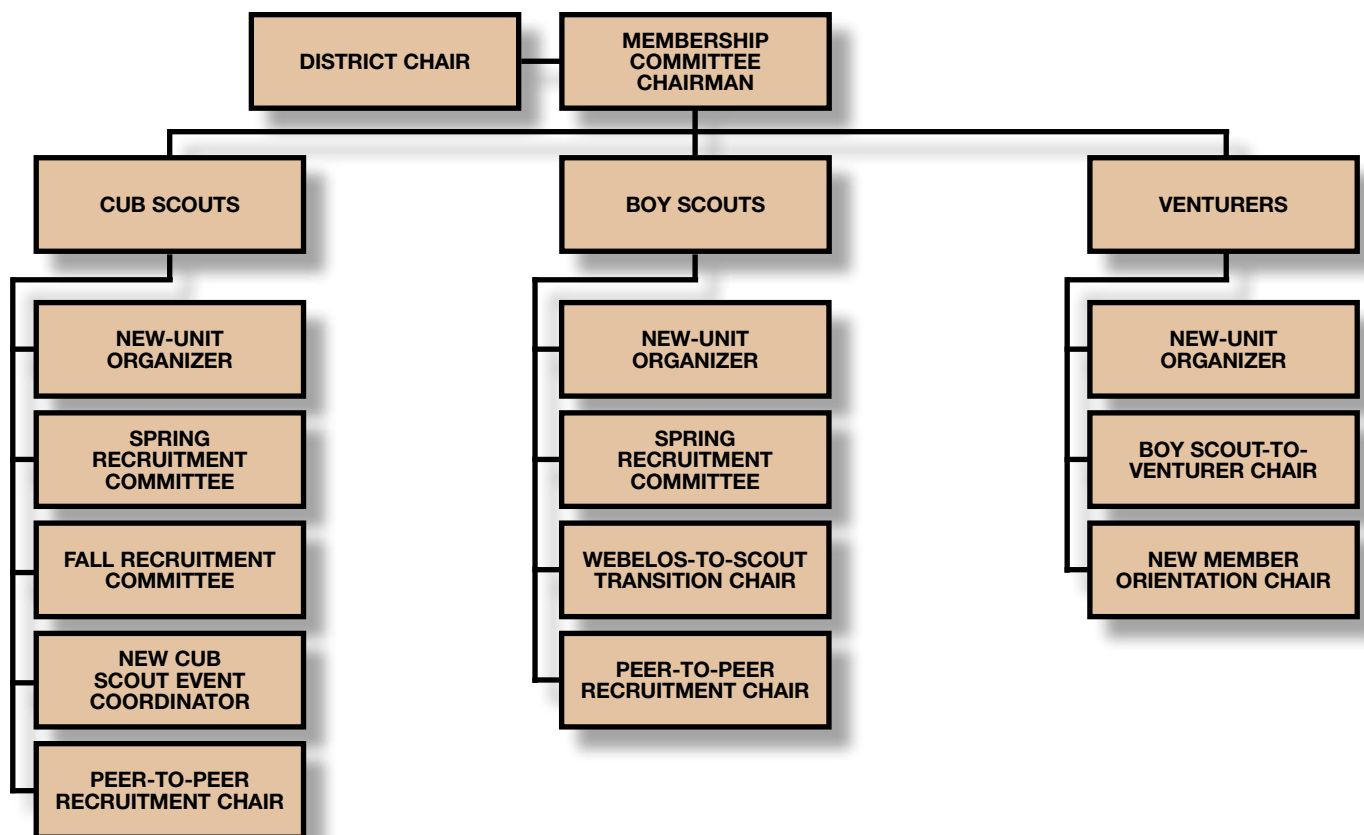
NEW-UNIT ORGANIZER

During unit formation, the new-unit organizer and the new-unit commissioner work closely together.

Market research and determining who to approach to become a chartered organization are membership decisions. The district executive and district commissioner will work with the membership team as they go through this process. Once a decision is made to start a new unit, a new-unit commissioner is immediately assigned to that potential unit and begins to work closely with the new-unit organizer. The district commissioner then signs off on the New-Unit Application.

When calling on the prospective chartered organization, the new-unit commissioner may go along on this call, but it is the new-unit organizer's meeting. The new-unit organizer could be an influential Scouter, an individual experienced in sales, a key volunteer, or an individual who knows the prospective organization and community.

The District Membership Committee



The district membership committee is primarily responsible for fostering productive relationships with community organizations, the organization of new units in order to provide opportunities for youth membership growth, and district-wide youth recruitment.

Cultivation of present chartered organizations is extremely important. This is done through continuous expressions of appreciation, invitations to organizational heads to visit Scouting events, and recognitions for tenure and exemplary support from organizations. The relationship function at the district level is not as formalized as at the council level. It is mainly a “door opening” function that follows up efforts made by the council membership/relationship committee. A committee member for each of the three major categories of organization—religious, educational, and community—can be added on a district level if there is a need.

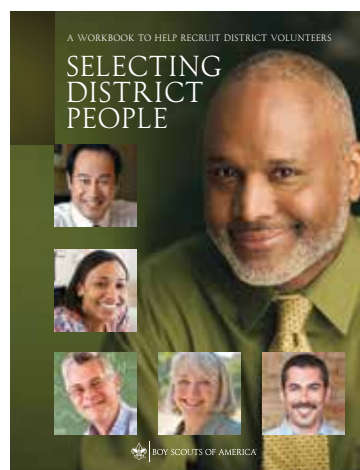
New-unit organization and unit reorganization are major responsibilities of the membership committee. All new-unit organization originates with this committee, and unit reorganization is generally done in cooperation with the commissioner staff, which has the ongoing responsibility of renewing unit charters. Commissioners are accountable for keeping units alive and healthy, but they often need the support of the membership committee to help get units organized, and sometimes reorganized so they work with new-unit organizers.

Instead of a planning body, the district membership committee is an action group. It conducts the events and activities that will reach out to serve more youth.

DISTRICT MEMBERSHIP CHAIR

The district membership chair is responsible to the district chair and serves on the council membership/relationships committee. The person who fills this role must have leadership ability and the capacity to manage a team working on a variety of activities. The chair needs to be able to motivate committee members and to inspire them to meet district membership objectives. The chair must be a good adult recruiter.

Use *Selecting District People*, No. 34512, to determine the number of people needed on this committee for your district.



RECRUITING VOLUNTEERS

- Every district Key 3 should be held accountable to have a volunteer recruitment action plan in place to fill their key vacancies with qualified volunteers to serve as commissioners and membership chairs, as well as other district committee members. This is one of the most important roles of the district Key 3: to select quality volunteers and then recruit, train, motivate, and recognize them. The district Key 3 recruitment plan is an ongoing, year-round process. It should be scheduled in the Key 3’s weekly action plan.
- Once recruited, the district Key 3 should ensure their new volunteers receive proper training as soon as possible.
- New volunteers should have a position description, an organization chart, and a clear understanding of their position and assigned duties.
- These volunteers need to take ownership and be held accountable while simultaneously being given the proper guidance for their position.
- Most importantly, motivate and recognize them for their service and tenure.

Know Our Chartered Organizations

PLANNING THE SALES CALL

This approach works well for the initial contact with a prospective organization: Ask if you may come and discuss something you feel is very important to the community and a way to help their organization's membership grow. If possible, don't go into more detail on the phone. If asked what this is about, simply state that it is related to the youth of the community and you would like to elicit their input and ideas and share some of your own. Don't be evasive, but save the "sale" for the personal visit. Allow 30 minutes for the initial visit.

This is a two-step process: fact, need, and information gathering, then making the presentation.

FACT, NEED, AND INFORMATION GATHERING (MEETING THE NEEDS OF THE PROSPECTS)

You should visit with the head of the prospective organization to gather facts and information and to determine the organization's needs before you make the sales presentation mentioned in Chapter 3. This visit involves active listening. Listen carefully. Find out about the organization's goals and dreams. What are the challenges? Then you will be able to determine how Scouting can help the organization meet its needs.

A typical conversation may lead to questions such as:

- What is your organization doing in our community?
- What should you be doing?
- What roadblocks keep your organization from achieving those objectives?
- Who else from your organization should I talk to?

COMPLETING THE PROFILE

Following that initial visit and prior to the sales presentation, complete the background information about the organization and the community. Address details such as:

- Total available youth (TAY) in the organization's membership
- Total available youth in the surrounding community
- Members of the organization who are already Scouters
- Similar organizations that use the Scouting program
- The organization's community service efforts
- The organization's past affiliation with Scouting, if any

See the New-Unit Prospect Profile Worksheet online at www.scouting.org/filestore/pdf/nupp.pdf.

Vision Statements

To ensure the future of Scouting, organizations, units, and leaders must understand what commitments and planning will be required to support their youth in both the short and long terms. They will need to properly communicate their vision of Scouting with others so more volunteers, parents, and youth will join the program. Understanding a shared vision is a critical leadership skill, and is a fundamental key to high-quality units. After reviewing market analysis data, the new-unit organizing team can support a chartered organization and unit leadership as they develop a vision statement.

Every organization should have a well-defined goal or vision of what a new Scouting unit will do for their organization. They might not realize how to measure its success—or lack of success—without a proper vision statement. Some examples are:

SAMPLE VISION STATEMENT FOR A NEW CHARTERED ORGANIZATION

In establishing Troop 308, FUMC hopes to provide enrichment opportunities for strengthening families with lifelong experiences that capture fun and excitement for youth with the support of their parents or caregivers, and will encourage their spiritual development based on the ideals and values of the Scouting program.

UNIT VISION STATEMENTS

1. Using the values of Scouting and the methods of Cub Scouting, Pack 308 hopes to establish a Cub Scout program that will support each individual Cub Scout's personal development and provide a vehicle for parents that helps them in raising their son as well as strengthening family relationships and preparing the Cub Scout for Boy Scouting.
2. Troop 308 seeks to provide a Scout program based on the values of Scouting that will encourage a youth to develop his leadership and personal relationship skills, provide opportunities for the Scout to participate in the adventures Scouting offers, and allow him to advance at his own pace and reach his full potential.
3. Venturing Crew 308 will provide an exciting and relevant Scouting-based program that will attract and hold older teens—both young men and women—offering travel, leadership and personal development, skills development, and fun.

A vision has the following characteristics.


1. It presents a clear picture of success.
2. It inspires action.
3. It is realistic (achievable).
4. It creates and maintains momentum.
5. It is positive.
6. It is dynamic rather than static.

Organizing teams and unit support teams might brainstorm different types of visions that could be used during meetings with chartered organizations and potential unit leaders to help align the mission of both organizations.

A well-defined vision statement could be the motivational common bond that attracts new and young families to your organization. It can be added into the BeAScout.org description of the chartered organization.

How to Start a New Unit

NEW-UNIT APPLICATION




Cub Scouting


Purpose of the Boy Scouts of America
 Its purpose is to promote, through cooperation with other agencies, the ability of youth to do things for themselves and others, and to teach them patriotism, courage, self-reliance, and kindred virtues. In achieving this purpose, emphasis is placed upon its educational program and the oaths, promises, and codes for character development, citizenship training, and mental and physical fitness.

Pack
 Cub Scouting is for parents, leaders, and organizations to use with boys who are in the first through fifth grade or are 7 through 10 years old.


Troop
 Boy Scouting is an educational program filled with fun and adventure that appeals to boys.




Varsity Scouting



Boy Scouting



Venturer/Sea Scout



BOY SCOUTS OF AMERICA®

BSA-425 2017/01/13

BOY SCOUTS OF AMERICA ADULT APPLICATION

This application is also available in Spanish. Esta solicitud también está disponible en español.

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.

In a Cub Scout pack, Boy Scout troop, Varsity Scout team, Venturing crew, or Sea Scout ship—or in any position in a district or council—your participation in the Boy Scouts of America can help youth become better citizens.


High-quality adults are important role models for youth in the Boy Scouts of America. This application helps the chartered organization select qualified adults. Thank you for completing this application in full. See instructions on the inside cover.

BY SUBMITTING THIS APPLICATION YOU ARE AUTHORIZING A CRIMINAL BACKGROUND CHECK OF YOURSELF. THIS CHECK WILL BE MADE FROM PUBLIC RECORD SOURCES. YOU WILL HAVE AN OPPORTUNITY TO REVIEW AND CHALLENGE ANY ADVERSE INFORMATION DISCLOSED BY THE CHECK.

IF YOU WOULD LIKE A COPY OF YOUR CRIMINAL BACKGROUND REPORT, PLEASE CONTACT YOUR LOCAL COUNCIL OFFICE.

Youth Protection Training

All applicants for membership are required to take this training within 30 days of registering. To take it online, go to www.MyScouting.org and establish an account using the member number you receive when you register. If you take the training online before you obtain a member number, be sure to return to MyScouting and enter your number for training record credit. Your BSA local council also provides training on a regular basis if you cannot take it online. For more information, refer to the back of this application.



BOY SCOUTS OF AMERICA®

524-501 115

BOY SCOUTS OF AMERICA YOUTH APPLICATION

This application is also available in Spanish. Esta solicitud también está disponible en español.



Cub Scouting

Tiger Cub Scout
Webelos Scout



Boy Scouting



Venturing/Sea Scouting

Scout Oath or Promise

On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.



Varsity Scouting

Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.



BOY SCOUTS OF AMERICA®

524-406 115

Make the Call



How to Start and Sustain a New Unit

Make the Call

Team Responsibilities

Performance Process

Measures of Success

Membership Team

District Commissioner
District Membership Chair
District Executive

1. Know the Market

- Council Market Analysis Report
- Membership Reports
- Identify Chartered Organizations
- Whole Scouting Family
- New-Unit Commissioners Assigned
- Priority List of Prospective Chartered Organizations
- Vision Statements
- New-Unit Organizers Assigned

Gold Standard

Market Share
15% density, or 9% and
1% growth in density

Relationships Team

Institution Head
Chartered Organization Representative
District Executive
Unit Commissioner
Influential Scouter

2. Make the Call

- Preparation
- Structured Sales Calls
- Building Blocks of Scouting
- Program Benefits
- Chartered Organization Relationships Recruited
- Chartered Organization Representatives
- Chartered Organization Checklist
- Set Appointment With Institution Head
- Secure and Define Commitment
- Develop Team to Oversee Establishment of Visit

Gold Standard

Growth in Number of New
Youth and Units

Organizing Team

New-Unit Commissioner
New-Unit Organizer
District Training Team
District Executive
JTE Committee Members

3. Build the Unit

- Recruit and Train at Least Five Primary Registered Adult Volunteers for Unit
- Organize Team
- Select Quality Leaders
- Train Unit Leadership
- Unit Program Planning
- Recruit 10 or More Youth
- Formalize Fundraising, Recruitment, Leadership Succession, and Budget Plans
- Recognitions

Gold Standard

Trained Direct Contact Leaders
70%, or 50% and 2 percentage
point increase

Unit Support Team

Unit Key 3:
– Unit Committee Chair
– Unit Leader
– Chartered Organization Representative
New-Unit Commissioner
Unit Committee Members
– Journey to Excellence
– Voice of the Scout
– Unit Membership Chair

4. Grow the Unit

- Unit Key 3 meets monthly
- Unit Reporting Tools
- Recruiting Youth Members
- Successful Unit Meetings
- Unit Performance
- Commissioner Service
 - Unit Self-Assessments
 - Develop Unit Service Plan
 - Commissioner Tools
 - Charter Presentations
 - First Charter Renewal With More Than 10 Youth, 5 Adults, and at Least a Bronze JTE Score
 - Second Charter Renewal

Gold Standard

Membership Growth
3%

Unit Retention Rate
95%, or 92% and increase in
number of new units

Unit Contacts
45% of units have
6 recorded assessments

Chapter 2.

Make the Call

Measure of Success: Growth in number of new youth and units

Preparation

Now that the organizing team has completed its research and developed a strategic and realistic list of new-unit prospects, it is time to start implementing the new-unit plan.



In this chapter you will learn about the second phase of new-unit organization, including the key components you need before, during, and after approaching a prospective chartered organization. This is when important first impressions are made and the potential chartered organization is introduced to the programs of the Boy Scouts of America.

The key volunteers needed to form your unit support team are the new-unit organizer, the new-unit commissioner, the district training team, and an influential Scouter. A helpful publication to guide the prospecting and identification of qualified volunteers is *Selecting District People*, located among commissioners' resources at: www.scouting.org/filestore/commissioner/pdf/34512_WB.pdf.



An additional source for developing potential volunteers is *Friendstorming on Tour*, No. 510-003, available online at www.scouting.org/filestore/pdf/510-003_WB.pdf.

Structured Sales Calls

MAKE THE CALL

When approaching a prospective chartered organization, first select two or three people to make the sales call. One is not enough, and more than three may be intimidating. Choose the presentation team from the following:

- New-unit organizer
- New-unit commissioner
- District executive
- Scouter who is a member of the prospective chartered organization. Remember, people do business with those they *know*, *like*, and *trust*.
- Influential community leader who is a Scouter

Before the sales call, determine who will take the lead role and who will fill supporting roles. Enter the conversation with a mindset of providing service to the prospect. Use escalating questions to increase your credibility.

The sales call should not last longer than 45 minutes. The vast majority of the volunteer's and professional's time should be asking questions and listening to the head of the prospective organization, not talking. Try to stay on track, unless the person you are calling on decides to tell stories about their Scouting experiences.

Desired Outcomes for This Visit

- Option 1: Pique curiosity and request another appointment with the decision maker(s):
“Thank you for sharing this information with me about your organization. I believe there are some ways we could work together to achieve your goals. I would like to take some time to prepare some ideas for you. Could we schedule a time next week to continue our conversation? Today is _____. Would next (match the day) work well for you, or would (one day earlier) work better?”
- Option 2: Present an opportunity for the prospect to determine interest. Prepare a customized executive summary to identify benefits and features of Scouting to meet the organization’s needs. Increase your success by addressing as many needs as possible.

Define Commitment

1. Identify the decision maker. Be sure you are talking with the person who can make the final decision.
2. Review the chartered organization concept. Do not undersell the chartered organization role.
3. Ask for the commitment. The most influential person makes the ask. “Do you see how our organizations can work together to address (prospect’s need or desire)?”
“Would your organization be willing to work with the Boy Scouts of America to bring (prospect’s need or desire) to youth and families?” Remember not to speak after you have asked for the commitment.

Action Steps

- Get the chartered organization agreement signed by the organization and the appropriate Scouting representative.
- The executive officer appoints a qualified individual from the organization to serve as the chartered organization representative.
- Schedule an organizing team meeting where members of the chartered organization will be oriented to the timeline of the new-unit organization process.
- Before you leave, secure dates for the next meeting to keep the process moving forward.
- Congratulate the new chartered organization! Have key volunteers send personalized welcome notes.

Questions for a leader of a faith community:

- What are your current youth programs? Tell me which one you are most proud of.
- How are your current youth programs meeting your expectations?
- What are your top three concerns regarding youth today?
- Why did you pick those? Can you tell me more about that?
- Tell us about your outreach ministries or services to the community.
- What is the average age of your congregation?
- What do you feel are the most important issues facing families today?
- What do you think your faith community can do to help?
- Do you use camps or outdoor programs with your youth?
- Have you ever considered Scouting to address your concerns?
- Where do you see your faith-based organization five or 10 years from now?

Questions for a president of a service club:

- What is your club's focus for the next two years?
- What are your concerns about youth in our community?
- How is your club addressing these needs?
- Why is that important?
- What types of service projects does your club do?
- How does that work for you?
- How does your club serve children and families?
- What would you like to see made more available to children?
- Why is this important?
- Have you ever considered Scouting to address your concerns?

Questions for a parent-teacher group:

- What are your top concerns? Why?
- What collaborative efforts already exist?
- What collaborative efforts could exist to match community resources with schools?
- What is important to the children and families in your school?
- What issues do you face trying to serve children and families?
- What issues would you like to help families address?
- What type of additional volunteer support do you need?
- Have you ever considered Scouting to address your concerns?

Promote common opportunities:

- Community outreach
- Building strong families
- Character development
- Gaining more parent and volunteer involvement
- Providing positive role models and mentors to youth
- Presenting parents with opportunities to set and achieve goals
- Teaching life skills to youth
- Your organization gets introduced to others.

Be prepared to answer questions and common concerns, such as the following:

- We don't have very many youth in our organization.
- We do not have any extra volunteers in our organization to take on this project.
- We are concerned about liability issues.
- We don't have it in our budget.
- I don't know anything about running a Scouting unit.
- Our congregation is much older.
- We tried this before, and it did not work.
- We already have a youth program.
- I will have to run this by our board.

Building Blocks of Scouting

Scouting is a values-based program with its own code of conduct. The Scout Oath and Scout Law help instill the values of good conduct, respect for others, and honesty. Scouts learn skills that will last a lifetime, including basic outdoor skills, first aid, citizenship skills, leadership skills, and how to get along with others. For a full century now, Scouting has instilled in youth the values and knowledge they will need to become leaders in their communities and country.

AIMS

The aims of the Scouting movement are to build youth into quality citizens by building character, fostering citizenship, and promoting fitness.

Scout-age youth experience dramatic physical and emotional growth. Scouting offers them a wide range of opportunities to channel much of that change into productive endeavors and to find the answers to many of their questions. Through service projects and Good Turns, Scouts can give back directly to their community. Many Scouting activities allow youth to associate with others from different backgrounds. The religious emblems program offers pathways for Scouts to more deeply understand their duty to God. The unit provides each Scout with an arena in which to explore, to try out new ideas, and to embark on adventures that sometimes have no design other than to have a good time with good people.

FOUNDATION: COMMUNITY ORGANIZATIONS AND SCOUT COUNCILS

Scouting teaches skills that can help youth develop into our future community leaders. Organizations that are interested in nurturing youth for the betterment of the community will find Scouting to be a positive form of community outreach.

The Boy Scouts of America grants charters to organizations such as churches, service clubs, and other community groups to operate Scouting groups. Chartered organizations work with local Scout councils to provide the support necessary for unit operations. When an organization adopts Scouting as part of its youth and/or community outreach program, a committee is formed and leadership is selected to organize and operate the unit in conjunction with the organization's special needs and desires. Councils provide access to program materials and literature, outdoor camping facilities, leadership training and field support, assistance in recruiting members, liability insurance, record keeping, and supplies such as uniforms, insignia, and awards.

More than ever, young people need the guidance and mentoring that Scouting provides. Scouting's constructive educational program is a healthy alternative to the negative influences youth face in society across the country and worldwide.

LEADERSHIP

Boy Scouting and Venturing are youth-led, youth-run organizations, but the youth must be trained to serve as leaders. One of the unit leader's most important responsibilities is to provide the direction, coaching, and training that empowers youth with the skills they need to lead their unit.

Scouting's value to young people is clear, but the advantages of Scouting are not limited to youth. Adults also develop leadership and physical skills with every training experience. Adult training begins with the Orientation Training program, followed by Introduction to Outdoor Leader Skills and Leader Specific Training. Further training can include Wood Badge, which has evolved into the BSA's core leadership skills training course. Wood Badge focuses on a person's ability to work with and lead groups of youth and adults.

METHODS

The Methods of Scouting

- Patrols
- Ideals
- Outdoors
- Advancement
- Association with adults
- Personal growth
- Leadership
- Uniform

The Den/Patrol Method

Dens and/or patrols are the building blocks of a Scout unit. A den/patrol is a small group of youth who are similar in age, development, and interests. Working together as a team, den/patrol members equally share the responsibility for the den/patrol's success. Youth gain confidence by serving in positions of den/patrol leadership. All den/patrol members enjoy the friendship, sense of belonging, and achievements of the den/patrol and of each of its members.

The Outdoors

Scouting provides many opportunities for youth to help plan and participate in rugged outdoor adventures. The unit plans activities that match the interests and abilities of the Scouts such as day hikes, aquatics activities, and weeklong summer camp. Older Scouts may participate in high-adventure programs such as rock climbing, rappelling, and whitewater rafting. Younger Scouts may attend summer camp and learn teamwork within their patrol and troop. Summer camp blends fun programs with advancement requirements to reinforce skills learned throughout the year. In Scouting, fitness is fun with a purpose.

To see Cub Scouts in action, go to

www.scouting.org/Home/Marketing/Recruiting2/Fishing/Videos.aspx

To see Venturers in action, go to www.scouting.org/Home/Venturing.aspx

Advancement

The Boy Scouts of America provides recognition for Scout achievements. The advancement program allows Scouts and Venturers not only to progress from rank to rank but also to gain self-confidence from his or her participation in a unit. The youth acquire lifelong skills reflected in the Venturing crew's interests.

Requirements serve as the basis for a Scout's rank advancement. The four steps to advancement are learning, testing, reviewing, and recognition.

Many Scouts have been introduced to a lifelong hobby or rewarding career through the merit badge program. Merit badges help Scouts develop physical skills, social skills, and self-reliance. There are more than 100 different merit badges that teach important life skills to Scouts. The merit badge system is systematically reviewed and enhanced in order to reflect the changing interests and technology that youth encounter in today.

Program Benefits

FOR THE ORGANIZATION

- Scouting is a proven program with a reputable worldwide brand and has been in existence for more than 100 years.
- Wearing the uniform supports diversity and equality.
- You become a part of a large, friendly family.
- Scouting is an opportunity to prepare our next generation of leaders.
- Scouting promotes team-building within the organization.
- Scouting is an exciting opportunity to give back to the community and nation through service projects.
- Local, regional, and national events are options to supplement your program.
- Extensive literature, training materials, and other resources in various formats are available.
- The BSA offers outstanding adult and youth leader training courses, including leadership development.
- Youth Protection training materials and videos are available for both adults and youth.
- Professional and volunteer assistance is readily available in all Scouting programs.

FOR ADULT VOLUNTEERS

- It's fun!
- Complete program resources help adults work effectively with youth.
- Scouting is an opportunity to work safely with young people.
- Adults get to participate in a values-based program.
- It offers the satisfaction of seeing young people grow through mentoring and teaching others.
- Adults are recognized for their commitment and involvement in serving youth.
- Parents can serve as volunteer leaders and share common experiences alongside their sons in Scouting and alongside their sons and daughters in Venturing.

FOR YOUTH

- Scouting is an exciting, challenging program young people can enjoy with their friends.
- The setting lets youth participate in making choices.
- Boy Scouts and Venturers can experience the adventure of adult-like activities in a supervised environment.
- Scouting develops interpersonal skills that will equip its members for a lifetime.
- There are real opportunities to try leadership roles and develop leadership skills.
- It is a positive environment for the transition of youth from dependence to independence.

Chartered Organization Relationships

Begin with the end in mind, by getting to know the mission, goals, and vision of the chartered organizations, and the tools that are available to build successful relationships that serve BSA units. The www.scouting.org/membership web page has membership resources for chartered organization relationships, including:

- Memorandums of Understanding for community/civic, religious, and educational organizations
- Effective chartered organization relationships:
 - Training the chartered organization representative
 - Annual Charter Agreement (see Appendix 4)
 - Chartered Organizations and the Boy Scouts of America (Fact Sheet)
- Religious:
 - Scout Sabbath Services
 - Scout Sunday Observances
 - Handbook for Chaplain and Chaplain Aides in Boy Scout Troops and Venturing Crews
 - Religious Emblems Coordinator

ORGANIZATION ADOPTS THE PROGRAM

After meeting with the head of the organization and reviewing the organization's goals and how Scouting can help meet those goals, secure a commitment from the organization to sponsor a whole Scouting family: pack, troop, and crew. This would be the best possible scenario.

Chartered Organization Representative (COR)

APPOINTING THE ORGANIZING TEAM

The organization head appoints a chartered organization representative. This person will serve as a member of the unit Key 3 and will serve as a member of the organization's Scouting program. In addition, the organization will appoint a committee of three to five people who will plan the next few steps. The committee should include some parents of potential Scouts. The new-unit organizer and unit commissioner should schedule a meeting with the organizing team as soon as possible. This organizing team will work out details and plan the recruitment of unit leadership.

It is important that the head of the organization appoint the members of the organizing team so committee members will know they have the chartered organization's support. Members of the organizing team may become unit committee members.

ORGANIZING TEAM MEETS

The new-unit organizer plays a key role in the success of the unit organization plan. The new-unit organizer helps guide the organizing team throughout the process. A unit commissioner should already have been assigned at the beginning of the organizational process, so asking the new-unit commissioner to assist the new-unit organizer is appropriate.

Explain what is expected of the chartered organization and what is expected of the local council.

The chartered organization agrees to:

- Conduct the Scouting program according to its own policies and guidelines, as well as those of the Boy Scouts of America.
- Include Scouting as part of its overall program for youth and families.
- Appoint a chartered organization representative. This person will serve as a member of the unit Key 3, will be a member of the organization, and will coordinate all Scout unit operations within it. He or she will serve as a representative on the district committee, and serve as a voting member of the local council.
- The chartered organization head or chartered organization representative must approve all leader applications to ensure the individuals meet the organization's standards as well as the standards of leadership of the Boy Scouts of America.
- Select an organizing team (minimum of three) of parents and members of the chartered organization who will assist in the selection of leaders.
- Provide adequate facilities for the unit(s) to meet on a regular schedule with time and place reserved.
- Encourage the unit(s) to participate in outdoor activities and all programs of the council.

The council agrees to:

- Respect the aims and objectives of the organization and offer the resources of Scouting to help meet those objectives.
- Provide year-round training, service, and program resources to the organization and its unit(s).
- Assist the unit in conducting an annual program planning conference. Provide program planning support materials and tools.
- Provide training and support for the chartered organization representative as the primary communication link between the organization and the BSA.
- Provide techniques and methods for selecting quality unit leaders and then share in the approval process of those leaders.
- Provide primary general liability insurance to cover the chartered organization, its board, officers, chartered organization representative, and employees against all personal liability judgments. This insurance includes attorneys' fees and court costs, as well as any judgment brought against the individual or organization. Unit leaders are covered in excess of any personal coverage they might have, or, if there is no personal coverage, the BSA insurance immediately picks them up on a primary basis. Vehicles owned by the chartered organization and loaned to the unit will be covered on an excess basis for the chartered organization's benefit.
- Provide camping facilities, a service center, and a full-time professional staff to assist the organization in every way possible.

Distribute copies of "Chartered Organization and Council Responsibilities," which is part of the Annual Charter Agreement. Walk everyone through this agreement.

Chartered Organization Checklist

INSTITUTIONAL HEAD CHECKLIST


- Meet with representatives of the Boy Scouts of America.
- Charter a new Scout program by signing a new-unit application.
- Identify a representative from the institution who will be the liaison with the Boy Scouts.
- The liaison will work with a Boy Scout representative to identify leaders.
- All leaders are approved by the head of the institution.
- Training on Scouting and Youth Protection is conducted with new leaders.
- A Boy Scout representative gives guidance and support to the new unit on planning at least three months of program.
- A Boy Scout representative will promote a Scouting program sign-up date to the community.
- The sign-up date arrives for parents who will be additional leaders and for new youth.
- Applications for youth are approved by the leader, and adult applications are approved by the chartered organization representative.
- First unit meeting: The new Scouting unit conducts the first program meeting of its members.
- A district representative will present the official charter to the chartered organization.

COST

The cost of starting up a Cub Scout pack, Boy Scout troop, or Venturing crew is minimal to the chartered organization. The fee is \$40, which covers liability insurance for the chartered organization.

How to Start a New Unit

NEW-UNIT APPLICATION




Cub Scouting


Purpose of the Boy Scouts of America
 Its purpose is to promote, through cooperation with other agencies, the ability of youth to do things for themselves and others, and to teach them patriotism, courage, self-reliance, and kindred virtues, in achieving this purpose, emphasis is placed upon its educational program and the oaths, promises, and codes for character development, citizenship training, and mental and physical fitness.

Pack
 Cub Scouting is for parents, leaders, and organizations to use with boys who are in the first through fifth grade or are 7 through 10 years old.

Troop
 Boy Scouting is an educational program filled with fun and adventure that appeals to boys.



Varsity Scouting




Boy Scouting


Boys must be under the age of 18 and at least 11, or have completed the fifth grade and be at least 10 years old, or have earned the Arrow of Light Award in Cub Scouting and be at least 10 years old.

Team
 Varsity Scouting is a program designed to assist your organization in meeting the needs and interests of older boys. Boys must be at least age 14 and not yet age 18.

Venturing Crew/Ship
 Venturing will help your organization meet the needs, desires, and concerns of young adults. Young men and women must be ages 14 through 20, or 13 with the completion of the eighth grade.



VENTURING - BSA[®]
Venturer/Sea Scout



BOY SCOUTS OF AMERICA[®]

BOY SCOUTS OF AMERICA ADULT APPLICATION

This application is also available in Spanish. Esta solicitud también está disponible en español.

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.

In a Cub Scout pack, Boy Scout troop, Varsity Scout team, Venturing crew, or Sea Scout ship—or in any position in a district or council—your participation in the Boy Scouts of America can help youth become better citizens.


High-quality adults are important role models for youth in the Boy Scouts of America. This application helps the chartered organization select qualified adults. Thank you for completing this application in full. See instructions on the inside cover.

BY SUBMITTING THIS APPLICATION YOU ARE AUTHORIZING A CRIMINAL BACKGROUND CHECK OF YOURSELF. THIS CHECK WILL BE MADE FROM PUBLIC RECORD SOURCES. YOU WILL HAVE AN OPPORTUNITY TO REVIEW AND CHALLENGE ANY ADVERSE INFORMATION DISCLOSED BY THE CHECK.

IF YOU WOULD LIKE A COPY OF YOUR CRIMINAL BACKGROUND REPORT, PLEASE CONTACT YOUR LOCAL COUNCIL OFFICE.

Youth Protection Training

All applicants for membership are required to take this training within 30 days of registering. To take it online, go to www.MyScouting.org and establish an account using the member number you receive when you register. If you take the training online before you obtain a member number, be sure to return to MyScouting and enter your number for training record credit. Your BSA local council also provides training on a regular basis if you cannot take it online. For more information, refer to the back of this application.



BOY SCOUTS OF AMERICA[®]

BOY SCOUTS OF AMERICA YOUTH APPLICATION

This application is also available in Spanish. Esta solicitud también está disponible en español.



Cub Scouting

Tiger Cub Scout
Webelos Scout



Boy Scouting



Venturing/Sea Scouting

Scout Oath or Promise

On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.

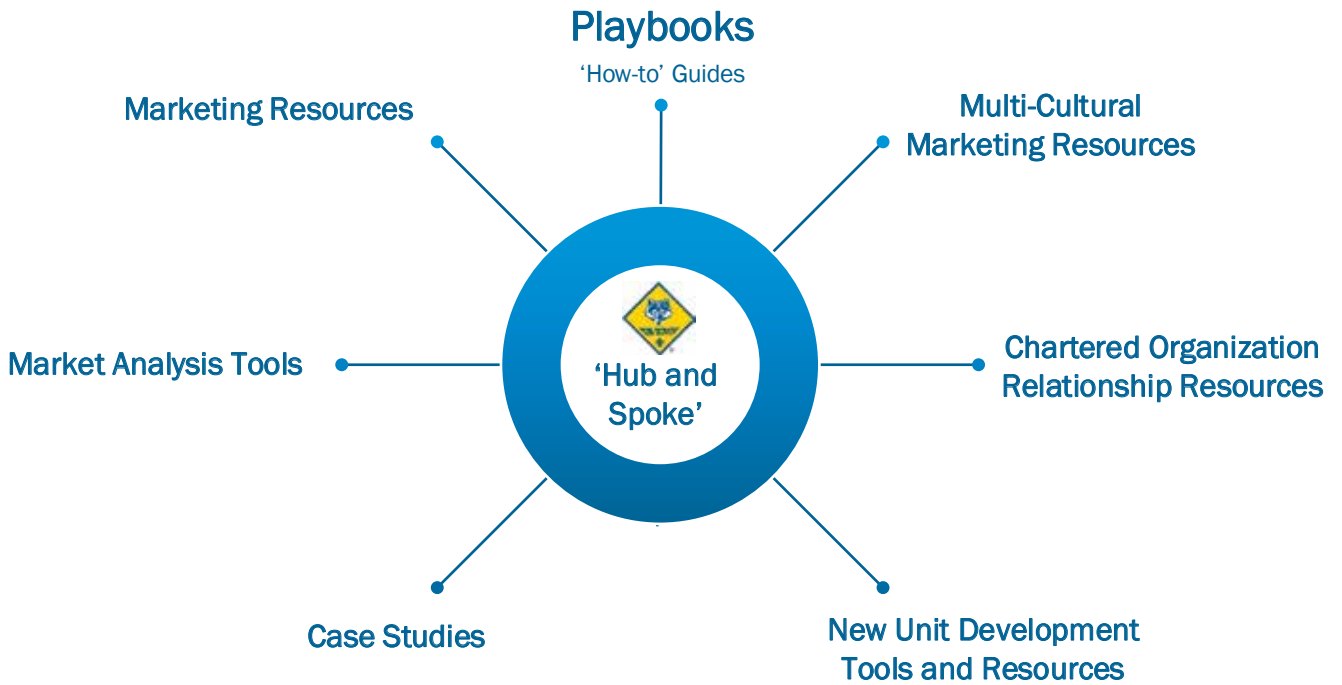
Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.



BOY SCOUTS OF AMERICA[®]

Marketing/Membership Hub



Marketing and Membership Hub



SCOUTINGWIRE

EMPLOYEES VOLUNTEERS **MARKETING & MEMBERSHIP** BSA BRAND CENTER SCOUTING NEWSROOM CHIEF'S CORNER CONNECT WITH US

HOME > MARKETING AND MEMBERSHIP HUB

MARKETING AND MEMBERSHIP HUB

Tools and Resources to Strengthen Your Units

Pack and Den Recruiting

- Overview
- #ShareScouting Campaign
- Sign-Up Night Unit Playbook
- Best Practices Success Story

Council and District Recruiting

- Overview
- Hooked on Scouting
- Rocket into Scouting
- Science of Scouting
- Camping with Cub Scouts

New-Unit Development

- Overview
- New Unit Sales Kits
- Unit Performance
- Chartered Organizations Resource Guide
- Leadership Support Statements
- Testimonial Videos
- Faith in Scouting Videos
- Proof: How Scouting Does Work
- Muddy Lions Program

Social Media

- Overview
- Social Media Playbook
- Social Media Guidelines
- Social Media Images

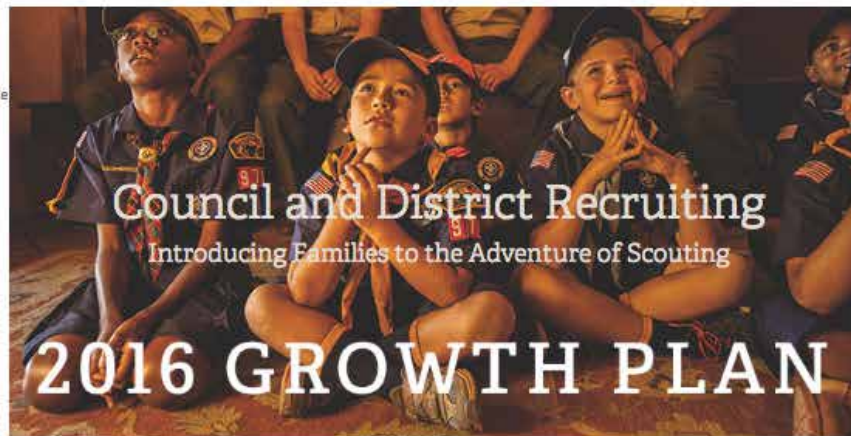
Media Buying

- Overview
- Media Buying Playbook
- Advertising Collateral

BSA Brand Center

- Scouting Logos
- Top Photos
- Top Videos
- Build an Adventure Campaign
- BSA Brand Identity

Let's move Scouting forward. The Marketing and Membership Hub is a resource to help you serve more youth in your area. From recruiting ideas to social media best practices, the Hub provides a one-stop resource to discover, activate, and improve your marketing and recruiting strategy.



Build the Unit



How to Start and Sustain a New Unit

Build the Unit

Team Responsibilities

Performance Process

Measures of Success

Membership Team

District Commissioner
District Membership Chair
District Executive

1. Know the Market

- Council Market Analysis Report
- Membership Reports
- Identify Chartered Organizations
- Whole Scouting Family
- New-Unit Commissioners Assigned
- Priority List of Prospective Chartered Organizations
- Vision Statements
- New-Unit Organizers Assigned

Gold Standard

Market Share
15% density, or 9% and
1% growth in density

Relationships Team

Institution Head
Chartered Organization Representative
District Executive
Unit Commissioner
Influential Scouter

2. Make the Call

- Preparation
- Structured Sales Calls
- Building Blocks of Scouting
- Program Benefits
- Chartered Organization Relationships Recruited
- Chartered Organization Representatives
- Chartered Organization Checklist
- Set Appointment With Institution Head
- Secure and Define Commitment
- Develop Team to Oversee Establishment of Visit

Gold Standard

Growth in Number of New
Youth and Units

Organizing Team

New-Unit Commissioner
New-Unit Organizer
District Training Team
District Executive
JTE Committee Members

3. Build the Unit

- Recruit and Train at Least Five Primary Registered Adult Volunteers for Unit
- Organize Team
- Select Quality Leaders
- Train Unit Leadership
- Unit Program Planning
- Recruit 10 or More Youth
- Formalize Fundraising, Recruitment, Leadership Succession, and Budget Plans
- Recognitions

Gold Standard

Trained Direct Contact Leaders
70%, or 50% and 2 percentage
point increase

Unit Support Team

Unit Key 3:
– Unit Committee Chair
– Unit Leader
– Chartered Organization Representative
New-Unit Commissioner
Unit Committee Members
– Journey to Excellence
– Voice of the Scout
– Unit Membership Chair

4. Grow the Unit

- Unit Key 3 meets monthly
- Unit Reporting Tools
- Recruiting Youth Members
- Successful Unit Meetings
- Unit Performance
- Commissioner Service
 - Unit Self-Assessments
 - Develop Unit Service Plan
 - Commissioner Tools
 - Charter Presentations
 - First Charter Renewal With More Than 10 Youth, 5 Adults, and at Least a Bronze JTE Score
 - Second Charter Renewal

Gold Standard

Membership Growth
3%

Unit Retention Rate
95%, or 92% and increase in
number of new units

Unit Contacts
45% of units have
6 recorded assessments

Chapter 3.

Build the Unit

Measure of Success: 70% trained direct contact leaders, or 50% and 2 percentage point increase

The District Organizing Team

PREPARING FOR UNIT ORGANIZATION

The most important task of the organizing team is selecting unit leaders. Before the selection process begins, it is important that the team learn about the Scouting organization and how the program functions in a unit.

Team members should:

- Understand the aims and methods of Scouting.
- Know the steps to unit organization.
- Be familiar with program planning and program planning tools and resources.
- Understand the process for selecting unit leaders.
- Develop a short- and long-term leader succession plan.
- Be aware of training opportunities.
- Be familiar with literature and support materials available for leaders.
- Be familiar with the Journey to Excellence and Voice of the Scout programs.

New-Unit Organizer and New-Unit Commissioner

The new-unit organizer works closely with the institutional head or executive officer of the chartered organization to put together an organizing team.

The new-unit commissioner supports that effort and strives to become a familiar face to that group, taking the lead in helping the team complete some aspects of its responsibilities.

The responsibilities of the new-unit organizer and the new-unit commissioner are as follows:

- While organizing and running the recruitment effort is the membership team's responsibility, the new-unit commissioner will support the idea that at least 10 youth and five adults are recruited for membership in the unit.
- The new-unit commissioner encourages the unit to participate in training both during this organization phase and into the future. The new-unit organizer will coordinate with the district training chair to provide initial training and Youth Protection training on an agreed-upon date. The new-unit leadership takes Youth Protection training, This Is Scouting, and position-specific training.
- The new-unit commissioner supports a leadership succession plan to be in place prior to the first charter.
- The new-unit commissioner introduces the organizing team to the Journey to Excellence and helps them write a vision statement and set goals for the unit. The new-unit commissioner will also introduce the organizing team to Voice of the Scout.

- The new-unit organizer helps them plan the details for their first meeting and introduces the team to the national first month meeting plan.
- The new-unit commissioner familiarizes the unit with the district/council calendar and encourages roundtable attendance.
- The new-unit commissioner schedules an annual program planning meeting led by an experienced district representative.
- Together, the new-unit organizer and new-unit commissioner will present the charter at a full meeting of the chartered organization.
- The new-unit organizer and the new-unit commissioner attend the first meeting. From this point on, the new-unit commissioner takes the leading role in mentoring the unit for the next 36 months.
- The new-unit organizer and the new-unit commissioner ensure that unit leaders and parents are added to council and district email lists so that they receive current event and training information.

Selecting Quality Leaders

MESSAGE TO CHARTERED ORGANIZATIONS

Your organization has joined with the Boy Scouts of America to deliver a program of citizenship training, character development, and personal fitness to the young men and women of your community. Critical to the success of your Scouting program is the selection of quality leaders who represent the values of the Boy Scouts of America and your organization. The chartered organization has the responsibility for the selection of these individuals.

THE PROCESS

Cubmasters, den leaders, Scoutmasters, Varsity Scout coaches, crew Advisors, ship Skippers, and their assistants must be identified and recruited by the chartered organization when a new unit is organized or when there is a leadership change in an existing unit. The chartered organization will need to have a succession plan in place to maintain proper key leadership. The organization may wish to seek advice from the BSA local council about the process.

SELECT AND RECRUIT KEY LEADERS

The first priority of the organizing team is selecting quality unit leaders. Give everyone a copy of *Selecting Quality Leaders for Cub Scouts*, No. 523-500, available online at www.scouting.org/filestore/membership/pdf/522-500_web.pdf; *Selecting Quality Leaders for Boy Scouts*, No. 523-981, available online at www.scouting.org/filestore/membership/pdf/522-981.pdf; or *Venturing Fast Start*, No. 25-878, available online at www.scouting.org/filestore/pdf/25-878.pdf.

CHOOSING PROSPECTIVE UNIT LEADERS

Make a prospect list of qualified people who would make good leaders and match the profile of the position to be filled. Don't choose just anyone to fill a slot; be selective. Choose prospects who exemplify the values of the Boy Scouts of America. Don't make assumptions about whether a prospect will accept the position; it is important to give prospects a chance to make their own decision. You may be surprised how many times busy people will commit to volunteering for organizations that serve youth.

Present the list of candidates to the head of the organization for approval and ask for additional suggestions. Also, have the organization appoint someone—perhaps a member of the organizing team—to be the chartered organization representative. Explain the basic responsibilities of this position. (See an explanation of the tasks on pages 6 through 12 of *The Chartered Organization Representative Guidebook*, No. 511-421, available online at www.scouting.org/filestore/membership/pdf/511-421_WEB.pdf). The chartered organization representative represents the organization at the district and council levels as a voting member.

APPOINTING OTHER VOLUNTEERS

The organizing team must also recruit and appoint people to serve as the committee chair and committee members. These people may be members of the organizing team.

With these people in place, and with members of the organizing team also acting as members of the unit committee, you are ready to complete the process of selecting and recruiting leaders and youth.

The newest volunteer unit position approved by the BSA is the unit membership chair. This important position reports to the unit committee chair and serves as a member of the unit committee. This role consists of the following responsibilities:

- Meet with the unit leaders and committee monthly to discuss membership goals and retention.
- Conduct at least two recruitment/Scouting promotion events per year to ensure unit growth using the peer-to-peer recruitment method.
- Distribute membership fliers to schools and churches in the unit's area.
- Conduct Scouting rallies and boy talks in schools, leveraging council support when needed.
- Attend the district's membership chair training sessions, which will focus on best practices.
- Have your unit be involved in the required number of Adopt-a-School service and community service projects needed for Scouting's Journey to Excellence score.
- Ensure that new youth and adult applications along with funds are completed and turned in to the council service center within a week after receipt of the applications.
- Work with the unit committee to ensure the unit reaches Scouting's Journey to Excellence gold status in membership.
- Update the unit's BeAScout pin and follow up with leads.
- Have your unit participate in a fall and spring recruitment plan.
- Work with the district transition chair to encourage youth to transition to the age-appropriate program as they grow older.
- Have an annual customer satisfaction survey done with current Scout families.

POSITION DESCRIPTION

The Scoutmaster is responsible for training and guiding youth leaders in the operation of the troop, and for managing, training, and supporting his or her assistant Scoutmasters in their role.

The Cubmaster is responsible for coordinating the efforts of the den leaders to make sure the pack has a cohesive program, and for managing, training, and supporting them in their role.

The crew Advisor is responsible for training and guiding youth leaders in the operation of the crew, and for managing, training, and supporting his or her associate Advisors in their role.

CHARACTERISTICS OF SUCCESSFUL UNIT LEADERS

- Commitment to the ideals of Scouting
- High moral standards
- Ability to relate to youth
- Ability to remain calm under pressure
- Good organizational skills
- Ability to relate to and interact with adults
- Flexibility and the ability to compromise
- Good planning ability
- High energy level
- Good attention to detail

Training Unit Leadership

YOUTH PROTECTION TRAINING

Child abuse is a serious problem in our society, and unfortunately, it can occur anywhere, even in Scouting. Youth safety is of paramount importance to Scouting. For that reason, the BSA continues to create barriers to abuse through training and leadership protocols.

The Boy Scouts of America places the greatest importance on providing the most secure environment possible for our youth members. To maintain such an environment, the BSA has developed numerous procedural and leadership selection policies, and provides parents and leaders with numerous online and print resources for the Cub Scout, Boy Scout, and Venturing programs.

The BSA requires Youth Protection training for all registered leaders.

New leaders are required to complete Youth Protection training prior to registration or reregistration following a membership lapse. To take the training online, go to www.MyScouting.org and establish an account using the member number you received when you registered for BSA membership. If you take the training online before you obtain a member number, be sure to return to MyScouting and enter your number for training record credit. Your BSA local council also provides training on a regular basis if you cannot take it online. For more information, refer to the back of the BSA adult membership application, No. 524-501.

Youth Protection training must be retaken every two years—regardless of position. If a volunteer does not meet the BSA's Youth Protection training requirement at the time of charter renewal, the volunteer will not be reregistered.

All nonregistered adults, including all parents, are encouraged to take the BSA's Youth Protection training.

To find out more about the Youth Protection policies of the Boy Scouts of America and how to help Scouting keep your family safe, see the *Parent's Guide* in any of the Cub Scouting or Boy Scouting handbooks, or go to www.scouting.org/Training/YouthProtection.aspx.

ORIENTATION TRAINING

As soon as possible after a person has agreed to be a leader, he or she should view the appropriate Fast Start Orientation Training either on DVD or by logging on to MyScouting.org. After viewing this material, the new leader will have a better perspective of his or her role and responsibilities.

THIS IS SCOUTING AND POSITION-SPECIFIC TRAINING

This Is Scouting is the initial online interactive learning experience for new adult leaders. This Is Scouting picks up where Orientation Training left off. The course can be taken by logging on to MyScouting.org. It takes approximately one hour to complete.

Leaders should be encouraged to attend basic leader training as soon as possible. The new-unit organizer may be able to get district trainers to conduct training especially for the new unit. If a special training session is not possible, be sure to inform the new volunteers when and where the next district or council basic leader training session will be held. Encourage unit support arrangements for carpools and child care so every leader who needs to can attend. By going together, they will have an opportunity to provide support for each other in this new situation.

ROUNDTABLE

A roundtable is a monthly presentation of unit program ideas, inspiration, networking, and additional training for leaders in all Scouting units. The new-unit organizer or the unit commissioner should provide a district calendar of events to leaders so they know when and where the roundtable is held. They should also give them an idea of what happens at a roundtable and the resources available. They should convey the many practical ideas for leaders to use.

SUPPLEMENTAL TRAINING

The Boy Scouts of America offers many supplemental training opportunities on a district, council, and national basis. (See Appendix 20.)

Unit Program Planning

FUNDING THE UNIT PROGRAM

No organization can exist without funds, and a new pack, troop, or crew is no different. The practices established early on in the organization process will serve the Scouting program for years to come and provide participants, families, and the chartered organization with the knowledge that the program is secure.

Just like in families, even the best relationships can be soured by money. With that in mind, the unit committee needs to have an understanding of some basic principles and procedures to avoid potentially problematic situations.

UNIT BUDGET

The unit budget should anticipate the needs of the unit for the coming year. The unit budget plan is available at www.scouting.org/Home/BoyScouts/ProgramPlanningTools.aspx and in Appendix 24.

Build the budget from the expense side first. Typical expenses include:

- Registration fees. The annual membership fee to be a member of the Boy Scouts of America
- *Boys' Life*. An annual subscription to *Boys' Life* magazine for every household
- Unit accident insurance provides medical care coverage to members and guests injured as a result of participation in a Scouting activity (may be provided at the council level)
- Program materials. Flags, camping equipment, program supplies, and other material necessary to conduct regular program
- Activities. Those program activities that will be paid for by the unit budget as determined by the unit committee. Some activities will be financed by the Scout and his family over and above the budget.
- Basic expenses. Advancement recognition, books and literature, leader training, community goodwill projects, etc.
- Reserve fund. A fund established to meet unexpected expenses that may occur

Sources of funding for units include:

- Membership dues. Collecting and paying dues from individual members establishes a level of responsibility and character development. Dues assessed annually are too often contributed by parents and are sometimes an impediment to joining. Dues are not meant to completely pay for a member's Scouting experience or support the entire unit budget, but might cover registration, *Boys' Life*, insurance, and basic expenses.
- Money-earning projects. Individual units can conduct money-earning activities such as sales and community projects. Since individual units are not charitable organizations in and of themselves, they cannot solicit contributions from the community or provide the promise of tax deductibility to anyone who makes a contribution. Most councils provide opportunities for units to participate in council fundraising activities that provide funding back to the unit. Advantages to the unit in participating in these activities include:
 - Established sale with public promotion and marketing
 - Authorized to wear the uniform when conducting the sale
 - The council deals with the vendor and is financially responsible for payment.
 - The council deals with delivery and warehousing of the product.

Units may conduct their own money-earning activities that are subject to the BSA's money-earning guidelines. The guidelines are included on the Unit Money-Earning Application, No. 34427, which can be found at www.scouting.org and in Appendix 26 of this book. This application should be completed by the unit whenever a non-council-sponsored money-earning activity is conducted.

FISCAL PROCEDURES FOR UNITS

The *Committee Record Book* is available at your Scout shop and comes in specific editions for packs, troops/teams, and crews. It contains useful formats for keeping financial records for units as well as helpful information for unit committees, particularly treasurers.

UNIT FISCAL POLICY FAQs

Should our unit have a checking or savings account?

Yes. Unit funds should be deposited in a checking or savings account that requires two signatures on every check or withdrawal. The unit leader could be one of the signees, but a committee member is recommended. It could be that the unit leaders have a petty cash fund (the limit set by the committee), which is accounted for with receipts each month.

Who is responsible for the finances of the unit?

The unit committee is responsible for the unit's finances. A treasurer is assigned and the committee chair should receive the bank statement to reconcile monthly. All unit funds should pass through the bank account; this includes but is not limited to dues, money from unit fundraisers, product sales, and gifts. An exception might be registration fees, which are collected as part of an organized School Night program. In this case, fees are collected by district and council representatives and are transmitted to the Scout service center.

Should our unit consider insuring our unit equipment?

Yes, it is suggested that your unit insure its equipment. Remember, the chartered organization owns the unit including the number associated with the unit, and all funds used by the unit remain the responsibility of the chartered organization as long as the charter issued by the BSA remains in place. It is recommended that an equipment inventory be provided annually to the chartered organization.

Can our unit deposit funds with the local council?

Yes, most councils allow units to deposit funds to their credit in the council service center, thus making it convenient for units to make purchases without sending cash. A "unit account" is established for each unit that deposits funds with the council. At a minimum, the council should provide a detailed—at least annual—statement of activities of your unit account for your committee to review.

What happens to the unit funds and equipment should the unit dissolve?

In the event of the dissolution of a unit, or the revocation or lapse of its charter, the unit committee shall apply unit funds and property to the payment of unit obligations and shall turn over the surplus, if any, to the local council. In the case of a chartered organization, any funds or equipment that may have been secured as property of the unit shall be held in trust by the chartered organization or the council, as may be agreed upon, pending reorganization of the unit or for the promotion of the program of the Boy Scouts of America.

When should our unit submit a BSA Unit Money-Earning Application?

For all unit fundraising, all unit money-earning projects must be approved in advance by using the BSA's Unit Money-Earning Application. Approval must be made by the chartered organization and the local council.

Does a pack or troop need its own tax identification number? If so, where do we get it?

All units need a tax ID number (also referred to as an "EIN," employer identification number). Units should NOT use the Social Security number of an adult leader. If they do, the IRS will attribute all banking transactions, unit purchases, etc., to that leader as an individual. Units may use the tax ID number of their chartered organization, if given permission. This may be especially useful for the unit if that organization is tax-exempt. Most units obtain their own tax ID number by completing IRS Form SS-4. There is no cost involved. The current form and instructions are available on the IRS website at www.irs.gov. Also, the IRS now allows you to provide the information over the phone and immediately receive a unit EIN. The IRS phone number is 800-829-4933.

Is our pack or troop considered tax-exempt by the IRS?

That depends on who sponsors your pack, troop, or unit. The only time a unit can be considered tax-exempt is if its chartered organization is also tax-exempt. The BSA National Council grants a *charter* to religious organizations, service clubs, businesses, and others who want to operate a Scout unit. A unit is actually "owned" by its chartered organization. Chartered organizations vary widely in tax status, but the tax status of your unit is the same as that of your chartered organization.

What is IRS Form 990-N, and does our unit need to file annually with the IRS the electronic postcard 990-N?

The IRS requires small tax-exempt organizations with annual gross receipts of \$50,000 or less to file Form 990-N. The BSA national office consulted with the IRS and outside counsel on whether this filing requirement applies to Cub Scout packs, Boy Scout troops, Venturing crews, and other units. In their opinion, most Scout units do not have to file Form 990-N. For most units, no filing is required. The only exception is for the very small number of units that have filed for separate, federal tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. Those units must file either Form 990-N (if their annual gross receipts were \$50,000 or less) or the more detailed Form 990 or 990EZ (if annual gross receipts were more than \$50,000).

Can our pack or troop be covered under the BSA's group exemption?

No. The IRS only allows local councils (and council trust funds) to be included under the BSA group exemption. Packs, troops, and other Scout units cannot be included under the BSA group exemption because they “belong” to their chartered organization. (**Note:** Tax issues for Girl Scout troops are handled differently by the IRS because of how their cookie sales are structured.)

Form SS-4 asks us for a “GEN.” What is that, and do we have one?

The “GEN” is the group exemption number for the BSA. As discussed, only councils are covered under the BSA group exemption. Units cannot use this number. However, once your unit receives an EIN, the unit may still qualify for a number of state and sales tax exemptions as a nonprofit organization under your state laws. Check with your own state, as this varies widely across the country.

A volunteer suggested that our unit apply for its own tax-exempt status. Can we?

Units should not incorporate or apply for their own tax-exempt status. Units are not legal entities. Even if they were, this is an expensive and time-consuming process. Units are only permitted to raise funds through approved unit money-earning projects. Units could lose their charter if they tried to get their own tax-exempt status and solicit tax-deductible gifts.

Can we solicit gifts for our unit?

No. Simply put, units are not permitted to solicit any gifts. Both the Charter and Bylaws and the Rules and Regulations of the BSA make this very clear; only local councils may solicit individuals, corporations, United Ways, or foundations for gifts in support of Scouting. Units, unit leaders, and youth members may not solicit gifts in the name of Scouting or in support of unit needs and activities (except in unusual circumstances where the unit has received permission to do so from the local council). Units are also prohibited from soliciting gifts on their websites.

Does that mean people can't make gifts to our troop?

Units are not supposed to solicit gifts, but they can receive gifts. Anyone can contribute to a Scout pack, troop, or unit—and many donors don't need or care about charitable deductions. Obviously, defining a “solicited gift” is not always easy. Unit leaders are relied upon to set good examples and honor the intent and spirit of these important guidelines, even though it is hard to stop people from being generous, especially toward Scouting.

Can gifts go to the local council to benefit our unit, then “pass through” the council to us?

No, your unit “belongs” to your chartered organization, not to your local council. IRS guidelines prohibit any charity from accepting gifts that are “passed through” to a person or unrelated entity. A council could accept a gift in the name of your unit and hold it in a unit account. The unit could then “draw down” on the account for camp fees, uniform and supply needs, etc. (this is how colleges handle student scholarships). But be sure to first ask your local council if they have the staff and time to do this. This is entirely their decision.

My local company has employee volunteerism grants and they will contribute to charities where I volunteer my time. Can these gifts go to our unit?

Employee incentive awards and volunteerism grants usually *cannot* go to a pack, troop, or unit, due to the company’s giving restrictions. Corporate donations often can go only to charities that are 501(c)(3) charities, and many units are not chartered by tax-exempt charities. Also, many companies won’t make gifts to religious organizations. If a unit is tax-exempt, it’s often because it’s chartered to a place of worship, so they can’t receive corporate funds either. Of course, corporate awards and grants may go to any local council.

RESOURCES

These resources will assist you in planning and organizing your unit program. See also Appendixes 24, 25, and 26.

- *Troop Committee Guidebook*, No. 34505
- Unit Money-Earning Application, No. 34427
- Unit budget plans (Appendix 24)
- How Scouting Is Funded (Appendix 25)

CUB SCOUTING

- *Cub Scout Leader Book*, No. 33221, pages 77–86 “Program Planning”
- Pack Annual Program Planning Conference Guide, online at www.scouting.org/CubScouts/Leaders/PackCommitteeResources/UnitProgramPlanningTools.aspx
- *Webelos Den Leader Guide*, No. 37003

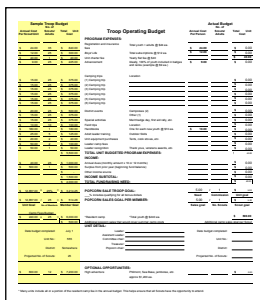
BOY SCOUTING

- *Troop Leader Guidebook, Volume 1*, No. 33009, pages 33–37, “Troop Program Planning”
- *Troop Committee Guidebook*, No. 34505, page 12, “Annual Program Planning Conference”
- *Program Features for Troops, Teams, and Crews, Volume 1*, No. 33110; *Volume 2*, No. 33111; and *Volume 3*, No. 33112
- Troop Annual Program Planning Conference Guide, online at <http://www.scouting.org/Home/BoyScouts/Planning.aspx>

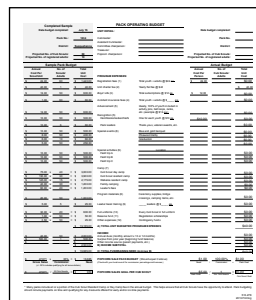
VENTURING

- *Venturing Fast Start*, No. 25-878
- Venturing Crew Officers Orientation, www.scouting.org/training/youth/venturingorientation.aspx
- *Venturing Advisor Guidebook*, No. 34655

PROGRAM PLANS



The image shows a 'Troop Operating Budget' form. It is a detailed spreadsheet with multiple columns and rows. The columns include categories like 'Operating Budget', 'Fundraising', and 'Total'. The rows list various expenses and income sources, such as 'Troop dues', 'Pack dues', 'Council dues', 'Scouting fees', 'Program fees', 'Travel', 'Transportation', 'Miscellaneous', 'Fundraising', 'Sponsorships', and 'Other'. The form is designed to help a troop track its financial activities throughout the year.



The image shows a 'Pack Operating Budget' form. It is a detailed spreadsheet with multiple columns and rows. The columns include categories like 'Operating Budget', 'Fundraising', and 'Total'. The rows list various expenses and income sources, such as 'Pack dues', 'Council dues', 'Scouting fees', 'Program fees', 'Travel', 'Transportation', 'Miscellaneous', 'Fundraising', 'Sponsorships', and 'Other'. The form is designed to help a pack track its financial activities throughout the year.

Recognitions

FOUNDER'S BAR



The Founder's Bar (see Appendix 11) may be worn below the unit numerals as soon as the completed charter and funds are officially received by the Scout office. The bar may be worn for as long as the unit numbers are worn. It may not be worn with any other unit numerals or by anyone whose name was not affiliated with the first unit charter.

This recognition emphasizes both the importance and the pride of forming and nurturing a new Scout unit. While it does not guarantee the unit will become a bronze, silver, or gold Journey to Excellence unit, it does encourage multiple-year charter renewal so one may continue wearing the bar. The bar will stimulate conversation and emulation by others. For more information, see www.scouting.org/filestore/pdf/522-011.pdf.

WILLIAM D. BOYCE NEW-UNIT ORGANIZER AWARD



The William D. Boyce New-Unit Organizer Award (see Appendix 12) is presented to recognize volunteers who organize one or more new units. The award may be worn on the adult uniform. The award is a square knot representing the phases of our program—Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, Sea Scouting, and Exploring.

More information about the William D. Boyce New-Unit Organizer Award can be found at www.scouting.org/Awards_Central.

COMMISSIONER AWARD OF EXCELLENCE IN UNIT SERVICE



In addition to the William D. Boyce New-Unit Organizer Award for volunteers organizing new units, there is an award for volunteer unit commissioners focuses on both unit and youth retention. Any registered commissioner who is providing direct unit service is eligible to earn the Commissioner Award of Excellence in Unit Service through unit service and a project that together result in improved retention of members and on-time unit charter renewal over the course of two consecutive years. Criteria for earning the knot are on the progress record in Appendix 14.

The award is based upon the requirements for commissioners listed in the Journey to Excellence performance program, which includes Adding Unit Visits in the online Commissioner Tools. More information is available at www.scouting.org/Commissioners.

Tools of the Trade

ONLINE—FORMS, TRAINING, AND EVENTS

- Starting a new unit? Fill out three forms:
 - New-Unit Application
 - Adult Application
 - Youth Application
- Online Training
- Online Tour and Activity Plan
- Online Annual Charter
- Online Advancements
- Journey to Excellence
- Voice of the Scout
- Event Registration

UNIT DEVELOPMENT AND YOUTH RECRUITMENT

Visit our website at <http://scoutingwire.org/marketing-membership>.

PROGRAM—READY TO USE

- One-year programs
- Meeting one programs
- Program concepts:
 - Cub Scout Delivery System
- Webelos-to-Scout Transition


RELIGIOUS EMBLEMS AND CULTURAL MARKETS

Visit our website at www.scouting.org/membership and click on the Recognitions link.

- Duty to God pamphlet, No. 512-879

How to Start a New Unit

NEW-UNIT APPLICATION




Cub Scouting

Purpose of the Boy Scouts of America
 Its purpose is to promote, through cooperation with other agencies, the ability of youth to do things for themselves and others, and to teach them patriotism, courage, self-reliance, and kindred virtues, in achieving this purpose, emphasis is placed upon its educational program and the oaths, promises, and codes for character development, citizenship training, and mental and physical fitness.

Pack
 Cub Scouting is for parents, leaders, and organizations to use with boys who are in the first through fifth grade or are 7 through 10 years old.

Troop
 Boy Scouting is an educational program filled with fun and adventure that appeals to boys.




Varsity Scouting


Boys must be under the age of 18 and at least 11, or have completed the fifth grade and be at least 10 years old, or have earned the Arrow of Light Award in Cub Scouting and be at least 10 years old.

Team
 Varsity Scouting is a program designed to assist your organization in meeting the needs and interests of older boys. Boys must be at least age 14 and not yet age 18.


Venturing Crew/Ship
 Venturing will help your organization meet the needs, desires, and concerns of young adults. Young men and women must be ages 14 through 20, or 13 with the completion of the eighth grade.



Boy Scouting



BOY SCOUTS OF AMERICA



VENTURING - BSA
Venturer/Sea Scout

BOY SCOUTS OF AMERICA ADULT APPLICATION

This application is also available in Spanish. Esta solicitud también está disponible en español.

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.

In a Cub Scout pack, Boy Scout troop, Varsity Scout team, Venturing crew, or Sea Scout ship—or in any position in a district or council—your participation in the Boy Scouts of America can help youth become better citizens.

High-quality adults are important role models for youth in the Boy Scouts of America. This application helps the chartered organization select qualified adults. Thank you for completing this application in full. See instructions on the inside cover.


BY SUBMITTING THIS APPLICATION YOU ARE AUTHORIZING A CRIMINAL BACKGROUND CHECK OF YOURSELF. THIS CHECK WILL BE MADE FROM PUBLIC RECORD SOURCES. YOU WILL HAVE AN OPPORTUNITY TO REVIEW AND CHALLENGE ANY ADVERSE INFORMATION DISCLOSED BY THE CHECK.

IF YOU WOULD LIKE A COPY OF YOUR CRIMINAL BACKGROUND REPORT, PLEASE CONTACT YOUR LOCAL COUNCIL OFFICE.

Youth Protection Training

All applicants for membership are required to take this training within 30 days of registering. To take it online, go to www.MyScouting.org and establish an account using the member number you receive when you register. If you take the training online before you obtain a member number, be sure to return to MyScouting and enter your number for training record credit. Your BSA local council also provides training on a regular basis if you cannot take it online.

For more information, refer to the back of this application.



BOY SCOUTS OF AMERICA

BOY SCOUTS OF AMERICA YOUTH APPLICATION

This application is also available in Spanish. Esta solicitud también está disponible en español.



Cub Scouting

Tiger Cub Scout
Webelos Scout



Boy Scouting



Venturing/Sea Scouting



Varsity Scouting

Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

Scout Oath or Promise

On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.



BOY SCOUTS OF AMERICA

Grow the Unit



How to Start and Sustain a New Unit

Grow the Unit

Team Responsibilities

Performance Process

Measures of Success

Membership Team

District Commissioner
District Membership Chair
District Executive

1. Know the Market

- Council Market Analysis Report
- Membership Reports
- Identify Chartered Organizations
- Whole Scouting Family
- New-Unit Commissioners Assigned
- Priority List of Prospective Chartered Organizations
- Vision Statements
- New-Unit Organizers Assigned

Gold Standard

Market Share
15% density, or 9% and
1% growth in density

Relationships Team

Institution Head
Chartered Organization Representative
District Executive
Unit Commissioner
Influential Scouter

2. Make the Call

- Preparation
- Structured Sales Calls
- Building Blocks of Scouting
- Program Benefits
- Chartered Organization Relationships Recruited
- Chartered Organization Representatives
- Chartered Organization Checklist
- Set Appointment With Institution Head
- Secure and Define Commitment
- Develop Team to Oversee Establishment of Visit

Gold Standard

Growth in Number of New
Youth and Units

Organizing Team

New-Unit Commissioner
New-Unit Organizer
District Training Team
District Executive
JTE Committee Members

3. Build the Unit

- Recruit and Train at Least Five Primary Registered Adult Volunteers for Unit
- Organize Team
- Select Quality Leaders
- Train Unit Leadership
- Unit Program Planning
- Recruit 10 or More Youth
- Formalize Fundraising, Recruitment, Leadership Succession, and Budget Plans
- Recognitions

Gold Standard

Trained Direct Contact Leaders
70%, or 50% and 2 percentage
point increase

Unit Support Team

Unit Key 3:
– Unit Committee Chair
– Unit Leader
– Chartered Organization Representative
New-Unit Commissioner
Unit Committee Members
– Journey to Excellence
– Voice of the Scout
– Unit Membership Chair

4. Grow the Unit

- Unit Key 3 meets monthly
- Unit Reporting Tools
- Recruiting Youth Members
- Successful Unit Meetings
- Unit Performance
- Commissioner Service
 - Unit Self-Assessments
 - Develop Unit Service Plan
 - Commissioner Tools
 - Charter Presentations
 - First Charter Renewal With More Than 10 Youth, 5 Adults, and at Least a Bronze JTE Score
 - Second Charter Renewal

Gold Standard

Membership Growth
3%

Unit Retention Rate
95%, or 92% and increase in
number of new units

Unit Contacts
45% of units have
6 recorded assessments

Chapter 4.

Grow the Unit

Measure of Success: 3% growth; 95% retention, or 92% and increase in number of new units; 45% of units have 6 recorded assessments

When a new unit is started, a commitment is made to family members, parents, and their sons (and daughters in Venturing) that they will receive a yearlong Scouting program. To fulfill that commitment, it becomes equally important for the new unit to be sustained for a long time. This involves focusing on important elements the unit must possess in order to stay in operation. Elements like a unit leader succession plan with capable adult volunteers and an Orientation Training for new leaders are important for a great start. Other elements like monthly advancement and outdoor programs like day camp and summer camp will add to the sustainability of the new unit.

The previous chapters focused on the processes of new-unit development. When new units follow the elements mentioned above with proper unit programming, youth tend to stay in the program longer, which ultimately results in stronger units. How do new units become high-quality units?

This chapter explains how to recruit youth members, procedures for completing paperwork, conducting the first unit meeting, and the charter presentation process. It also focuses on the commissioner's unit service plan, collaborative unit assessments, Voice of the Scout, and Journey to Excellence.

Assign a new-unit commissioner to the potential new unit. The concept of a new-unit commissioner is introduced in the very first steps of organizing a new unit. A new-unit commissioner can be an experienced commissioner who specializes in new-unit service and has had some specialized training. The new-unit commissioner can also be a volunteer who is at least 21 years old, such as an Arrowman, former camp staff member, or Eagle Scout who serves under the mentorship and guidance of an experienced commissioner such as an assistant district commissioner or district commissioner. This could be an excellent candidate to start with one new unit. Any Scouter who fits this description and is willing to make the commitment will make a good new-unit commissioner.

Ideally, this commissioner will have a reduced unit workload and will be committed to serving this one unit for the full three years the unit will be considered “new.” The role the new-unit commissioner plays is much like that of troop guide—not a member of the unit but a mentor who helps the unit leadership become a high-quality team. Once the unit becomes independent, the new-unit commissioner should be replaced with a traditional unit commissioner, freeing the new-unit commissioner to begin again with another unit. The new-unit commissioner will need to give this unit extra service in addition to the unit service plan. That service is described in the section “Commissioner Unit Service Plan.”

The key volunteers guiding the unit are the unit Key 3—the unit chair, unit leader, and chartered organization representative—with assistance from the unit committee and the new-unit commissioner.

To ensure the success of a newly organized unit, many capable volunteers need to be selected and recruited who will work closely with their professional Scouter. The district executive cannot do it alone.

Unit Key 3

The unit Key 3 is a critical component to the success of the unit. The unit Key 3 consists of the unit committee chair, the unit leader, and the chartered organization representative. The new-unit commissioner serves as an advisor to the unit Key 3. This group meets once a month to discuss the unit, its challenges, coming events, and progress toward completing their action plan and Journey to Excellence goals, just like any other Scouting Key 3. It is a time for the unit Key 3 to learn how to spot early warning signs and work together toward continued unit success. The new-unit commissioner meets with them to support their efforts, to help with problem solving, and to keep the unit moving in sync with the district and council calendars.

The following are some items the new-unit commissioner should urge the unit Key 3 to review on a regular basis:

Ensure that a monthly program and unit budget plan are in place and on track. These items are critical for unit success. Encourage long-range planning for a positive experience for all. This may need to involve the district finance committee.

Support systems that will ensure a well-organized unit. These include monthly unit Key 3 meetings, monthly committee and leader's meetings, regular parent meetings, and a communication plan.

Encourage a unitwide communication system. Communication takes many forms: newsletter, phone tree, email blast, website, Facebook group. Whatever fits the unit.

Encourage unit Key 3 training. Encourage them to take This Is Scouting and Leader Specific Training for their position prior to their first meeting. Be sure the unit Key 3 is aware of training opportunities. Through the district commissioner, enlist the help of the training team to bring training to the unit as necessary.

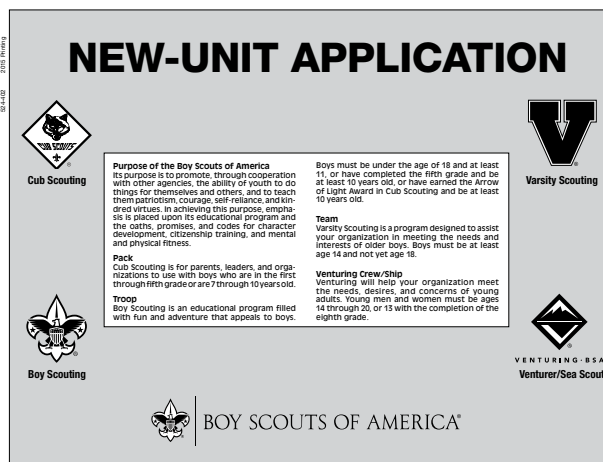
Unit Reporting Tools

COMPLETE THE PAPERWORK

NEW-UNIT CHARTER SEQUENCE

1. New-Unit Application (see Appendix 10) signed by the executive officer and district commissioner
2. Adult applications and Youth Protection training signed by the chartered organization representative
3. Youth applications
4. Registration fees

Although by this point much of the paperwork may already be done, the organizer or commissioner for the new unit may be involved now to ensure that all the paperwork has been correctly completed. The unit commissioner may also take the paperwork to the local council service center for processing.



NEW-UNIT APPLICATION

Cub Scouting

Varsity Scouting

Boy Scouting

VENTURING • BSA[®]
Venturer/Sea Scout

BOY SCOUTS OF AMERICA[®]

Purpose of the Boy Scouts of America
Its purpose is to promote, through cooperation with other agencies, the ability of youth to do things for themselves and others, and to teach them patriotism, courage, self-reliance, and kindred virtues. In achieving this purpose, emphasis is placed upon its educational program and the oath, promises, and codes for character development, citizenship training, and mental and physical fitness.

Pack
Cub Scouting is for parents, leaders, and organizations to use with boys who are in the first through fifth grade or are 7 through 10 years old.

Troop
Boy Scouting is an educational program filled with fun and adventure that appeals to boys.

Boys must be under the age of 18 and at least 11, or have completed the fifth grade and be at least 10 years old, or have earned the Arrow of Light Award in Cub Scouting and be at least 10 years old.

Team
Varsity Scouting is a program designed to assist your organization in meeting the needs and interests of older boys. Boys must be at least age 14 and not yet age 18.

Venturing Crew/Ship
Venturing will help your organization meet the needs, desires, and concerns of young adults. Young men and women must be ages 14 through 20, or 15 with the completion of the eighth grade.

Remember that:

- The New-Unit Application requires the signature of the executive officer who is the head of the chartered organization. **We are also encouraging a district commissioner to sign their name on the new-unit application so they can ensure a new-unit commissioner is assigned to the unit. (See Appendix 10.)**
- Every youth and adult leader must complete an application, and all adult leaders must have completed Youth Protection training.
- The registration fees must be collected and kept with the applications and then submitted to the local council service center in a timely manner.
- BSA health forms should be collected from all youth and adult leaders.

Youth Applications

When accepting youth applications, it is important to:

- Verify that all applications are completed in full, including the health history information on the reverse.
- Collect the appropriate fees, including registration fees, charter fee, and *Boys' Life* subscription fees.
- Check applications for signatures of a parent and youth for Venturing and of the unit leader.

Adult Leader Applications

When accepting adult leader applications, it is important to:

- Verify that all applications are completed in full, including the names of references.
- Collect the appropriate fees.
- Verify that all adult applications are approved and signed by the committee chair and the chartered organization representative. The unit committee chair approves all applications except that of the chartered organization representative, which is approved by the head of the chartered organization.
- Include a copy of the Youth Protection Training Certificate.

Unregistered Unit Report

This form is used when a unit is not reregistered or drops. (See Appendix 17.) This form needs to be signed by representatives of the chartered organization, district, and council.

Recruiting Youth Members

RECRUIT YOUTH MEMBERS AND ORIENT PARENTS

It is finally time to invite prospective youth members and their parents to join Scouting. The first group of youth to be invited should include those who are members of the chartered organization. Youth from the community can sometimes be reached by announcements through area schools. Your local council and district executive can provide recruitment fliers and posters, and usually have contacts with school administrators. Be sure that you have put information about the unit into the national “Be A Scout” website to enable families to identify Scout units online: <https://beascout.scouting.org>. (See Appendix 15.)

Number of New Youth to Organize a New Unit: At Least 10

At least two dens or two patrols of five youth each or a Venturing crew of 10 youth should be recruited to encourage unit sustainability. Recruit qualified parents who will become additional leaders. A good ratio is one parent for every two boys. Orient all parents. The unit committee and new-unit organizer do this with the assistance of the new-unit commissioner.

Rationale: There must be a critical mass so the youth feel this is the place to be. For competitions and youth interaction, there must be at least two small groups within the unit. There must be sufficient adults willing to help so no one is overwhelmed.

Number of New Adults to Organize a New Unit: At Least Five

It is highly recommended that more than the minimum of five adults are recruited as leaders in the new unit to ensure a proper leader succession plan and shared responsibilities. New parents can start in the Unit Scouter Reserve position (91U) and work into a leadership position. This role is for supportive adults who have no immediate, specific leadership role. Like all registered BSA adult positions, this role requires a criminal background check and the completion of Youth Protection training. **The chartered organization representative position is not multiple.**

Scheduling the Recruitment Date and Location

The most important key to recruitment success is to select a date and location that will appeal to your audience. Parental attendance and engagement are essential, as the purpose of the event will be to recruit both adult leaders and youth members. Location is particularly critical. If you will be drawing members from multiple communities (schools, for example), plan to conduct a sign-up rally night at each location, or conduct a sign-up where the unit meets. Prospective members are unlikely to travel outside their comfort zone unless they are already looking for the Scouting program. Selecting the right date is also important. Studies have shown that families are most receptive to starting Scouting at the beginning of a new school year. It is frequently a time when families reevaluate the activities in which their children are engaged and try new things. The other time that works well to recruit new members is during camp promotion season. Parents register their children for summer programs in January and February. Consider participating in camp fairs in your community.

Given potential members' age, troops and crews will frequently need an activity "hook" to bring youth and their parents to the meeting. Conduct the recruitment event in a nearby park with athletic fields and a picnic shelter or at an indoor rock climbing venue or across from a nearby school. Plan an engaging unit activity that will appeal to members of your target audience.

Preparing and Promoting the Sign-Up

Attendance at the sign-up meeting is very important. Youth and their parents will most likely register for Scouting when they attend this meeting. Prime the pump by having your established unit leaders or committed youth reach out to families in the community that have youth in the target audience. The personal connection and "ask" can do more to promote enrollment than a hundred fliers.

Some other ideas for promoting attendance include:

- Youth talks in the school on the day of the meeting
- Informational fliers
- Radio and TV PSAs
- Personal visits to prospects

- Bring a friend. A Scout stays in longer if his buddy is there.
- Personal visits to prospects
- Promotion at area churches, playgrounds, and parks
- School open houses
- Posters in schools
- Personalized invitations from the organizational head

Ask your membership team to brainstorm other ideas.

Conducting the Sign-Up

Hold the sign-up where the unit will meet. Make it a brief, upbeat, and well-planned rally.

Be sure to:

- Have an information sheet on the unit: leader's name, contact information, website, training, next meeting, planned activities, etc.
- Have a sign-in sheet to collect names, ages, addresses, and email addresses of prospective members.
- Introduce the unit leadership.
- Present the unit program.
- Register new youth members.
- Select and recruit additional adults.
- Create an air of excitement of things to come.
- Provide information.
- Answer questions.
- Provide an information meeting with parents.
- Discuss health forms.
- Provide parent orientation on Youth Protection training.
- Provide light refreshments.
- Announce the unit's next meeting date.
- In the case of Venturing-age youth:
 - Have each youth complete the Venturing Activity Interest Survey.
 - Brainstorm with youth their ideas that might not be on the survey.
 - Review the potential for crew program based on the Program Capability Inventory and the chartered organization.

Following Up With Unregistered Youth and Adults

Inevitably, some youth and adults will not register at the recruitment meeting. Be sure to follow up with a phone call and/or a postcard reminding them of upcoming events and opportunities to join. A commissioner staff and district executive can together set up a district membership inventory calling night to follow up on all youth dropped off of unit charter renewals (see Appendix 18). Also, encourage newly recruited youth to reach out to other friends and conduct mini-recruitment meetings to build upon your initial recruitment success. In particular, target dens or patrols with smaller than desired numbers. A healthy unit has a balanced enrollment at all levels of the program.

Successful Unit Meetings

HOLD THE FIRST UNIT MEETING

The unit committee, with the new-unit commissioner serving as a mentor, helps plan and support the meeting. The presence of the new-unit commissioner will provide support to the new leadership. The second most frequently stated reason boys leave Cub Scouting and Boy Scouting is unorganized leadership. New-unit commissioner assistance with this meeting will help the unit committee make a good first impression. (See “Unit Program Planning” in Chapter 3.)

BEFORE THE FIRST UNIT MEETING

The new-unit organizer should assist the new leaders in planning the first month of meetings using the age-appropriate unit meeting planning materials. The plan should make clear the responsibilities of each member of the team. The plan should include setup of the meeting room, necessary supplies or equipment, and starting times of each activity.

Assign someone responsibility for meeting with those who did not attend the recruitment meeting to distribute the necessary applications, forms, calendars, and other documents.

Ideally, have a run-through of the meeting so the unit leaders can become comfortable and tweak the plan as necessary.

FIRST UNIT MEETING

The new unit conducts its first meeting as developed in the organization process.

The new-unit organizer and the new-unit commissioner should attend the first meeting to make sure the unit gets off to a good start.

Be sure the new leader is congratulated on the meeting and the next meeting is scheduled and planned. Conduct a debriefing session with the unit leaders at the conclusion of the first meeting to review what they have learned and celebrate their success.

Assign a member of the organizing team or district committee who is trained and has expertise in the annual program planning process. This person should set a date and time to hold the unit’s annual program planning conference. Have the assigned person facilitate the unit’s first annual program planning conference. Use online or DVD-based pack, troop, or crew program planning conference guides. When complete, ensure the unit committee prints and shares the annual plan with all of the unit’s families. The plan should include a budget and calendar of events. Having an annual program plan and budget is a common element of high-quality units.

Unit Performance

JOURNEY TO EXCELLENCE

Journey to Excellence, the current performance recognition program, changes the basic way success is measured and recognized in the Boy Scouts of America by moving away from measuring process and moving to measuring performance. Below is specific information to help you understand the criteria and exactly what data will be used to determine the three levels of performance. In planning your strategy, once the new unit has renewed its charter for one year, use those numbers to guide your performance-improvement goal planning. In each area, the pack/ troop/crew may qualify by meeting a specific standard or by showing measured improvement.

The Journey to Excellence looks at different areas—depending on the type of unit—to measure the success of the unit.

Same for All Units	Unique to Packs	Unique to Troops	Unique to Crews
Advancement	Day camp	Day camp	Superactivities
Retention	Resident camp	Long-term camping	Youth leadership
Membership	Pack meetings	Patrol method	Building Venturing
Trained leadership	Den meetings	Youth leadership	Activities
Leadership planning	Webelos-to-Scout transition	Courts of honor	
Outdoor activities	Building Cub Scouting	Webelos-to-Scout transition	
Parent meetings		Building Scouting	
Service projects			
Budget			
Re-register on time			
Annual assessment			

Pack

Troop

Team

Crew

Ship

VOICE OF THE SCOUT

The national Voice of the Scout program captures the experiences of our Scouts and Scouters during a 10-week survey period in both the spring and fall. Surveys are distributed to leaders, chartered organization representatives, parents of Scouts, and (for Scouts over age 14) to the Scouts themselves. To receive a survey, someone in the Scouting household must have email information on file in the BSA ScoutNET system. Once information collection has begun, it is aggregated and displayed at the unit, district, council, area, and region levels on a VOS dashboard available to council employees and board-level volunteers. Council employees share feedback results with commissioner staff and district committee members for appropriate, actionable coaching of unit leadership at the summer and fall unit health reviews. This feedback helps units and the BSA be continuously aware of what members and volunteers want so that at every level ways can be found to meet and exceed their expectations. The end goal is to discover what needs to be done—operationally and strategically—to make sure every unit is a great unit while maintaining the values of Scouting.

Unit commissioners have two roles to play in Voice of the Scout. The first is similar to their role in JTE: to communicate and promote use of Voice of the Scout to the unit leadership (unit Key 3: chartered organization representative, unit leader, and committee chair). The unit Key 3 should encourage and inform parents about the importance of the Voice of the Scout survey and encourage them to complete it.

The second role is to help the unit Key 3 interpret and utilize the feedback. That takes place at two meetings each year: the first when the commissioner and the unit Key 3 complete a collaborative unit assessment around charter renewal time and the second at the midyear charter review meeting, which occurs six months before the next charter renewal. Consider the impact it has: The unit leader will have the opportunity to make changes in the program before it's too late. Small adjustments now can avoid major overhauls later. Beginning in 2013, Voice of the Scout became a mandatory part of JTE.

The unit Key 3 should encourage and inform parents about the importance of the Voice of the Scout survey and encourage them to complete it.

THE ROLE OF THE UNIT COMMISSIONER WITH THE UNIT KEY 3

The role of the unit commissioner with the unit Key 3 is to serve as an adviser. He or she is not a member of the unit and has no voting authority but serves as a representative of the district to the unit, linking district resources to the unit as needed. It is appropriate for the new-unit commissioner to begin meeting monthly with the unit Key 3. As the unit becomes more of a high-quality unit, the unit commissioner will attend as needed.

THE ROLE OF THE UNIT MEMBERSHIP CHAIR IN THE NEW UNIT

Once the new unit has been established, the committee chair can select another committee member position to be assigned to help “grow the unit.” This position is the unit membership chair. The qualifications are to be a registered Scouter and to complete Youth Protection training. This position reports to the unit committee chair and serves as a member of the unit committee. This is a key volunteer responsible for the unit’s promotion of Scouting among potential Scouts and their parents and for providing opportunities and encouragement for them to join the unit. The unit membership chair is responsible for two complementary tasks: 1) overseeing their unit’s membership growth and retention efforts and 2) raising their unit’s profile in the community through marketing. For more information, go to www.scouting.org/Membership/Youth_Recruitment/Membership_Chairman.aspx.

NEW-UNIT COLLABORATIVE ASSESSMENT—AN IMPORTANT PROCESS FOR SUSTAINABLE UNITS

As the unit nears 36 months of tenure, the unit will be maturing and able to be more independent. When the last unit assessment (see Appendixes 5, 6, 7, 8, and 9) is completed, it will be clear to both the unit and the NUC that the unit is ready for a unit commissioner who has experience with veteran units—those independent units with more than 36 months of tenure. That being the case, the NUC is free to accept another assignment with another new unit. The unit will be assigned a unit commissioner from the district commissioner’s staff. This commissioner will have experience with several units and bring new insights to the unit:

- Supplemental training opportunities
- University of Scouting
- Pow wow
- Supplemental training on the BSA website
- Cub Scout podcasts
- *Scouting* magazine

Note: A unit collaborative assessment is required to be conducted twice a year by the unit commissioner (and/or district executive if no commissioner staff).

Commissioner Service

NEW-UNIT COMMISSIONERS

New-unit commissioners are unit commissioners who specialize in new units. His or her relationship to the unit is much like that of troop guide to a patrol. While not a member of the unit, the new-unit commissioner will serve as a mentor and guide the unit leadership to becoming a high-quality unit. A commissioner who wants to take on this role will need some additional training as listed below. This is a long-term commitment (two to three years) and begins with the formation process of a new unit. Because of the extra attention a new unit requires, the new-unit commissioner has a reduced workload. He or she uses the unit service plan as described in the section “Commissioner Unit Service Plan.”

During formation of a new unit, the new-unit commissioner’s role is to support the new-unit organizer, become a familiar and consistent link between the chartered organization and the district, and provide support to the new key leaders. He or she can harness the resources of the entire district by being in communication with the subject-matter experts on the district committee (for example, calling on the advancement, training, camping, or finance chair when needed to support the unit). It really does take a district to serve a unit, not just a commissioner. In many cases, the new-unit commissioner will be the face of consistency and the strong foundation around which the new unit can form. New-unit commissioners likely derive even greater satisfaction from their role than other unit commissioners because they can take pride in the creation process. Who makes a good new-unit commissioner? Anyone with a desire to see a unit well-established and who is committed to the extra time and effort that will require.

New-Unit Commissioner Training

Skills/characteristics:

- Commissioned as a unit commissioner
- Already has the Arrowhead Honor
- Should be given a reduced workload (preferably one unit)
- Time and energy for this long-term commitment
- Should work toward earning the Commissioner Award of Excellence for Unit Service

Additional training:

- New-Unit Commissioner Basic Training
- Required training for new-unit commissioners
- New-unit focus orientation and training session
- Review the visioning section from the *Council Commissioner Manual*.
- Review the unit service plan and determine how to provide optimal service to the new unit.
- Review the progress card for earning the Commissioner Award of Excellence for Unit Service.

Encouraged training:

- Participate in Wood Badge or, if already completed Wood Badge, review sessions: Stages of Team Development, Leading EDGE/Teaching EDGE, Coaching and Mentoring.
- A New-Unit Commissioner Basic Training class is available on the national Commissioners website (select Commissioner Training at the left and then Basic Training at the bottom of the page). This training will provide the essential information necessary for a new-unit commissioner to work with new units. This training was developed in conjunction with the Unit Performance Guide.

PRECHARTER UNIT ORGANIZATION

Assist the new-unit organizer in the unit organization process. Focus on things that will ensure long-term success for the unit, which include recruiting enough youth (at least 10) and adults (at least five), Youth Protection training and appropriate leader training, a leadership succession plan, familiarity with Journey to Excellence and Voice of the Scout, and an annual program plan. Help unit leaders set a vision for unit success, goal planning, and program planning consistent with the Journey to Excellence requirements. Encourage the key leadership to visit a well-run unit to capture the vision of success. With the new-unit organizer, present the charter at a meeting of the chartered organization.

Commissioner Unit Service Plan

A unit service plan enables commissioners to fulfill their mission to help units better serve more youth through Scouting. But as with most things, it probably isn't quite that simple.

A unit service plan provides **focus**. It is built upon a *collaborative* assessment of a unit's strengths and needs. Before attempting a collaborative assessment, a unit commissioner must establish a solid relationship with a unit's leaders based on mutual respect and an understanding of one another's motivation for involvement in Scouting and vision of future success for the unit. Once completed, a *collaborative* assessment enables unit leaders and their unit commissioner to identify and prioritize specific tasks that will strengthen the unit most quickly. *Collaborative* assessments are a new approach; not all unit leaders are going to immediately understand, or perhaps, accept it. Unit commissioners should do their best to gain acceptance (their relationship with unit leaders will be an asset in that), but each unit needs a customized service plan. Sometimes, the only alternative will be to build that plan based on the unit commissioner's assessment of the unit's strengths and needs. Done well, that should ultimately cause unit leaders to think more highly of unit service and increase their acceptance of a *collaborative* approach to assessment and plan development.

A unit service plan contains **actionable information**. It includes a limited number (typically five to seven) SMART goals; goals that are **S**pecific, **M**easurable, **A**chievable, **R**elevant and **R**esource oriented, and **T**ime based. SMART goals identify what is going to be done, who is accountable for the task, and when it is expected to be completed. Since collaborative assessments and unit service plans should be updated at least twice each year, the tasks should be sufficiently limited in scope to enable completion within six months. That enables unit leaders and their unit commissioner to remain focused and best supports continuous improvement of the unit.

A unit service plan enables **linkage** to other resources needed to ensure success. Neither unit leaders nor unit commissioners are experts in every element of Scouting. But unit commissioners can provide access to subject matter experts that serve on our district operating committees. If the collaborative assessment identifies, for example, specific needs for training of youth and/or adults, a member of the district training committee would be able to assist. District membership committee members could be a resource in developing new approaches to growing a unit; district camping committee members could assist a unit interested in developing a high-adventure program for its older youth, and so on. Once the need is identified, the unit commissioner can facilitate linkage.

Integrating the unit service plan process and Commissioner Tools' technology provides **efficiency**. The *collaborative* assessment and the resulting plan can both be captured in Commissioner Tools using the Detailed Assessment function. Once completed, that information is easily accessible by the unit commissioner, all members of the district's unit service team, and district professionals. In addition, members of the council's unit service team and field service professionals can also review the plan if their support is needed. And, the unit service plan offers the opportunity to replace the variety of other, uncoordinated unit assessment and unit service planning tools with a single, coordinated approach to helping our units better serve more youth through Scouting. Finally, the Simple Assessment function in Commissioner Tools provides a quick and easy way to document plan progress. Simple Assessments document regular, monthly contacts by a unit commissioner. Unit contacts recorded in Commissioner Tools should involve substantive interaction with unit leaders that ensures unit service plan progress or addresses some other significant unit need.

A unit service plan enables commissioners to fulfill their mission to help units better serve more youth through Scouting. And in the process, it enables improved retention of traditional units and improves the performance rating of units using Journey to Excellence metrics. It truly is a better way to provide unit service!

Unit Service Plan

See Appendix 27. The Unit Service Plan is available at www.scouting.org/Commissioners/tools.aspx.

Collaborative Unit Assessment

GUIDELINES FOR COLLABORATIVE UNIT ASSESSMENT

The collaborative unit assessment is held around charter renewal time. Another should be completed six months before charter renewal.

Guidelines and Procedures for Conducting Collaborative Unit Assessment

Process: A collaborative unit assessment should take place around charter renewal time. Traditionally it has been recommended that it be done two weeks prior to the charter renewal deadline. Occasionally this is a very busy time for a unit and the meeting is delayed until just after charter renewal. It is important that the meeting be held within a month either way of the charter renewal due date.

The unit Key 3 should, prior to the meeting, fill out page 1 of the JTE spreadsheet located online at www.scouting.org/JTE. In addition, they should complete the appropriate detailed assessment form sent to them by their commissioner and review the Voice of the Scout feedback. The unit Key 3 will each receive a copy of the unit feedback from the district committee. The unit commissioner should also get the JTE information and complete a detailed assessment form from his or her perspective. The unit commissioner will receive the unit Voice of the Scout feedback from the district commissioner.

The agenda should begin with the consideration of the Voice of the Scout feedback using the JTE and detailed assessments as verification. Discussion of goals and specific plans to improve Scout and parent satisfaction with their Scout experience should follow. These plans should then go to the unit committee for discussion and adoption. Usually an improvement in both the JTE and Scout satisfaction occur as those plans are put into practice.

The unit commissioner plays a vital role in this meeting. It can be an emotionally charged meeting, and the unit commissioner should be prepared for that. His or her role is to help the unit Key 3 put the information into the proper perspective and to help the unit Key 3 understand what the feedback indicates. Often the unit commissioner can assist the unit Key 3 in developing plans for change and link district resources with unit needs to implement those changes. There is training available for the unit commissioner both online at www.scouting.org and from the district commissioner.

The second collaborative unit assessment is held six months prior to the charter renewal date. This meeting is held just like the first meeting around charter renewal time except the JTE results will not be available to units at that time. There will be new Voice of the Scout feedback and the unit Key 3 should complete a new collaborative unit assessment form, using

those tools together to get an accurate picture of their unit. Again, the unit commissioner plays the same key role. In addition to evaluating the Voice of the Scout feedback and making plans for change to the program, the unit will evaluate its progress toward JTE goals, making adjustments as needed.

The unit commissioner should endeavor to leave the unit Key 3 with the sense that this is an opportunity for change and with hope and enthusiasm for what the unit can become.

In Attendance: Unit Key 3 (unit leader, unit committee chair, and chartered organization representative), unit commissioner, and district executive (whenever a commissioner is unavailable)

What is the purpose of these collaborative unit assessment meetings?

- To set a unit goal action plan to enable the unit to reach JTE at the next charter renewal
- To evaluate the unit's progress toward achieving the Journey to Excellence standards
- To evaluate and make plans to improve the Scouts' and their parents' satisfaction with their Scouting experience
- To review the unit's goals, successes, and vision for the coming year
- To identify any areas of improvement—leadership, program, and membership
- To determine any specific actions needing to be taken to assist with unit improvements and identify who will follow up on those actions
- To schedule any necessary and immediate follow-up to monitor progress
- To provide unit retention

When to conduct the meetings (at least semiannually):

- The collaborative unit assessment occurs around charter renewal time. The second collaborative unit assessment meeting takes place six months prior to the next charter renewal.
- Other times to use the detailed assessment tool:
 - When there is a change in unit leadership (unit leader, committee chair, chartered organization representative) or a new unit commissioner
 - As needed when a problem arises

How should the arrangements for this meeting be made?

- If the unit commissioner is new to the unit, he or she speaks to the unit leader during the first unit visit to schedule the meeting date, time, and location. If the unit commissioner has been serving this unit, he or she asks for a meeting around charter renewal and again six months later.
- The dialogue should include:
 - Approaching the unit leader at an appropriate time and requesting that a meeting be set up with the unit Key 3
 - Setting the meeting, preferably at the leader's, the chair's, or the chartered organization representative's home
 - Sending them, through Commissioner Tools, the detailed assessment form to complete prior to the meeting.

- Letting them know they will be receiving the feedback from Voice of the Scout from the district committee shortly
- Letting them know the visit will include a discussion of the detailed assessment, JTE and Voice of the Scout feedback, and how the goals and vision of their unit's program can be supported

Why should only the unit leader, chartered organization representative, unit chair, and unit commissioner (and district executive when available) attend the meeting?

- Because the unit Key 3 helps provide leadership and guidance to the unit. Since it is a smaller representative group, they can be more open to analyzing their program, their unit's needs, and steps to be taken to help resolve any issues.
- It also helps open a dialogue between the unit and the district. Once they meet and determine what needs to be done, others can be involved in helping determine in which direction to go and any potential support or resources needed.

What preparation should be made prior to completing the collaborative assessment?

- Review the statistics of the unit available from the local council, the district team, Commissioner Tools, and my.Scouting.org especially looking at:
 - Journey to Excellence status: Bronze, Silver, or Gold
 - Voice of the Scout feedback
 - Detailed assessment form (Appendixes 5, 6, 7, 8, and 9)
 - Outdoor program participation
 - Advancement reports
 - Trained leadership status
 - Unit succession plan
 - Youth Protection training
 - Participation in district and council events
 - Roundtable attendance
- If the detailed assessment form was not completed prior to the visit, do so at this time. Analyze and make observations, and review the statistics gathered from the council/district prior to the collaborative assessment.
- Set another time and meeting for a follow-up prior to the unit's charter renewal.
- The national BSA membership audit validation procedures require that unit health assessments be conducted two times a year, and that the completed form be added to the unit file at the council office.
- Document the health assessment meetings and contacts in Commissioner Tools.
- Provide positive encouragement to the unit, and most important, recognize the unit with its JTE recognition at one of its gatherings.

Present at meeting: Unit Key 3 and unit commissioner (and district executive when the unit commissioner is not available).

Commissioner Tools

The mission of unit service is to help units better serve more youth through Scouting. To accomplish that, commissioners must accomplish four objectives:

1. Support unit growth through the Journey to Excellence
2. Contact units and capture their strengths and needs in Commissioner Tools
3. Link unit needs to district operating committee resources
4. Support timely charter renewal.

Commissioner Tools was designed to help commissioners fulfill their mission by providing benefits in four areas:

1. Enabling easy access to actionable information

Commissioners, in real time, will use dashboards to view summary information about a unit's membership, the status of its leaders' youth protection and position-specific training, their participation in district roundtables, and the unit's current needs and opportunities to improve performance. As additional *my.Scouting* tools come online (such as Advancement and Charter Renewal), commissioners will also have direct access to that information.

2. Enabling improved focus on their primary objectives

Commissioners will be able to work together with a unit's Key 3 to develop a unit service plan: an assessment of the unit's strengths and needs and a prioritized list of action items, including accountability and target dates for completion. Completion of those tasks will enable continuous improvement in Planning and Budget, Membership, Program, and Volunteer Leadership. Through ongoing unit contacts, commissioners will be able to identify unit needs and capture periodic updates of the collaborative assessment of unit health and ensure the plan for improvement is moving forward.

3. Supporting roundtable administration and promotion

Roundtable commissioners will be able to publish dates of upcoming roundtables, agendas, and unit participation information and note key developments. That will enable unit commissioners to effectively promote participation.

4. Supporting commissioner administration

Administrative commissioners will be able to assign unit commissioners and identify their training needs and also identify units that need a commissioner assigned.

They will also be able to identify newly formed units so they can be assigned a dedicated new-unit commissioner.

Reports will be available online and can be downloaded in Excel format.

All of Commissioner Tools' benefits are available to all district and council commissioned professionals. They, too, are encouraged to become familiar with it and use it to support volunteers more effectively.

Simply stated, Commissioner Tools is a better way to:

1. Improve the retention rate of traditional units
2. Support implementation of the unit service plan through detailed assessments and an increased number of significant unit contacts.
3. Improve the performance rating of units using Journey to Excellence metrics.

Charter Presentations

PRESENTING THE CHARTER

The new-unit organizer and new-unit commissioner should present the first charter at a full gathering of the chartered organization. For instance, in a church they should present the charter before the full congregation; a service club should present it at a meeting of all of its members. This way, everyone will know that Scouting is a part of the organization's youth program and can share in the pride of ownership.

Youth members and unit leaders should participate in the ceremony as the charter is presented to the head of the chartered organization. Unit leaders and the unit committee may also be installed during this ceremony.

The charter certificate should be framed and appropriately displayed after the ceremony.

ADDITIONAL FOLLOW-UP

Once the unit has been organized, it will need ongoing service from the entire district, both the commissioner staff and district committee. At this point, the new-unit commissioner should step in to give the unit the support it needs to deliver a quality program to a growing membership. The new-unit organizer must be sure the new unit is solidly under the care of a new-unit commissioner before the organizer leaves the unit.

New-unit organizers may want to attend youth meetings or committee meetings periodically just to see how things are going and to enjoy seeing youth and leaders grow in Scouting because of their efforts.

The trainer who helped in the orientation meeting and/or basic leader training should follow up to ensure leaders have an opportunity to attend other supplemental training provided by the district.

Charter Renewal

FIRST CHARTER RENEWAL

The unit Key 3 and the new-unit commissioner will work together through the charter renewal process. This is the time of year when the collaborative unit assessment is done. The unit Key 3, with the new-unit commissioner as their advisor, should use the JTE scores, the Voice of the Scout feedback, and the detailed assessment to set new goals for the coming year. The new-unit commissioner will present the charter at a meeting of the chartered organization. (See Appendixes 5 through 14, 19, and 21.)

SECOND CHARTER RENEWAL

Collaborative unit assessment. This meeting takes place about six months before the next charter renewal. The unit Key 3, with the new-unit commissioner as an advisor, should use the Voice of the Scout feedback and the detailed assessment to review their progress toward JTE goals and improved customer satisfaction. At the second charter renewal, the new-unit commissioner will guide the unit Key 3 through the charter renewal process, assisting where needed. By the third charter renewal, the new-unit commissioner will likely just be on call to help.

During the second and third years (12 to 36 months of tenure), the new-unit commissioner will continue serving as an advisor to the unit Key 3, repeating many of the same tasks that took place during the first year. It is the repetition that will help the new unit gain confidence in their ability to do these things for themselves. As unit confidence grows, the new-unit commissioner will play a smaller role in the daily operations of the unit.


At the time of the third charter renewal, during the collaborative unit assessment, the unit Key 3 and the new-unit commissioner can determine whether the unit is ready for a different commissioner who is more familiar with high-quality unit service. A unit commissioner specializing in tenured units will meet less often with the newly tenured unit and, because he or she is assigned to more than one unit at a time, will bring different perspectives to the unit.

When that change is made, the new-unit commissioner is free and ready to take on another new unit.

Host a celebration. At this time, the unit is no longer considered “new.” There should be recognition of this accomplishment. Included in the celebration should be the new-unit organizer, the new-unit commissioner, and all members of the unit.

How to Start a New Unit

NEW-UNIT APPLICATION



Cub Scouting


Purpose of the Boy Scouts of America
 Its purpose is to promote, through cooperation with other agencies, the ability of youth to do things for themselves and others, and to teach them patriotism, courage, self-reliance, and kindred virtues, in achieving this purpose, emphasis is placed upon its educational program and the oaths, promises, and codes for character development, citizenship training, and mental and physical fitness.

Pack
 Cub Scouting is for parents, leaders, and organizations to use with boys who are in the first through fifth grade or are 7 through 10 years old.

Troop
 Boy Scouting is an educational program filled with fun and adventure that appeals to boys.



Varsity Scouting




Boy Scouting


Boys must be under the age of 18 and at least 11, or have completed the fifth grade and be at least 10 years old, or have earned the Arrow of Light Award in Cub Scouting and be at least 10 years old.

Team
 Varsity Scouting is a program designed to assist your organization in meeting the needs and interests of older boys. Boys must be at least age 14 and not yet age 18.

Venturing Crew/Ship
 Venturing will help your organization meet the needs, desires, and concerns of young adults. Young men and women must be ages 14 through 20, or 13 with the completion of the eighth grade.



VENTURING - BSA[®]
Venturer/Sea Scout



BOY SCOUTS OF AMERICA[®]

BOY SCOUTS OF AMERICA ADULT APPLICATION

This application is also available in Spanish. Esta solicitud también está disponible en español.

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.

In a Cub Scout pack, Boy Scout troop, Varsity Scout team, Venturing crew, or Sea Scout ship—or in any position in a district or council—your participation in the Boy Scouts of America can help youth become better citizens.

High-quality adults are important role models for youth in the Boy Scouts of America. This application helps the chartered organization select qualified adults. Thank you for completing this application in full. See instructions on the inside cover.


BY SUBMITTING THIS APPLICATION YOU ARE AUTHORIZING A CRIMINAL BACKGROUND CHECK OF YOURSELF. THIS CHECK WILL BE MADE FROM PUBLIC RECORD SOURCES. YOU WILL HAVE AN OPPORTUNITY TO REVIEW AND CHALLENGE ANY ADVERSE INFORMATION DISCLOSED BY THE CHECK.

IF YOU WOULD LIKE A COPY OF YOUR CRIMINAL BACKGROUND REPORT, PLEASE CONTACT YOUR LOCAL COUNCIL OFFICE.

Youth Protection Training

All applicants for membership are required to take this training within 30 days of registering. To take it online, go to www.MyScouting.org and establish an account using the member number you receive when you register. If you take the training online before you obtain a member number, be sure to return to MyScouting and enter your number for training record credit. Your BSA local council also provides training on a regular basis if you cannot take it online.

For more information, refer to the back of this application.



BOY SCOUTS OF AMERICA[®]


BOY SCOUTS OF AMERICA YOUTH APPLICATION

This application is also available in Spanish. Esta solicitud también está disponible en español.



Cub Scouting

Tiger Cub Scout
Webelos Scout



Boy Scouting



Venturing/Sea Scouting



Varsity Scouting

Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

Scout Oath or Promise

On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.



BOY SCOUTS OF AMERICA[®]

Appendixes for Chapters 1–4

1. Council Market Analysis Report
2. Objectives Progress Report
3. District Totals Report
4. Annual Charter Agreement
5. Pack Assessment
6. Troop Assessment
7. Team Assessment
8. Crew Assessment
9. Ship Assessment
10. New-Unit Application
11. Founder's Bar Recognition
12. William D. Boyce New-Unit Organizer Award
13. Scouting Family Organization Award
14. Commissioner Award of Excellence in Unit Service Requirements
15. BeAScout
16. Other Prospective Chartered Organizations Unique to My District
17. Unregistered Unit Report
18. Membership Inventory
19. Charter Renewal Overflow Page
20. Trained Leader Requirements
21. Transfer Forms for Youth and Adult Members
22. National Chartered Organizations Using the Traditional Scouting Program
23. Memorandum of Understanding
24. Unit Budget Plan
25. How Scouting Is Funded
26. Unit Money-Earning Application
27. Unit Service Plan
28. Boy Scouts of America Sales Model
29. District New-Unit Chart for UPG Methodology

2016

COUNCIL MARKET
ANALYSIS
REPORT

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.

Research & Strategy



BOY SCOUTS OF AMERICA®

Appendix 2

Report: 118 v6.07.2

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Objectives Progress Report

Time: 09:12:19

--- Selected Options ---

Organizations: All

Stop Level Subdistrict

	Last		Youth		Yr End Goal	Units/Groups			Quality Units		
	Yr. End	Last Yr	Actual	Goal		Last Yr	Actual	Goal	Last Yr	YTD	Goal
Boy Scouts of Amer.											
Tiger Cubs	3034	2665	2315	3128	3409						
Cub Scouts	8754	8377	7799	9752	9978	344	337	373	0	0	110
Webelos	7890	7733	7502	7507	7723						
Lone Cubs	0	0	0	0	0	0	0	0	0	0	0
Total Cub Scouting	19678	18775	17616	20387	21110	344	337	373	0	0	110
Boy Scouts	9548	9261	9420	9176	9510	292	289	311	0	0	103
Lone Scouts	0	0	0	25	25	0	0	0	0	0	0
Varsity Scouts	138	119	114	109	113	16	16	14	0	0	4
Total Boy Scouting	9686	9380	9534	9310	9648	308	305	325	0	0	107
Venturers	778	727	671	852	920	81	70	85	0	0	22
Sea Scouts	53	51	39	45	53	5	4	4	0	0	1
Total Venturing	831	778	710	897	973	86	74	89	0	0	23
Total Traditional	30195	28933	27860	30594	31731	738	716	787	0	0	240
Learning For Life											
LFL Elementary	2480	1357	1072	3160	3160	4	2	8	0	0	0
LFL Junior High	0	0	0	0	0	0	0	0	0	0	0
LFL High School	0	0	0	0	0	0	0	0	0	0	0
LFL Explorers	1336	1146	1080	1461	1540	53	48	57	40	26	18
LFL Special Needs	401	33	1000	401	401	2	2	5	0	0	0
Total LFL	4217	2536	3152	5022	5101	59	52	70	40	26	18
TOTAL	34412	31469	31012	35616	36832	797	768	857	40	26	258
Rechartered Units YTD		700	672	622	Total Unit Commissioners				265	276	336
Groups/Posts Renewed YTD		51	48	62	Top Leaders Trained				307	358	409
Total Youth Population	364685	371972	Youth Boys' Life Subs	20619	19541	19304					
Total Youth Density	8.63	8.34	Quality Units % of Total	0.00	0.00						
Tot Dist Committee Mbrs	476	545	647	On-time Units/Groups YTD	700	638	518				
Total BSA Density		TYP Density			TYP Density						
	371972	7.49									
Tiger Cub Density	27591	8.39	Cub Scout Program Density	135935	12.96						
Cub Scout Density	54466	14.32	Boy Scout Density	81820	11.65						
Webelos Scout Density	53878	13.92	Venturing Density	154217	0.46						

Appendix 3

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District Totals Report

Time: 12:18:05

	Youth			Adults			Boys' Life			On-Time		Qual Unit		100% BL		Ldr Trn		Units	
	Last Year	Last Mo.	This Mo.	Last Year	Last Mo.	This Mo.	Last Year	Last Mo.	This Mo.	Last Year	This Mo.	Last Year	This Mo.	Last Year	This Mo.	Last Year	This Mo.	Last Year	This Mo.
	Boy Scouts of Amer.																		
Tiger Cubs	2665	1884	2328	362	286	304	2357	1633	1986										
Cub Scouts	8377	7398	7813	3447	2962	3106	6842	5949	6192	303	276	0	0	178	166	167	183	344	337
Webelos	7733	7295	7505	458	396	401	5908	5580	5693										
Lone Cubs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Cub Scouting	18775	16577	17646	4267	3644	3811	15107	13162	13871	303	276	0	0	178	166	167	183	344	337
Boy Scouts	9261	9328	9426	5370	5070	5125	5762	5855	5875	268	250	0	0	142	138	114	145	292	289
Lone Scouts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Varsity Scouts	119	113	114	49	50	53	3	0	0	14	13	0	0	0	0	0	0	1	16
Total Boy Scouting	9380	9441	9540	5419	5120	5178	5765	5855	5875	282	263	0	0	142	138	114	146	308	305
Venturers	727	647	676	383	341	349	26	28	28	68	60	0	0	1	0	25	27	81	70
Sea Scouts	51	38	39	36	22	22	1	0	0	4	3	0	0	0	0	1	1	5	4
Total Venturing	778	685	715	419	363	371	27	28	28	72	63	0	0	1	0	26	28	86	74
Non-Units	0	0	0	248	190	192	4	4	4	0	0	0	0	0	0	0	0	0	0
Total Traditional	28933	26703	27901	10353	9317	9552	20903	19049	19778	657	602	0	0	321	304	307	357	738	716
Learning For Life																			
LFL Elementary	1357	2480	1072	6	8	4	0	0	0	0	0	0	0	0	0	0	0	4	2
LFL Junior High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LFL High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LFL Explorers	1146	946	1080	276	241	245	0	0	0	43	36	40	26	0	0	0	0	53	48
LFL Special Needs	33	401	1000	6	16	3	0	0	0	0	0	0	0	0	0	0	0	2	2
Total LFL	2536	3827	3152	288	265	252	0	0	0	43	36	40	26	0	0	0	0	59	52
TOTAL	31469	30530	31053	10641	9582	9804	20903	19049	19778	700	638	40	26	321	304	307	357	797	768

THE ANNUAL UNIT CHARTER AGREEMENT BETWEEN:

_____ and the _____ Council, BSA
Chartered Organization Local Council

Pack No. _____ Troop No. _____ Team No. _____ Crew No. _____ Ship No. _____

(Please identify those units chartered by the Chartered Organization.)

The purpose of the Boy Scouts of America (BSA) program is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values and principles taught in the Scout Oath and Scout Law.

The Chartered Organization, as a duly constituted organization that serves youth, desires to use the program(s) of the BSA to further its mission respecting the youth it supports. The Local Council provides the support and service necessary to help the Chartered Organization succeed in its use of Scouting.

The Chartered Organization agrees to:

- Use Scouting to further the Chartered Organization’s aims and values for youth.
- Chartered organizations must utilize the Scouting program to accomplish specific objectives related to one or more of the following:
 - o Youth character development
 - o Career skill development
 - o Community service
 - o Patriotism and military and veteran recognition
 - o Faith-based youth ministry
- Conduct the Scouting program consistent with BSA rules, regulations, and policies. They may be found on the My Scouting website and at the following location: www.scouting.org/Membership/Charter_Orgs/resources.aspx.
- Chartered organizations must not use the Scouting program to pursue any objectives related to political or social advocacy, including partisan politics, support or opposition to government action or controversial legal, political, or social issues or causes.
- Be represented in the Local Council and the local Scouting district by a Chartered Organization Representative (COR), who will be appointed by the Chartered Organization. The COR will be the point of contact between the Chartered Organization and the Local Council; will serve as a voting member of district and council committees on which the COR serves; and will, with the Chartered Organization, select and approve volunteer leaders for submission to the Local Council for its consideration. The COR will work with the unit committees sponsored by the Chartered Organization.
- Support unit committee(s) made up of at least three persons for each unit.

- Assure that adults selected as unit leaders are suitable by, at a minimum, having the appropriate leaders of the Chartered Organization review and sign each application.
- Ensure appropriate facilities for the unit for its regular meetings to facilitate the aims of the Chartered Organization and Scouting.
- Encourage adult leaders to receive additional applicable training made available by the council.

The Local Council agrees to:

- Respect the aims and objectives of the Chartered Organization and assist the Chartered Organization by making available Scouting resources.
- Make available to the Chartered Organization and its units and members program training, program resources, and other Scouting support services.
- Make available training and support for the Chartered Organization and for the COR, the primary link between the Chartered Organization, the Local Council, and the BSA. Track and require all unit leaders to attend BSA Youth Protection Training.
- Conduct criminal background checks on adult leaders approved by the Chartered Organization.
- Provide camping opportunities, administrative support, and professional staff to assist the Chartered Organization in developing a successful Scouting program.
- Provide primary general liability insurance to cover the Chartered Organization, its board, officers, COR, employees, and Scouting members and volunteers for authorized Scouting activities. Indemnify the Chartered Organization in accordance with the resolutions and policies of the National Executive Board of the Boy Scouts of America.

Signed _____ Title _____ Date _____
For the chartered organization

Signed _____ Title _____ Date _____
For the BSA local council

Signed _____ Title _____ Date _____
Chartered Organization Representative



2017 Pack Assessment

Section: 1 Pack Contact Details

Unit

Date of Contact

Contact Made By

Section: 2 Training and Membership

YPT Current

YPT Expired

YPT Never Taken

Training Data As Of

Leaders Not Trained

Leaders Trained

Leaders Not Trained List

YPT Status List

Youth Registered in Unit

Adults Registered In Unit

Section: 3 Planning and Budget

Planning and Budget: Have a program plan and budget that is regularly reviewed by the pack committee, and it follows BSA policies relating to fundraising.

Pack _____ of _____ District
2017 Scouting's Journey to Excellence

Item	Objective	Bronze Level	Silver Level	Gold Level	Bronze Points	Silver Points	Gold Points
Planning and Budget					Total Points:		200
#1	Planning and Budget: Have a program plan and budget that is regularly reviewed by the pack committee, and it follows BSA policies relating to fundraising.	Have an annual program plan and budget adopted by the pack committee.	Achieve Bronze, plus pack committee meets at least six times during the year to review program plans and finances.	Achieve Silver, plus pack conducts a planning meeting involving den leaders for the following program year.	50	100	200
Membership					Total Points:		500
#2	Building Cub Scouting: Have an increase in Cub Scout membership or maintain a larger than average pack size.	Conduct a formal recruitment program by October 31 and register new members in the pack.	Achieve Bronze, and either increase youth members by 5% or have at least 40 members.	Achieve Silver, and either increase youth members by 10% or have at least 60 members.	50	100	200
#3	Retention: Retain a significant percentage of youth members.	Reregister 60% of eligible members.	Reregister 65% of eligible members.	Reregister 75% of eligible members.	50	100	200
#4	Webelos-to-Scout transition: Have an effective plan to graduate Webelos Scouts into Boy Scout troop(s).	With a troop, hold two joint activities or 75% of second year Webelos have completed "The Scouting Adventure."	60% of eligible Webelos register with a troop.	80% of eligible Webelos register with a troop.	25	50	100
Program					Total Points:		900
#5	Advancement: Achieve a high percentage of Cub Scouts earning rank advancements.	50% of Cub Scouts advance one rank during the year.	60% of Cub Scouts advance one rank during the year.	75% of Cub Scouts advance one rank during the year.	100	200	300
#6	Outdoor activities: Conduct outdoor activities and field trips.	Each den has the opportunity to participate in three outdoor activities or field trips during the year.	Each den has the opportunity to participate in four outdoor activities or field trips during the year.	Each den has the opportunity to participate in five outdoor activities or field trips during the year.	50	100	200
#7	Day/resident/family camp: Cub Scouts attend day camp, family camp, and/or resident camp.	33% of Cub Scouts participate in a camping experience or improvement over the prior year.	50%, or 33% and have improvement over the prior year.	75%, or 50% and have improvement over the prior year.	50	100	200
#8	Service projects: Participate in service projects.	Participate in two service projects and enter the hours on the JTE website.	Participate in three service projects and enter the hours on the JTE website.	Achieve Silver, plus at least one of the service projects is conservation-oriented.	25	50	100
#9	Pack and den meetings: Dens and the pack have regular meetings.	Hold eight pack meetings a year. Den or pack meetings have started by October 31.	Achieve Bronze, plus dens meet at least twice a month during the school year.	Achieve Silver, plus earn the Summertime Pack Award.	25	50	100
Volunteer Leadership					Total Points:		400
#10	Leadership recruitment: The pack is proactive in recruiting sufficient leaders.	Have a Cubmaster, assistant Cubmaster and a committee with at least three members.	Achieve Bronze, and prior to recruiting event, the committee identifies pack and den leadership for the next year.	Achieve Silver, plus every den has a registered leader by October 31.	50	100	200
#11	Trained leadership: Have trained and engaged leaders at all levels.	Cubmaster or an assistant Cubmaster or pack trainer has completed position-specific training.	Achieve Bronze, plus the Cubmaster and den leaders have completed position-specific training or, if new, will complete within three months of joining.	Achieve Silver, plus two-thirds of registered committee members have completed position-specific training for the pack committee.	50	100	200

Bronze: Earn at least 525 points by earning points in at least 7 objectives.

Silver: Earn at least 800 points by earning points in at least 8 objectives.

Gold: Earn at least 1,050 points by earning points in at least 8 objectives.

Total points earned: _____

No. of objectives with points: _____

Our pack has completed online rechartering by the deadline in order to maintain continuity of our program.

We certify that these requirements have been completed:

Cubmaster _____ Date _____

Committee chair _____ Date _____

Commissioner _____ Date _____

This form should be submitted to the Scout service center or your unit commissioner, as directed by your council.



2017 Troop Assessment

Section: 1 Troop Contact Details

Unit

Date of Contact

Contact Made By

Section: 2 Training and Membership

YPT Current

YPT Expired

YPT Never Taken

Training Data As Of

Leaders Not Trained

Leaders Trained

Leaders Not Trained List

YPT Status List

Youth Registered in Unit

Adults Registered in Unit

Section: 3 Planning and Budget

Planning and Budget: Have a program plan and budget that is regularly reviewed by the committee, and it follows BSA policies related to fundraising.

Troop _____ of _____ District
2017 Scouting's Journey to Excellence

Item	Objective	Bronze Level	Silver Level	Gold Level	Bronze Points	Silver Points	Gold Points
Planning and Budget					Total Points: 200		
#1	Planning and budget: Have a program plan and budget that is regularly reviewed by the committee, and it follows BSA policies related to fundraising.	Have an annual program plan and budget adopted by the troop committee.	Achieve Bronze, plus troop committee meets at least six times during the year to review program plans and finances.	Achieve Silver, plus troop conducts a planning meeting involving youth leaders for the following program year.	50	100	200
Membership					Total Points: 500		
#2	Building Boy Scouting: Have an increase in Boy Scout membership or maintain a larger than average troop size.	Have a membership growth plan that includes a recruitment activity and register new members in the troop.	Achieve Bronze, and either increase youth members by 5% or have at least 25 members.	Achieve Silver, and either increase youth members by 10% or have at least 35 members.	50	100	200
#3	Retention: Retain a significant percentage of youth members.	Reregister 75% of eligible members.	Reregister 80% of eligible members.	Reregister 85% of eligible members.	50	100	200
#4	Webelos-to-Scout transition: Have an effective plan to recruit Webelos Scouts into the troop.	With a pack or Webelos den, hold two joint activities.	Achieve Bronze, plus recruit two Webelos Scouts.	Achieve Bronze, plus provide at least one den chief to a pack and recruit five Webelos Scouts.	25	50	100
Program					Total Points: 900		
#5	Advancement: Achieve a high percentage of Boy Scouts earning rank advancements.	40% of Boy Scouts advance one rank during the year.	50% of Boy Scouts advance one rank during the year.	60% of Boy Scouts advance one rank during the year.	50	100	200
#6	Short-term camping: Conduct short-term or weekend campouts throughout the year.	Conduct four short-term overnight campouts.	Conduct seven short-term overnight campouts.	Conduct nine short-term overnight campouts.	50	100	200
#7	Long-term camping: Participate in a long-term camp with a majority of the troop in attendance.	The troop participates in a long-term camp.	60% of Scouts attend a long-term camp.	70% of Scouts attend a long-term camp.	50	100	200
#8	Service projects: Participate in service projects, with at least one benefiting the chartered organization.	Participate in three service projects and enter the hours on the JTE website.	Participate in four service projects and enter the hours on the JTE website.	Participate in five service projects and enter the hours on the JTE website.	25	50	100
#9	Patrol method: Use the patrol method to develop youth leaders.	The troop has patrols, and each has a patrol leader. There is an SPL, if more than one patrol. The PLC meets at least four times a year.	Achieve Bronze, plus PLC meets at least six times. The troop conducts patrol leader training.	Achieve Silver, plus PLC meets at least ten times. At least one Scout has attended an advanced training course, such as NYLT or Order of the Arrow Conference.	50	100	200
Volunteer Leadership					Total Points: 400		
#10	Leadership and family engagement: The troop is proactive in recruiting sufficient leaders and communicates regularly with parents.	Have a Scoutmaster, an assistant Scoutmaster, and a committee with at least three members.	Achieve Bronze, plus the troop holds two courts of honor, where troop plans are reviewed with parents.	Achieve Bronze, plus the troop holds three courts of honor, where troop plans are reviewed with parents.	50	100	200
#11	Trained leadership: Have trained and engaged leaders at all levels.	Scoutmaster or an assistant Scoutmaster has completed position-specific training.	Achieve Bronze, plus the Scoutmaster and 60% of assistants have completed position-specific training or, if new, will complete within three months of joining.	Achieve Silver, plus two-thirds of active committee members must have completed Troop Committee Challenge and at least one person has attended an advanced training course involving a total of 5 days or more.	50	100	200

- Bronze:** Earn at least 525 points by earning points in at least 7 objectives.
- Silver:** Earn at least 750 points by earning points in at least 8 objectives.
- Gold:** Earn at least 1,000 points by earning points in at least 8 objectives.

Total points earned: _____

No. of objectives with points: _____

Our troop has completed online rechartering by the deadline in order to maintain continuity of our program.

We certify that these requirements have been completed:

Scoutmaster _____ Date _____

Committee chair _____ Date _____

Commissioner _____ Date _____

This form should be submitted to the Scout service center or your unit commissioner, as directed by your council.



2017 Team Assessment

Section: 1 Team Contact Details

Unit

Date of Contact

Contact Made By

Section: 2 Training and Membership

YPT Current

YPT Expired

YPT Never Taken

Training Data As Of

Leaders Not Trained

Leaders Trained

Leaders Not Trained List

YPT Status List

Youth Registered in Unit

Adults Registered in Unit

Section: 3 Planning and Budget

Planning and Budget: Have a program plan and budget that is regularly reviewed by the committee, and it follows BSA policies related to fundraising.

Team _____ of _____ District
2017 Scouting's Journey to Excellence

Item	Objective	Bronze Level	Silver Level	Gold Level	Bronze Points	Silver Points	Gold Points
Planning and Budget					Total Points:		200
#1	Planning and budget: Have a program plan and budget that is regularly reviewed by the committee and follow BSA policies related to fundraising.	Have an annual program plan and budget adopted by the team committee.	Achieve Bronze, plus team committee meets at least six times during the year to review program plans and finances.	Achieve Silver, plus team conducts a planning meeting involving youth leaders for the following program year.	50	100	200
Membership					Total Points:		400
#2	Building Varsity Scouting: Have a membership recruiting plan to grow team membership.	Have a membership growth plan that includes a recruitment event and register new members in the team.	Achieve Bronze, and have a net increase of at least one member over the prior year.	Achieve Bronze, and have a net increase of at least two members over the prior year.	50	100	200
#3	Retention: Retain a significant percentage of youth members.	Reregister 60% of eligible members.	Reregister 75% of eligible members.	Reregister 90% of eligible members.	50	100	200
Program: Five Fields of Emphasis					Total Points:		1,000
#4	Advancement: Achieve a high percentage of Varsity Scouts earning rank advancements.	Have 40% of Varsity Scouts earn a least one rank, Varsity Letter, or the Denali Award.	Have 50% of Varsity Scouts earn a least one rank, Varsity Letter, or the Denali Award.	Have 60% of Varsity Scouts earn a least one rank, Varsity Letter, or the Denali Award.	50	100	200
#5	High adventure/sports: The team participates in high adventure activities.	Participate in at least one high adventure activity.	60% of Varsity Scouts attend a high adventure activity.	70% of Varsity Scouts attend a high adventure activity.	50	100	200
#6	Personal development: Provide opportunities and encouragement for personal development.	The team has a youth captain and the program includes opportunities for personal development for every member.	Achieve bronze, plus every field of emphasis has a youth program manager.	Achieve Silver, plus Varsity Scouts have attended advanced training courses through the BSA, a religious or educational institution.	50	100	200
#7	Service projects: Participate in service projects, with at least one benefiting the chartered organization.	Participate in three service projects and enter the hours on the JTE website.	Participate in four service projects and enter the hours on the JTE website.	Participate in five service projects and enter the hours on the JTE website.	50	100	200
#8	Special programs/events: Participate in activities at a district, council, regional, or national level.	Team actively participates in two special events.	Team actively participates in three special events.	Team actively participates in four special events.	50	100	200
Volunteer Leadership					Total Points:		400
#9	Leadership and family engagement: Have a proactive approach in recruiting sufficient leaders and communicating with parents.	Have a coach, an assistant coach, and a committee with at least three members.	Achieve Bronze, plus the team holds two courts of honor, where team plans are reviewed with parents.	Achieve Bronze, plus the team holds three courts of honor, where team plans are reviewed with parents.	50	100	200
#10	Trained leadership: Have trained and engaged leaders at all levels.	Coach or an assistant coach has completed position-specific training.	Achieve Bronze, plus the coach and all assistants have completed position-specific training or, if new, will complete within three months of joining.	Achieve Silver, plus each program field has a trained advisor.	50	100	200

- Bronze:** Earn at least 500 points by earning points in at least 6 objectives.
- Silver:** Earn at least 750 points by earning points in at least 8 objectives.
- Gold:** Earn at least 1,000 points by earning points in at least 8 objectives.

Total points earned: _____

No. of objectives with points: _____

- Our team has completed online rechartering by the deadline in order to maintain continuity of our program.*
- We certify that these requirements have been completed:*

Coach _____ Date _____

Committee chair _____ Date _____

Commissioner _____ Date _____

This form should be submitted to the Scout service center or your unit commissioner, as directed by your council.



2017 Crew Assessment

Section: 1 Crew Contact Details

Unit

Date of Contact

Contact Made By

Section: 2 Training and Membership

YPT Current

YPT Expired

YPT Never Taken

Training Data As Of

Leaders Not Trained

Leaders Trained

Leaders Not Trained List

YPT Status List

Youth Registered in Unit

Adults Registered In Unit

Section: 3 Planning and Budget

Planning and Budget: Have a program plan and budget that is regularly reviewed by the committee, and it follows BSA policies relating to fundraising.

Crew _____ of _____ District
2017 Scouting's Journey to Excellence

Item	Objective	Bronze Level	Silver Level	Gold Level	Bronze Points	Silver Points	Gold Points
Planning and Budget					Total Points:		200
#1	Planning and budget: Have a program plan and budget that is regularly reviewed by the committee, and it follows BSA policies relating to fundraising.	Have an annual program plan and budget adopted by the crew committee.	Achieve Bronze, plus crew committee meets at least six times during the year to review program plans and finances.	Achieve Silver, plus crew conducts a planning meeting involving youth leaders for the following program year.	50	100	200
Membership					Total Points:		500
#2	Building Venturing: Have an increase in Venturing membership or maintain a larger than average crew size.	Have a membership growth plan that includes a recruitment activity and register new members in the crew.	Achieve Bronze, and either increase youth members by 5% or have at least 10 members.	Achieve Silver, and either increase youth members by 10% or have at least 15 members with an increase over last year.	100	200	300
#3	Retention: Retain a significant percentage of youth members.	Reregister 50% of eligible members.	Reregister 60% of eligible members.	Reregister 75% of eligible members.	50	100	200
Program					Total Points:		800
#4	Adventure: Conduct regular activities including a Tier II or Tier III adventure.	Conduct at least four activities including a Tier II or Tier III adventure.	Conduct at least five activities and at least 50% of youth participate in a Tier II or Tier III adventure.	Conduct at least six activities and at least 50% of youth participate in a Tier II or Tier III adventure.	50	100	200
#5	Leadership: Develop youth who will provide leadership to crew meetings and activities.	Have a president, vice president, secretary, and treasurer leading the crew.	Achieve Bronze, plus officers meet at least six times. The crew conducts officer training.	Achieve Silver level, plus each crew activity has a youth leader.	50	100	200
#6	Personal growth: Provide opportunities for achievement and self-actualization.	Crew members participate in advancement by earning the Venturing Award.	Achieve Bronze, plus crew program includes at least three experiential training sessions.	Achieve Silver level, plus the crew has members earning the Discovery, Pathfinder or Summit Awards.	50	100	200
#7	Service: Participate in service projects, with at least one benefiting the chartered organization.	Participate in two service projects and enter the hours on the JTE website.	Participate in three service projects and enter the hours on the JTE website.	Participate in four service projects and enter the hours on the JTE website.	50	100	200
Volunteer Leadership					Total Points:		500
#8	Leadership recruitment: Have a proactive approach in recruiting sufficient leaders and communicating with parents.	Have an advisor, associate advisor, and a committee with at least three members.	Achieve Bronze, plus the crew holds a meeting where plans are reviewed with parents.	Achieve Silver, plus adult leadership is identified prior to the start of the next program year.	50	100	200
#9	Trained leadership: Have trained and engaged leaders at all levels.	Advisor or an associate advisor has completed position-specific training.	Achieve Bronze, plus the advisor and all associates have completed position-specific training or, if new, will complete within three months of joining.	Achieve Silver, plus at least two committee members have completed crew committee training.	100	200	300

- Bronze:** Earn at least 550 points by earning points in at least 6 objectives.
- Silver:** Earn at least 800 points by earning points in at least 7 objectives.
- Gold:** Earn at least 1,100 points by earning points in at least 7 objectives.

Total points earned: _____

No. of objectives with points: _____

- Our crew has completed online rechartering by the deadline in order to maintain continuity of our program.*
- We certify that these requirements have been completed:*

Advisor _____ Date _____

Crew President _____ Date _____

Commissioner _____ Date _____

This form should be submitted to the Scout service center or your unit commissioner, as directed by your council.



2017 Ship Assessment

Section: 1 Ship Contact Details

Unit

Date of Contact

Contact Made By

Section: 2 Training and Membership

YPT Current

YPT Expired

YPT Never Taken

Training Data As Of

Leaders Not Trained

Leaders Trained

Leaders Not Trained List

YPT Status List

Youth Registered in Unit

Adults Registered in Unit

Section: 3 Planning and Budget

Planning and Budget: Have a program plan and budget that is regularly reviewed by the committee, and it follows BSA policies relating to fundraising.

Ship _____ of _____ District
2017 Scouting's Journey to Excellence

Item	Objective	Bronze Level	Silver Level	Gold Level	Bronze Points	Silver Points	Gold Points
Planning and Budget					Total Points: 200		
#1	Planning and budget: Have a program plan and budget that is regularly reviewed by the committee, and it follows BSA policies relating to fundraising.	Have an annual program plan and budget adopted by the ship committee.	Achieve Bronze, plus ship committee meets at least six times during the year to review program plans and finances.	Achieve Silver, plus ship conducts a planning meeting involving youth leaders for the following program year.	50	100	200
Membership					Total Points: 500		
#2	Building Sea Scouting: Have an increase in Sea Scouting membership or maintain a larger than average ship size.	Have a membership growth plan that includes a recruitment activity and register new members in the ship.	Achieve Bronze, and either increase youth members by 5% or have at least 10 members.	Achieve Silver, and either increase youth members by 10% or have at least 15 members with an increase over last year.	100	200	300
#3	Retention: Retain a significant percentage of youth members.	Reregister 50% of eligible members.	Reregister 60% of eligible members.	Reregister 75% of eligible members.	50	100	200
Program					Total Points: 800		
#4	Activities: Conduct regular activities including a super activity or long cruise.	Conduct at least four activities including a super activity or long cruise.	Conduct at least five activities and at least 50% of youth participate in super activity or long cruise.	Conduct at least six activities and at least 50% of youth participate in a super activity or long cruise.	50	100	200
#5	Leadership: Develop youth who will provide leadership to ship meetings and activities.	Have an elected boatswain, boatswain's mate, yeoman, and purser leading the ship.	Achieve Bronze, plus officers have Quarterdeck meetings at least six times. The ship conducts Quarterdeck training.	Achieve Silver, plus each ship activity has a youth leader.	50	100	200
#6	Advancement: Provide opportunities for advancement and personal development.	Ship members participate in advancement by earning the Apprentice Rank.	Achieve Bronze, plus ship has organized programs addressing fitness and citizenship.	Achieve Silver, plus the ship has members earning the Ordinary, Able or Quartermaster Ranks.	50	100	200
#7	Service: Participate in service projects, with at least one benefiting the chartered organization.	Participate in two service projects and enter the hours on the JTE website.	Participate in three service projects and enter the hours on the JTE website.	Participate in four service projects and enter the hours on the JTE website.	50	100	200
Volunteer Leadership					Total Points: 500		
#8	Leadership recruitment: Have a proactive approach in recruiting sufficient leaders and communicating with parents.	Have an skipper, mate, and a committee with at least three members.	Achieve Bronze, plus the ship holds a meeting where plans are reviewed with parents.	Achieve Silver, plus adult leadership is identified prior to the start of the next program year.	50	100	200
#9	Trained leadership: Have trained and engaged leaders at all levels.	Skipper or a mate has completed position-specific training.	Achieve Bronze, plus the skipper and all mates have completed position-specific training or, if new, will complete within three months of joining.	Achieve Silver, plus at least two committee members have completed committee training.	100	200	300

- Bronze:** Earn at least 550 points by earning points in at least 6 objectives.
- Silver:** Earn at least 800 points by earning points in at least 7 objectives.
- Gold:** Earn at least 1,100 points by earning points in at least 7 objectives.

Total points earned: _____

No. of objectives with points: _____

- Our ship has completed online rechartering by the deadline in order to maintain continuity of our program.*
- We certify that these requirements have been completed:*

Skipper _____ Date _____

Boatswain _____ Date _____

Commissioner _____ Date _____

This form should be submitted to the Scout service center or your unit commissioner, as directed by your council.



2015 Printing
524-402

NEW-UNIT APPLICATION



Cub Scouting

Purpose of the Boy Scouts of America

Its purpose is to promote, through cooperation with other agencies, the ability of youth to do things for themselves and others, and to teach them patriotism, courage, self-reliance, and kindred virtues. In achieving this purpose, emphasis is placed upon its educational program and the oaths, promises, and codes for character development, citizenship training, and mental and physical fitness.

Pack

Cub Scouting is for parents, leaders, and organizations to use with boys who are in the first through fifth grade or are 7 through 10 years old.

Troop

Boy Scouting is an educational program filled with fun and adventure that appeals to boys.

Boys must be under the age of 18 and at least 11, or have completed the fifth grade and be at least 10 years old, or have earned the Arrow of Light Award in Cub Scouting and be at least 10 years old.

Team

Varsity Scouting is a program designed to assist your organization in meeting the needs and interests of older boys. Boys must be at least age 14 and not yet age 18.

Venturing Crew/Ship

Venturing will help your organization meet the needs, desires, and concerns of young adults. Young men and women must be ages 14 through 20, or 13 with the completion of the eighth grade.



Varsity Scouting



Boy Scouting



VENTURING · BSA®
Venturer/Sea Scout



BOY SCOUTS OF AMERICA®

A CHARTERED ORGANIZATION

The chartered organization selects one of its members to register as chartered organization representative who may also serve as chair or as unit committee member if needed. All units must have a unit leader and a minimum of five paid youth. There must be at least three committee members, with one named chair. Packs must have a den leader/Webelos den leader/Tiger leader who should be registered as an adult in the pack. The chartered organization also provides meeting facilities for the unit. No one may register in more than one position in the same unit, except the chartered organization representative.

Unit Liability Insurance Fee. Units are required to pay an annual unit liability insurance fee of \$40. This fee must be submitted with the unit's charter application and will help defray the expenses for the general liability insurance program. These fees will raise approximately 25 percent of the funds required to maintain insurance coverage for all chartered organizations, leaders, and ScoutParent unit coordinators.

Chartered Organization Certification. The executive officer of the chartered organization, by signature, certifies that the organization approves the charter application. The executive officer also certifies that the organization has approved all registering unit adults. The responsibility for approval of unit adults can also be given to the chartered organization representative. The chartered organization certifies that all registered adults: agree to abide by the Scout Oath and the Scout Law, the Declaration of Religious Principle, the policy of nondiscrimination, and the Charter and Bylaws and the Rules and Regulations of the Boy Scouts of America; agree to respect and obey the laws of the United States of America, and to meet age requirements as follows:

- **Packs**—All leaders must be at least 21 years of age except assistants, who must be at least 18 years of age. Tiger adult partners must be at least 18 years of age.

- **Troops**—Assistant Scoutmasters may be 18. All other adults in the troop must be at least 21.
- **Teams**—Varsity Scout Coaches must be at least 21 years old. Assistant Varsity Scout Coaches must be at least 18 years old.
- **Crews/Ships**—All leaders must be at least 21 years old.

CHARTERED ORGANIZATION USE OF THE SCOUTING PROGRAM:

1. Chartered organizations must use the Scouting program to accomplish their objectives in a manner consistent with the Bylaws, Rules and Regulations, guidelines, policies, and other publications available on the BSA national website, located at http://www.scouting.org/membership/charter_orgs/resources.aspx.
 - The Charter and Bylaws of the Boy Scouts of America
 - The Mission of the Boy Scouts of America
 - The Rules and Regulations of the Boy Scouts of America
 - The Scout Oath and the Scout Law, including Duty to God
 - BSA Youth Protection policies and guidelines, including mandatory reporting
 - The *Guide to Safe Scouting*
 - The Sweet Sixteen of BSA Safety
 - Scouter Code of Conduct
 - Chartered Organization Agreement
2. Chartered organizations must utilize the Scouting program to accomplish specific objectives related to one or more of the following:
 - Youth character development
 - Career skill development
 - Community service
 - Patriotism and military and veteran recognition
 - Faith-based youth ministry

3. Chartered organizations must not use the Scouting program to pursue any objectives related to political or social advocacy, including partisan politics, support of or opposition to government action, or controversial legal, political, or social issues or causes.

4. Chartered organizations must not use their chartered organization affiliation or the Scouting brand as a means to imply Scouting's endorsement of the objectives of their organization except with respect to youth development consistent with the goals and objectives of the Scouting program.

5. Chartered organizations must not use the Scouting program to obtain financial support or assistance except as authorized for the chartered unit.

6. To your knowledge, has your organization, or anyone currently employed or affiliated with it who will be interacting with youth, ever been the subject of an order arising out of the abuse of another person or been convicted of a crime or the subject of an alternative to criminal proceedings for conduct involving: violence or any type of abuse of another person; possession, manufacture, or distribution of illegal substances or pornography; or other act that would disqualify them under state law or call into question their suitability in working with youth?

_____ Yes _____ No

7. The Boy Scouts of America requires that all chartered organizations, adult leaders, adult program participants, and youth members subscribe to the Declaration of Religious Principle, or "duty to God," as set forth in the Bylaws of the Boy Scouts of America as follows.

Clause 1. The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. In the first part of the Scout Oath the

FOUNDER *Recognition*

In celebration of the 100th Anniversary of the Boy Scouts of America, the New-Unit Task Force announces the new Founder's Bar recognition.

The Founder's Bar is worn by all youth and adults whose names are on a new-unit charter or who officially join the new unit before the unit recharter for the first time. Members of veteran units still in operation who were on the original charter may also wear the Founder's Bar with that unit's numerals.

This recognition will emphasize the importance and pride of forming and nurturing a new Scouting unit. While it does not guarantee the unit will become a Quality Unit, it does encourage multiple-year rechartering so members may continue to wear the bar.

Once the unit has completed its charter, members may begin wearing the Founder's Bar. The Founder's Bar is worn on the left shoulder below the unit numerals.

The Founder's Bar, certificate, and pocket certificate are available for distribution. Contact your local Scout shop for more information.



Founder's Bar, No. 610129



Founder's Bar
Pocket Certificate,
No. 34776



Founder's Bar Certificate, No. 34775



BOY SCOUTS OF AMERICA®
NATIONAL ALLIANCES

522-011
2010 Printing

The William D. Boyce New-Unit Organizer Award

In a heavy London fog in 1909, American businessman William D. Boyce became lost. He was approached by a youth who took Mr. Boyce to his destination. When offered a tip by Boyce, this unknown Scout refused to accept it, saying that he could not accept money for a good turn. This “Good Turn” gave birth to the Scouting movement in America. William D. Boyce was one of those organizing individuals who could see thousands of American youth exhibiting similar values.

To support efforts to have Scouting in every community in America, the Boy Scouts of America presents the William D. Boyce New-Unit Organizer Award to volunteers who exemplify Boyce’s organizing spirit.

The award is earned by organizing one new unit. The award consists of a square knot against a background of gold, green, and red. A device for each type of unit organized can be worn with the square knot.

Description

The William D. Boyce New-Unit Organizer Award is presented to recognize volunteers who organize one or more new units. The award may be worn on the adult uniform. The award is a square knot representing the phases of our program—Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, Sea Scouting, and Exploring. A volunteer can earn the knot by organizing one new unit, and a program device can be earned for up to three additional units organized.



The award was developed to recognize volunteers for organizing new units anytime after March 1, 2005.

The award is administered by the National Alliances Team, Membership Impact Department and will be presented by the local council.

Requirements and Eligibility

1. With the approval of the district committee chair or district membership chair, the volunteer serves as the organizer and completes the successful organization of one new unit (Cub Scout pack, Boy Scout troop, Varsity team, Venturing crew, Sea Scout ship, Explorer post, or Explorer club).

2. The volunteer organizes the unit by following all procedures as published in the Unit Performance Guide (No. 525-025) using the four pillar steps: 1) Know the Market, 2) Make the Call, 3) Build the Unit, and 4) Grow the Unit, in particularly ensuring a new-unit commissioner has been recruited and works with the new-unit organizer at the very beginning of the organizational process. Unit Performance Guide standards to be met: 10 new youth, five adults, unit Key 3, engaged chartered organization. Note: The chartered organization representative is not a multiple position.
3. Quite often several individuals help to organize a new unit. We understand that “it takes a district to support a unit.” However, for this award, only one volunteer can be recognized as the organizer for a new unit.
4. To further recognize the volunteer for organizing additional new units, a program device can be earned and worn on the new-unit organizer knot. The program device represents the type of unit organized (a Cub Scout pack, Boy Scout troop, Varsity team, Venturing crew, Sea Scout ship, Explorer post, or Explorer club). The knot and up to three program devices may be worn in recognition for organizing up to four new units. Multiple program devices for organizing units in the same program may be earned and worn.
5. The William D. Boyce New-Unit Organizer Award is not presented to the new-unit organizer until after the unit is organized and then qualifies as a Bronze unit in Journey to Excellence after achieving its first charter renewal status.

Recognition Items

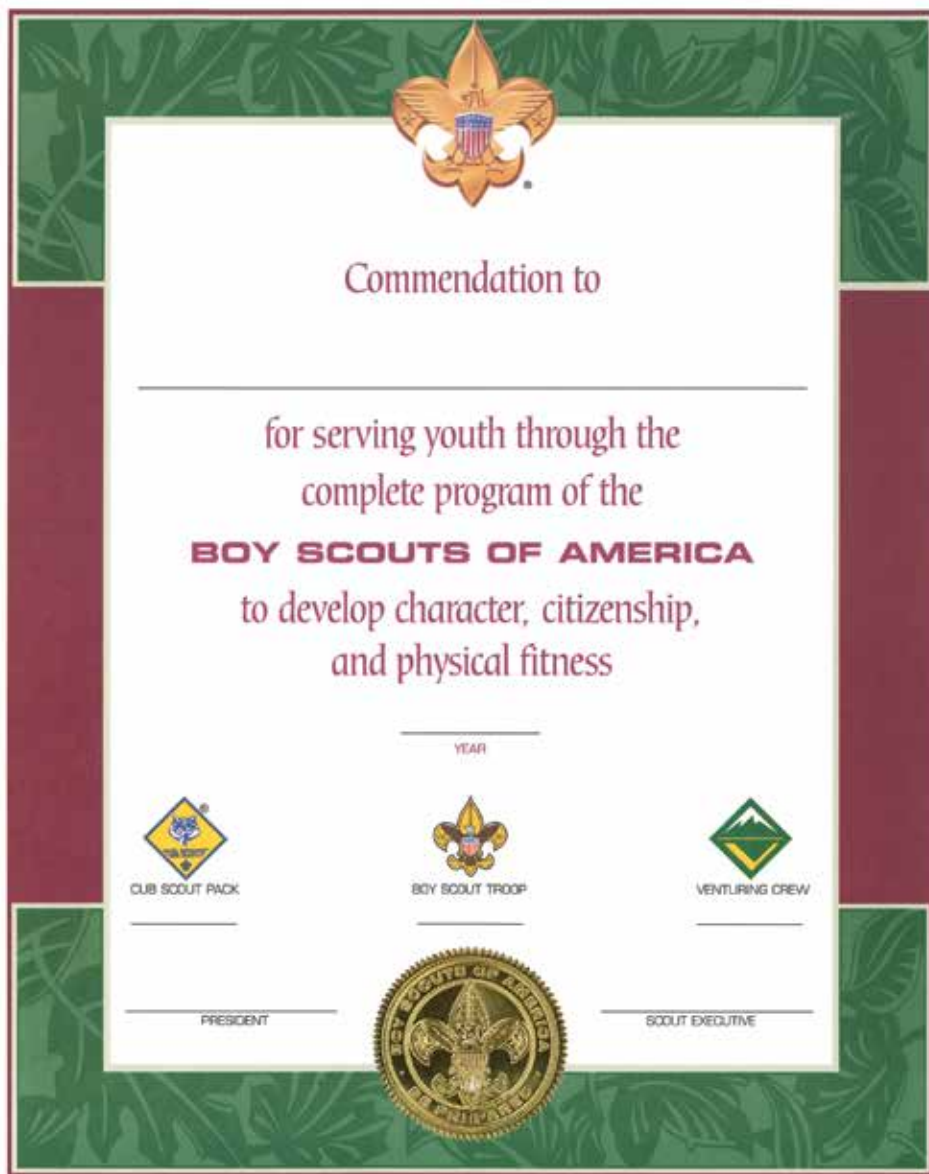
- New-Unit Organizer Award
- New-Unit Organizer Award Uniform Insignia Square Knot
- Program devices to recognize additional new units organized
- “Organizer” lapel pin for civilian wear

Scouting Family Organization Award

Concept: Recognize volunteers who organize a whole Scouting family in their chartered organization or other group:

- A Cub Scout pack, a Scout troop, a Venturing crew
- The ideal would be to organize all three phases of Scouting in the same organization, but this would not be a requirement.

The Award: A specially designed BSA certificate suitable for framing is available through the National Council. Call 972-580-2000 and ask for Community Alliances.



Commissioner Award of Excellence in Unit Service Requirements



All applications for the Commissioner Award of Excellence in Unit Service must be approved by the district commissioner or assistant district commissioner, council commissioner, and council Scout executive.



Applicant's Information

Name _____

Address _____

City _____ State _____ Zip code _____

Home phone _____ Cell phone _____

Email address _____

Council name _____ District _____

Based on the requirements below, complete this application for the Commissioner Award of Excellence in Unit Service and submit it to the district commissioner or assistant district commissioner for approval and subsequent review and final approval by the council commissioner and council Scout executive.

I. Requirements

Any registered commissioner who is providing direct unit service is eligible, through unit service and a project that results in improved retention of members and on-time unit charter renewal, over the course of two consecutive years.

If a commissioner who is not registered as a unit commissioner wishes to earn this award, he or she must work with the district commissioner where the unit(s) is/are registered.

Date started _____ Unit type _____ Unit No. _____

Youth retention at last charter renewal _____% (See Journey to Excellence form)

II. Technical Skills


The commissioner shall consistently demonstrate the following:

1. The ability to use the Unit Visit Tracking System to log unit visits
2. The ability to provide Unit Visit Tracking System visit reports to an assistant district commissioner or district commissioner



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BOY SCOUTS OF AMERICA | HOME | WHY SCOUTING | BECOME A VOLUNTEER GET STARTED




BUILD AN ADVENTURE

Discover why Scouting is for families like yours

CUB SCOUTS
Boys 7-10 years old or Grades 1-5

Big Smiles Build Bigger Futures

When you're a kid, fun comes first. Final exams, driver's ed and summer jobs will arrive soon enough. Cub Scouts lets kids have fun while teaching them skills that will help them later on. From the thrill of shooting an arrow to learning how to transform a block of wood into a race car. Cub Scouts is one thrill after another. With a program expertly tailored to match each age in a young boy's life, Cub Scouts learn that even when fun isn't easy, it's always an adventure. In Scouting, everything has a purpose. And it shows kids that doing their best is the most fun of all.



"Scouting taught me to seek out the best version of myself, to work hard for the things I want to accomplish, because anything worth doing is worth working hard for."

No. 524-403
0613

UNREGISTERED UNIT REPORT BOY SCOUTS OF AMERICA

To:

Date:

The charter for the following unit will expire on the date indicated and soon will drop. If this unit is to renew its charter and keep the same unit number with a record of continuous service for the unit and its members, prompt registration is essential. We want to help you in any way possible. This report, when returned to the local council service center, will help us to do so.

Council	Name
Address	Position

Pack, Troop, Team, or Crew	No.	Address or district
Charter granted to	Name of organization or group	Expire date
Unit tenure	Number of members	
Leader	Chairman of unit committee	

REPORT OF CHARTERED ORGANIZATION

The above unit, for which we were granted a charter, will not reregister for the following reason.

✓(Please check)

- We plan to reregister this unit by _____
- We believe a reorganization of this unit is necessary before it can be reregistered and request additional help from the district and council to this end.
- This unit will not reregister. The disposition of its funds and property is described on the reverse side.

Comments:

Date	Chairman of unit committee
	Chartered organization representative

IMPORTANT! Please return this report to your local council service center as soon as completed.

Appendix 17

CONDITIONS FOUND

ACTION TAKEN

RECOMMENDATIONS

REPORT OF THE COMMISSIONER

Date _____ Signed _____

REPORT OF THE SCOUT EXECUTIVE OR DISTRICT EXECUTIVE

Date _____ Signed _____
Scout executive District Scout executive

REPORT OF DISPOSITION OF UNIT FUNDS AND PROPERTY

To be completed only if unit is to be permanently dropped.
Refer to Article XI, Section 1, Clauses 1 and 2 of the 2011 edition of the Rules and Regulations of the BSA for governing procedure.

Date _____ Signed _____ Signed _____
Committee chairman Executive officer

LOCAL COUNCIL ACTION

On the basis of this report and the above recommendations, (the executive board) (the district committee), at a formal meeting on

_____, decided:
Date

- 1. That further efforts should be made to reregister this unit before _____ while the unit is classified as "lapsed" on the records of the local council and national office.
Date
- 2. That every reasonable effort to reregister this unit has been made and that the unit shall be dropped from the records of the local council and national office.

District chairman, council commissioner, or council president Scout executive



VARSITY



V E N T U R I N G · B S A

MEMBERSHIP INVENTORY

(To be conducted sixty days prior to the charter renewal date as well as during the month of December)

PURPOSE

1. Provides a roll call in which each unit member is contacted to determine quality of program received, to follow up on absent and inactive members, and to see if everyone is registered.
2. Invites each member to continue the program for another year and thus increases tenure of members.

The membership inventory is a part of the unit's charter renewal and will assist the unit in building strength with a quality program. It should be conducted sixty days prior to the unit's charter review meeting. Membership inventory is also held again in December to be sure all members are registered by year end.

INSTRUCTIONS

1. Select a unit adult to lead the inventory.
2. Invite your commissioner to assist.

3. Using the computer printout for charter renewal, the commissioner and unit adults conduct an inventory of youth and adults who are still active.
4. All inactive members are listed and assigned to various persons who will visit them or contact them to attempt to reactivate them. Be sure to brief the visitors/callers on what to say when they make their calls.
5. Agree on a plan to recruit new youth and adults so the unit can reregister with no loss in membership. One of the criteria for the Journey to Excellence Unit Award is to renew the unit's charter on time.
6. Now make every effort to recruit additional youth and adults.
7. Also be sure to register any youth who are participating but are not yet registered.



BOY SCOUTS OF AMERICA®

524-176
2012 Printing

CHARTER RENEWAL OVERFLOW PAGE

Council No.	Program	Unit No.	District Name/Number	Expire Date	Registration Team
-------------	---------	----------	----------------------	-------------	-------------------

Chartered organization _____

Youth roster

Adult roster

Use separate pages for youth and adult members.

(Print First Name First)	Phone Number	Date of Birth	Grade	Sex	Boys' Life	Position
Name _____ Address _____ City _____ State ____ Zip _____						
Name _____ Address _____ City _____ State ____ Zip _____						
Name _____ Address _____ City _____ State ____ Zip _____						
Name _____ Address _____ City _____ State ____ Zip _____						
Name _____ Address _____ City _____ State ____ Zip _____						
Name _____ Address _____ City _____ State ____ Zip _____						
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Name _____ Address _____ City _____ State ____ Zip _____						
Name _____ Address _____ City _____ State ____ Zip _____						
Name _____ Address _____ City _____ State ____ Zip _____						



TRAINED LEADER REQUIREMENTS		
Unit and Other Positions		
<p>YOUTH PROTECTION. Youth Protection Training is a joining requirement for all registered adults and must be retaken every two years. You must log into your MYScouting account, go to Home, and then go to My Dashboard.</p> <p>TRAINED. Adult leaders in units are considered "trained" and eligible to wear the official Trained emblem when they have completed Youth Protection Training and the training courses outlined below, or have completed YPT and a previous training course when it was current.</p>		
Type	Position	Required Courses to be Position Trained
Pack	Chartered Organization Representative (CR) Cubmaster (CM)	D72 Training the Chartered Org. Rep. Classroom - C40 Cubmaster & Asst. Pos. Specific Tng. OR Online - Cubmaster Position-Specific Training Cubmaster - Before the First Meeting Cubmaster - First 30 Days Cubmaster - Position Trained
	Assistant Cubmaster (CA)	Classroom - C40 Cubmaster & Asst. Pos. Specific Tng. OR Online - Cubmaster Position-Specific Training Cubmaster - Before the First Meeting Cubmaster - First 30 Days Cubmaster - Position Trained
	Pack Committee Chairman (CC)	Classroom - C60 Pack Committee Challenge OR Online - Pack Committee Position-Specific Training Pack Committee - Before the first meeting Pack Committee - First 30 Days Pack Committee - Position Trained
	Pack Committee (MC)	Classroom - C60 Pack Committee Challenge OR Online - Pack Committee Position-Specific Training Pack Committee - Before the first meeting Pack Committee - First 30 Days Pack Committee - Position Trained
	Tiger Cub Den Leader (TL)	Classroom - C42 C. S. Den Ldr. & Asst. Pos. Spec. Tng OR Online - Den Leader Position Specific Training Den Leader - Before the First Meeting Den Leader - First 30 Days Den Leader - Position Trained
	Cub Scout Den Leader (DL)	Classroom - C42 C. S. Den Ldr. & Asst. Pos. Spec. Tng OR Online - Den Leader Position Specific Training Den Leader - Before the First Meeting Den Leader - First 30 Days Den Leader - Position Trained
	Cub Scout Assistant Den Leader (DA)	Classroom - C42 C. S. Den Ldr. & Asst. Pos. Spec. Tng OR Online - Den Leader Position Specific Training Den Leader - Before the First Meeting Den Leader - First 30 Days Den Leader - Position Trained
	Webelos Den Leader (WL)	Classroom - C42 C. S. Den Ldr. & Asst. Pos. Spec. Tng OR Online - Den Leader Position Specific Training Den Leader - Before the First Meeting Den Leader - First 30 Days Den Leader - Position Trained
	Webelos Assistant Den Leader (WA)	Classroom - C42 C. S. Den Ldr. & Asst. Pos. Spec. Tng OR Online - Den Leader Position Specific Training Den Leader - Before the First Meeting Den Leader - First 30 Days Den Leader - Position Trained
	Pack Trainer (PT)	Classroom - C60 Pack Committee Challenge OR Online - Pack Committee Position-Specific Training Pack Committee - Before the first meeting Pack Committee - First 30 Days Pack Committee - Position Trained
	Unit Scouter Reserve (91U) Unit College Scouter Reserve (92U)	D70 Fundamentals of Training

Need Help?

Contact Scouting University at 972-580-2000.
www.Scouting.org/training

Troop	Parent Coordinator (PC)	Y01 Youth Protection Training	C60 Pack Committee Challenge *
	Chartered Organization Representative (CR)	Y01 Youth Protection Training	D72 Training the Chartered Org. Rep.
	Scoutmaster (SM)	Y01 Youth Protection Training	S11 Intro to Outdoor Leadership Skills
	Assistant Scoutmaster (SA)	Y01 Youth Protection Training	S11 Intro to Outdoor Leadership Skills
	Leader of 11-Year Old Scouts (10)	Y01 Youth Protection Training	S11 Intro to Outdoor Leadership Skills
	Troop Committee Chairman (CC)	Y01 Youth Protection Training	WS10 Troop Committee Challenge **
	Troop Committee (MC)	Y01 Youth Protection Training	WS10 Troop Committee Challenge **
	Unit Scouter Reserve (91U)	Y01 Youth Protection Training	
	Unit College Scouter Reserve (92U)	Y01 Youth Protection Training	
	Parent Coordinator (PC)	Y01 Youth Protection Training	WS10 Troop Committee Challenge
Team	Chartered Organization Representative (CR)	Y01 Youth Protection Training	D72 Training the Chartered Org. Rep.
	Varsity Team Coach (VC)	Y01 Youth Protection Training	S11 Intro to Outdoor Leadership Skills
	Assistant Varsity Coach (VA)	Y01 Youth Protection Training	S11 Intro to Outdoor Leadership Skills
	Team Committee Chairman (CC)	Y01 Youth Protection Training	WS11 Team Committee Challenge
	Team Committee (MC)	Y01 Youth Protection Training	WS11 Team Committee Challenge
	Unit Scouter Reserve (91U)	Y01 Youth Protection Training	
	Unit College Scouter Reserve (92U)	Y01 Youth Protection Training	
	Parent Coordinator (PC)	Y01 Youth Protection Training	WS11 Team Committee Challenge
	Chartered Organization Representative (CR)	Y02 Venturing Youth Protection Training	D72 Training the Chartered Org. Rep.
	Venturing Crew Advisor (NL)	Y02 Venturing Youth Protection Training	P21 Venturing Leader Specific Tng.
Crew	Venturing Crew Assoc. Advisor (NA)	Y02 Venturing Youth Protection Training	P21 Venturing Leader Specific Tng.
	Crew Committee Chairman (CC)	Y02 Venturing Youth Protection Training	WS12 Crew Committee Challenge
	Crew Committee (MC)	Y02 Venturing Youth Protection Training	WS12 Crew Committee Challenge
	Unit Scouter Reserve (91U)	Y01 Youth Protection Training	
	Unit College Scouter Reserve (92U)	Y02 Venturing Youth Protection Training	
	Parent Coordinator (PC)	Y02 Venturing Youth Protection Training	WS12 Crew Committee Challenge
	Chartered Organization Representative (CR)	Y02 Venturing Youth Protection Training	D72 Training the Chartered Org. Rep.
	Venturing College Sctr Reserve (92V)	Y02 Venturing Youth Protection Training	P44 Sea Scout Adult Ldr Basic Training
	Parent Coordinator (PC)	Y02 Venturing Youth Protection Training	P44 Sea Scout Adult Ldr Basic Training
	Chartered Organization Representative (CR)	Y02 Venturing Youth Protection Training	P44 Sea Scout Adult Ldr Basic Training
Ship	Skipper (SK)	Y02 Venturing Youth Protection Training	P44 Sea Scout Adult Ldr Basic Training
	Mate (MT)	Y02 Venturing Youth Protection Training	P44 Sea Scout Adult Ldr Basic Training
	Ship Committee Chairman (CC)	Y02 Venturing Youth Protection Training	P44 Sea Scout Adult Ldr Basic Training
	Ship Committee (MC)	Y02 Venturing Youth Protection Training	P44 Sea Scout Adult Ldr Basic Training
	Unit Scouter Reserve (91U)	Y01 Youth Protection Training	
	Venturing College Sctr Reserve (92V)	Y02 Venturing Youth Protection Training	
	Parent Coordinator (PC)	Y02 Venturing Youth Protection Training	P44 Sea Scout Adult Ldr Basic Training
	National Commissioner Service (203)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	Regional Commissioner (A10)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	Area Commissioner (A11)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
Other	Assistant Area Commissioner (A16)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	Council Commissioner (15)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	Assistant Council Commissioner (16)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	Merit Badge Counselor (42, 42F)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	Community Board Member (Michigan) (51)	Y01 Youth Protection Training	D76 Merit Badge Counselor Orientation
	Nova Counselor (58)	Y01 Youth Protection Training	D83 Nova Counselor Training
	Supernova Mentor (52)	Y01 Youth Protection Training	D82 Supernova Mentor Training
	District Chairman (61)	Y01 Youth Protection Training	D61 District Committee Training Workshop
	District Vice-Chairman (62)	Y01 Youth Protection Training	D61 District Committee Training Workshop
	Neighborhood Chairman (64)	Y01 Youth Protection Training	D61 District Committee Training Workshop
Notes	Neighborhood Committee (65)	Y01 Youth Protection Training	D61 District Committee Training Workshop
	District Member-at-Large (75)	Y01 Youth Protection Training	D61 District Committee Training Workshop
	Unit Commissioner (80)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	District Commissioner (81)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	Assistant District Commissioner (82)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	Roundtable Commissioner (83)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	Assistant Roundtable Commissioner (84)	Y01 Youth Protection Training	Any Basic Commissioner Training (D16, D17, D18, D19, D20, D26)
	YOUTH PROTECTION IS AVAILABLE AS AN INSTRUCTOR-LED COURSE IN THE LOCAL COUNCIL OR AS E-LEARNING AT MY.Scouting.ORG		
	* Either instructor-led or e-learning at my.scouting.org		
	** E-learning at my.scouting.org only		

TRANSFER FORM

(YOUTH MEMBER)



PROCEDURE FOR TRANSFER

1. Unit leader issues transfer form to each member transferring to another unit in the same or another council.
2. Unit leader approves transfer form and includes complete Scouting record.
3. Member presents transfer form to unit leader of unit being joined.
4. Leader of the new unit registers member on proper application.

INFORMATION FROM UNIT THAT MEMBER IS LEAVING

Please transfer _____

from _____ No. _____ of _____
Pack, Troop, Team, Crew, Ship City and State

This member is registered in this unit until _____ Expire date *Boys' Life* subscription expires _____

Reason for transferring _____

REGISTRATION RECORD

Type of unit	Number	City and State	From	To

SCOUTING HISTORY

Cub Scout Record	Varsity Scout Record	Activity Badges and Merit Badges <small>(Give award and date.)</small>	Offices Held and other Honors Secured, Including Order of the Arrow
Bobcat _____	Letter _____	_____	_____
Tiger Cub _____	Venturing Record	_____	_____
Wolf _____		_____	_____
Bear _____	Bronze _____	_____	_____
Webelos _____	Gold _____	_____	_____
Arrow of Light _____	Silver _____	_____	_____
Boy Scout/Varsity Scout Record	Ranger _____	_____	_____
	Sea Scout Ranks		
Boy Scout _____	Apprentice _____	_____	_____
Tenderfoot _____	Ordinary _____	_____	_____
Second Class _____	Able _____	_____	_____
First Class _____	Quartermaster _____	_____	_____
Star _____	Camping History		
Life _____	Number of days _____	_____	_____
Eagle _____	Long-term _____	_____	_____
Palms _____	Short-term _____	_____	_____

I hereby certify to the correctness of the above record. _____
Unit leader Date

SEE OTHER SIDE FOR LEADERSHIP TRANSFER NOTICE



LEADERSHIP TRANSFER NOTICE

Mail this form directly to the individual's new council or if this is not known, mail the form to Registration Service, S218, Boy Scouts of America, 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079.

Region	Council No.
--------	-------------

CHECK

This individual, registered in this council, has rendered valuable service and is now moving to your area. I would recommend a contact by a Scouter in your council to provide the opportunity to continue Scouting.

OR

This individual, applying for registration, has indicated previous registration in your council. Please complete this form and return it to the address at the bottom of this page.

Name _____

New address _____

Former address _____

Occupation _____

Present Scouting position _____ Expire date _____

Highest youth rank achieved _____

Circle individual's strength(s).

Boy leadership, supervisory leadership, district commissioner, unit commissioner, administrative positions, training, finance, Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, camping, special events, unit organization, other (specify) _____

ADULT REGISTRATION RECORD

Position	Unit	Local Council	From	To

TRAINING COURSES COMPLETED AND SPECIAL AWARDS RECEIVED

Name of Training Course or Special Award	Date

Date _____ Signed _____
Scout Executive

New Council Name _____

Address _____ Zip Code _____

SEE OTHER SIDE FOR TRANSFER FORM (YOUTH MEMBER)

BOY SCOUTS OF AMERICA

NATIONAL CHARTERED ORGANIZATIONS USING THE TRADITIONAL SCOUTING PROGRAM

Name of Organization	December 2015						December 2014		December 2013			
	Packs	Cub Youth	Troops	Scout Youth	Crews	Venturing Youth	Total Units	Total Youth	Total Units	Total Youth	Total Units	Total Youth
Civic Organization												
American Legion and Auxiliary	1,103	37,230	1,127	22,238	218	1,805	2,448	61,273	2,481	62,703	2,500	65,412
Amvets	26	1,026	21	364	5	18	52	1,408	52	1,366	53	1,379
Athletic Booster Clubs	125	2,608	86	1,347	63	1,083	274	5,038	312	8,347	354	11,281
Boys' and Girls' Clubs	309	11,068	93	2,390	24	271	426	13,729	446	13,893	541	16,565
Business/Industry	984	32,107	733	13,077	581	6,024	2,298	51,208	2,415	52,527	2,549	57,145
Chambers of Commerce, Business Assn.	132	4,418	112	2,620	29	498	273	7,536	284	8,102	308	9,030
Civil Air Patrol	1	15	0	0	6	62	7	77	10	126	31	643
Civitan International	9	370	22	418	6	37	37	825	35	807	39	980
Community Center, Settlement Houses	400	9,969	221	4,119	62	1,171	683	15,259	755	18,485	824	19,840
Conservation Clubs/Izaak Walton League	73	2,685	100	1,972	87	684	260	5,341	281	5,538	298	5,999
Councils/Districts of BSA	16	888	7	231	118	1,373	141	2,492	162	3,099	192	3,591
DAV (Disabled American Veterans)	5	104	10	108	2	11	17	223	14	236	19	402
Elks Lodges, (BPOE)	322	11,345	335	8,131	104	787	761	20,263	788	20,865	797	21,952
Exchange Club, National	17	680	15	396	4	29	36	1,105	40	1,216	44	1,392
Farm Bureau, Farm Cooperatives	4	90	4	36	8	174	16	300	14	345	13	436
Fire Departments	487	15,681	500	10,334	98	792	1,085	26,807	1,120	27,778	1,147	29,458
Fraternal Order of Eagles (FOE)	27	1,040	18	355	7	36	52	1,431	58	1,476	55	1,591
Grange, National	41	1,178	51	1,120	5	73	97	2,371	101	2,436	110	2,825
Groups of Citizens	1,104	43,049	655	15,487	332	5,723	2,091	64,259	2,258	68,486	2,615	84,013
Homeowners Associations	111	4,449	93	2,799	12	108	216	7,356	222	7,790	241	8,746
Hospitals	23	760	27	559	24	427	74	1,746	80	1,883	81	2,219
Indian Tribal Council	9	310	4	60	3	12	16	382	20	490	21	595
Jaycees--Junior Chamber of Commerce	12	489	4	73	1	5	17	567	19	667	20	778
Kiwanis International	421	16,182	324	7,875	51	423	796	24,480	826	25,127	860	26,743
Knights of Pythias	6	113	6	66	0	0	12	179	12	170	12	161
Labor Organizations	72	5,174	21	639	2	52	95	5,865	39	1,366	42	1,522
Law Enforcement Agencies	24	925	15	358	8	80	47	1,363	62	1,486	60	1,572
Lions International	948	32,885	912	19,355	127	1,265	1,987	53,505	2,077	55,834	2,200	60,701
Loyal Order of Moose	95	3,637	104	2,169	13	114	212	5,920	223	6,182	227	6,369
Masons--Eastern Star	105	3,859	121	2,456	33	250	259	6,565	266	7,560	261	8,039
Men's Clubs	44	1,705	45	1,136	14	129	103	2,970	110	3,197	99	3,123
Military Order of World Wars	7	199	7	155	5	57	19	411	19	382	19	397
Non-profit Agencies	283	8,187	130	2,326	84	1,600	497	12,113	515	11,971	566	15,396
Odd Fellows (IOOF) Lodge	12	402	7	142	5	39	24	583	29	756	31	737
Optimist International	118	4,485	83	2,318	20	167	221	6,970	220	7,186	244	8,300
Other Community Organizations	575	19,763	397	8,536	308	5,156	1,280	33,455	1,372	36,067	1,501	40,956
Playgrounds, Recreation Centers	114	3,641	83	1,963	119	2,064	316	7,668	327	7,676	376	9,513
Professional and Scientific Societies	20	710	20	460	13	215	53	1,385	68	2,202	72	2,321
Rotary International	510	20,325	509	13,671	89	1,633	1,108	35,629	1,211	37,694	1,289	41,011
Ruritan Club	79	2,284	93	1,792	14	78	186	4,154	196	4,366	221	5,259
Sertoma International	18	673	6	133	0	0	24	806	21	739	20	674
United States Power Squadrons	0	0	1	8	7	71	8	79	8	89	7	90
VFW, Auxiliary, Cootie	446	17,065	460	10,126	121	1,110	1,027	28,301	1,050	29,124	1,146	34,968
Women's Clubs	13	210	2	56	4	23	19	289	18	379	19	454
YWCA, YMCA	139	4,017	47	750	10	142	196	4,909	228	5,652	258	7,369
Civic Organization Total	9,389	328,000	7,631	164,724	2,846	35,871	19,866	528,595	20,864	553,866	22,382	621,947
Percent to Total	23.45%	26.01%	17.36%	19.60%	19.99%	25.10%	20.22%	23.55%	20.73%	24.01%	21.28%	24.90%

BOY SCOUTS OF AMERICA

NATIONAL CHARTERED ORGANIZATIONS USING THE TRADITIONAL SCOUTING PROGRAM

Name of Organization	December 2015							December 2014		December 2013		
	Packs	Cub Youth	Troops	Scout Youth	Crews	Venturing Youth	Total Units	Total Youth	Total Units	Total Youth	Total Units	Total Youth
Religious Organization												
African Methodist Episcopal	45	880	45	520	2	15	92	1,415	111	1,712	130	2,058
African Methodist Episcopal Zion	23	440	16	191	1	50	40	681	42	632	43	767
Armenian Church of America	8	44	15	196	12	116	35	356	57	683	61	834
Assemblies of God	20	686	24	512	10	63	54	1,261	55	1,291	75	1,592
Baptist Churches	1,142	38,857	1,139	23,044	166	1,166	2,447	63,067	2,656	71,271	3,499	90,484
Buddhist Churches of America	27	738	28	823	7	64	62	1,625	68	1,636	69	1,698
Catholic Church	3,637	139,828	3,347	91,736	598	4,910	7,582	236,474	7,807	244,111	8,144	259,839
Christian Church (Disciples of Christ)	399	14,786	398	8,687	70	510	867	23,983	920	25,537	1,081	30,083
Christian Methodist Episcopal Church	40	1,190	35	770	7	71	82	2,031	85	2,123	90	2,007
Church of Christ	162	6,188	184	4,151	37	248	383	10,587	401	10,912	491	13,574
Church of God	74	2,517	64	1,226	12	111	150	3,854	169	3,767	208	4,368
Church of the Brethren	38	1,226	32	725	5	37	75	1,988	84	2,230	98	2,537
Church of the Nazarene	58	1,993	53	952	11	56	122	3,001	128	3,174	154	3,786
Community Churches	414	16,043	379	9,877	84	645	877	26,565	904	26,448	1,002	29,906
Community of Christ	28	918	34	729	6	42	68	1,689	65	1,659	67	1,813
Episcopal Church	492	20,879	563	17,609	136	1,728	1,191	40,216	1,205	40,848	1,180	41,277
Evangelical/Independent Churches	109	3,483	113	2,884	22	230	244	6,597	251	6,382	304	7,919
Friends, Society of (Quakers)	12	409	16	492	4	28	32	929	32	955	34	1,011
Islam, Muslim, Masjid	39	1,411	36	1,074	4	20	79	2,505	70	2,295	75	2,226
Jewish Synagogues and Centers	62	1,516	65	1,277	8	65	135	2,858	139	2,953	148	3,292
Lutheran Church	1,539	57,388	1,639	43,910	313	2,258	3,491	103,556	3,600	106,489	3,732	111,790
Moravian Church in America	16	507	14	339	3	14	33	860	33	865	35	960
Orthodox Churches, (Greek, Russian, etc)	22	468	30	692	8	96	60	1,256	55	1,188	56	1,200
Other Churches	271	9,047	309	7,532	49	418	629	16,997	658	18,124	804	21,912
Pentecostal Churches	28	538	14	214	3	25	45	777	41	728	73	1,231
Presbyterian Church	1,322	55,238	1,622	50,361	305	2,299	3,249	107,898	3,371	111,912	3,522	119,961
Reformed Church in America	51	1,862	60	1,725	9	80	120	3,667	121	3,679	123	3,933
The Church of Jesus Christ of Latter-day Saints	10,774	157,107	19,521	234,345	7,936	67,034	38,231	458,486	38,168	449,051	37,941	437,274
The Salvation Army	41	813	29	424	5	37	75	1,274	80	1,405	101	1,721
United Church of Christ, Congregational Church	445	17,957	539	14,807	97	790	1,081	33,554	1,128	34,867	1,160	36,410
United Methodist Church	4,714	194,884	4,686	122,759	891	6,482	10,291	324,125	10,512	331,593	10,720	350,022
Religious Organization Total	26,052	749,841	35,049	644,583	10,821	89,708	71,922	1,484,132	73,016	1,510,520	75,220	1,587,485
Percent to Total	65.07%	59.46%	79.73%	76.71%	76.01%	62.78%	73.21%	66.13%	72.53%	65.47%	71.53%	63.57%
Educational Organization												
Business-to-School Support Agencies	13	504	6	127	4	83	23	714	23	759	27	1,302
Correctional Institutions	13	372	28	600	56	1,449	97	2,421	111	2,757	142	3,680
Foreign Schools and Agencies	16	234	7	133	4	36	27	403	29	587	34	746
Handicapped Resources	41	816	72	1,171	69	1,465	182	3,452	196	3,732	238	4,389
Parent - Teacher Groups other than PTA	2,047	85,295	415	13,078	82	2,226	2,544	100,599	2,726	107,649	3,081	126,537
Parent Teacher Associations	1,065	45,412	171	3,822	24	531	1,260	49,765	1,339	52,607	1,471	59,960
Private Schools	1,401	50,604	583	12,089	331	11,523	2,315	74,216	2,366	74,715	2,565	91,285
Educational Organization Total	4,596	183,237	1,282	31,020	570	17,313	6,448	231,570	6,790	242,806	7,558	287,899
Percent to Total	11.48%	14.53%	2.92%	3.89%	4.00%	12.12%	6.56%	10.32%	6.74%	10.52%	7.19%	11.53%
Grand Total:	40,037	1,261,078	43,962	840,327	14,237	142,892	98,236	2,244,297	100,670	2,307,192	105,160	2,497,331

Lone Cub Scouts and Lone Boy Scouts are not included in the total youth figures
1/15/2016 10:50:38 AM

(SAMPLE DRAFT)

MEMORANDUM OF UNDERSTANDING

Between

(ORGANIZATION'S LOGO)

(Name of Organization)

And

Boy Scouts of America



WHEREAS (*Name of Organization*) and Boy Scouts of America (BSA) would like to establish a valuable and productive relationship on behalf of boys, young adults and their families for many years to come; we now enter into this Agreement for the purpose of confirming a framework for a cooperative relationship under which (*Name of Organization*) and BSA will assist one another in areas of mutual interest.

WHEREAS, (*Name of Organization*) is a leader in these areas: _____, and provides needed skills through development of standards and training materials; and

WHEREAS, (*Name of Organization's*) programs and BSA allow interested persons the opportunity to develop leadership skills and responsibility, experience teamwork and gain an awareness of _____; and

WHEREAS, it is the mission of the Boy Scouts of America to prepare young people to make ethical choices over their lifetimes by instilling in them the values of the Scout Oath, Scout Law and Venturing Oath; and

WHEREAS Boy Scouts of America is desirous of lending its aid and support to the citizenship training, character development and personal fitness of boys and young men and women through community based organizations;

BE IT RESOLVED that (*Name of Organization*) and BSA will work cooperatively with each other, within the policies, procedures, safety guidelines and regulations of each organization, to establish and nurture Cub Scout Packs, Boy Scout Troops and Venturing Crews, so that boys and young men and women may grow in character, citizenship responsibility, and with the personal fitness necessary to achieve their greatest potential;

All public communications and/or announcements about this initiative, including websites of (name of organization) and their respective affiliates, licensees, vendors and (name of organization) will be mutually approved by both Boy Scouts of America and (name of organization) before they are issued.

(Name)
(Title)
(Name of Organization)

Date

Michael Surbaugh
Chief Scout Executive
Boy Scouts of America

BOY SCOUTS OF AMERICA

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- Eagle Scouts
- High Adventure
- **How Scouting is Funded**
- Boys' Life and Scouting Magazine
- Sustainability and Scouting

How Scouting is Funded

January 23, 2014

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Packs, Troops, Teams, Crews, and Ships

Units can use a variety of fund-raising methods as long as they meet the guidelines set by the National Council and their local council and are approved by their unit committee and chartered organization. Most commonly, units are funded through:

- Weekly or monthly dues paid by the member
- Unit product sales such as popcorn
- Chartered organization contributions
- Other money-earning projects approved by the chartered organization
 - Weekly or monthly dues paid by the member
 - Unit product sales such as popcorn
 - Chartered organization contributions
 - Other money-earning projects approved by the chartered organization

Units can use the funds they raise for any activities that are within the national and local council guidelines and that their unit committee and chartered organization approve. Most commonly, units use their funds for:

- Unit activities such as camping and other activities
- Program supplies for unit activities
- Equipment such as tents, camp stoves, and pinewood derby® tracks
- Advancements and awards such as rank emblems and merit badges
- Boys' Life magazine subscriptions

Local Councils

Local councils are funded through:

- Friends of Scouting donations
- Special events
- Product sales such as popcorn
- Legacies and bequests
- Foundation grants
- Local United Ways
- Activity fees from summer camp, camporees, etc.
- Investment income and endowments

Local councils provide support for units in their service area; therefore, funds are typically used to:

- Maintain camp properties and the council service center
- Provide insurance
- Maintain membership records
- Pay salaries and benefits to employees
- Purchase program supplies for youth activities sponsored by the council
- Provide volunteer training

National Council

The National Council is funded by:

- Scout supply sales
- Membership fees
- Grants from foundations
- Legacies and bequests
- Corporate sponsorships

The National Council provides program materials and support for local councils. The National Council uses its funds for:

- Development of program materials and resources
- Infrastructure support for local councils such as maintaining membership database and reporting functions
- Development of professional and volunteer training materials
- Salaries and benefits for employees

Contact us

If you are a member of the working media,

please contact:

PR@scouting.org →

Please direct all other questions or comments to:

mycouncil@scouting.org →

About the BSA

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Follow official BSA social channels for updates from the BSA, Cub Scouts, BSA Publications, High Adventure Bases, and the rest of the BSA family.

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BOY SCOUTS OF AMERICA DATE _____

Received in council service center _____
(Date)

UNIT MONEY-EARNING APPLICATION

Applications are not required for council-coordinated money-earning projects such as popcorn sales or Scout show ticket sales.

(Local council stamp)

Please submit this application to your council service center at least two weeks prior to committing to your money-earning project. Read the eight guidelines on the other side of this form. They will assist you in answering the questions below.

- Pack
- Troop No. _____ Chartered Organization _____
- Team
- Crew

Community _____ District _____

Submits the following plans for its money-earning project and requests permission to carry them out.

What is your unit's money-earning plan? _____

About how much does your unit expect to earn from this project? _____ How will this money be used? _____

Does your chartered organization give full approval for this plan? _____

What are the proposed dates? _____

Are tickets or a product to be sold? Please specify. _____

Will your members be in uniform while carrying out this project? (See items 3-6 on other side.) _____

Have you checked with neighboring units to avoid any overlapping of territory while working? _____

Is your product or service in direct conflict with that offered by local merchants? _____

Are any contracts to be signed? _____ If so, by whom? _____

Give details. _____

Is your unit on the budget plan? _____ How much are the dues? _____

Does your unit participate in the council product sale? Yes No Family Friends of Scouting? Yes No

How much does your unit have in its treasury? _____

Signed _____ Signed _____
(Chartered Organization Representative) (Unit Leader)

Signed _____
(Chairman, Unit Committee) (Address of Chairman)

FOR USE OF DISTRICT OR COUNCIL FINANCE COMMITTEE: Telephone _____

Approved by _____ Date _____

Approved subject to the following conditions _____

Unit Service Plan



BOY SCOUTS OF AMERICA

 SEARCH

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Marketing Program Updates Cub Scouts Boy Scouts Venturing Commissioners Scouting Safely Outdoor Membership

COMMISSIONERS
Journey to Excellence
Magazines
Commissioner Manuals and Resources
Commissioner Training
Council and District Operations
Commissioner Products
Commissioner Logos
Commissioner Recruitment and Retention
Awards and Recognition
Arrowhead Honor
Badge of Office
Certificate of Commendation
Commission
Commissioner Award of Excellence in Unit Service
Commissioner's Key
Distinguished Commissioner Service Award
Doctorate of Commissioner
Science Knot Award
Trained Leader Emblem
The Commissioner Newsletter
National Training Courses
Roundtable Support
Unit Service Plan and Commissioner Tools
Best Methods Portal
Internet Charter Renewal
Membership Standards Policy
Multicultural Markets Resources

Boy Scouts of America > Commissioners > Unit Service Plan and Commissioner Tools

Unit Service Plan and Commissioner Tools

Commissioner Unit Service Plan

- **Unit Service Plan PowerPoint presentation** — Provides a fundamental understanding of the concepts the Commissioner Tools is built upon. The Unit Service Plan is so integral to the Commissioner Tools that the Detailed Contact Assessment process in the Commissioner Tools fully incorporates the Unit Service Plan in the areas of finance, membership, program, and leadership and governance.
- **Why Do a Unit Service Plan**
- **Why Commissioner Tools?**

Video Training Modules

- **Collaborative Assessment for the Unit Key 3** — Describes to the unit Key 3 the process involved with the collaborative assessment creation, steps, and procedures. It should be reviewed by commissioners and unit Key 3 prior to beginning the Collaborative Detailed Assessment process.

The Video Training Modules are now in the Learning Management System found at this link

This is found on the home page when logging into my.scouting.org.

Additional Commissioner Tools Training Resources

- **Commissioner Tools Webinar** — An hourlong Commissioner Tools orientation webinar.
- **Troubleshooting** — A text and pictorial Commissioner Tools troubleshooting guide.

Commissioner Tools Virtual Forum (August 13, 2015)—Why All the Changes?/Unit Service Plan

Commissioner Tools

Commissioner Tools is a new tool available on the new my.Scouting Tools. It's intended to help commissioners better perform (not change) current functions by improving efficiency and easy access of information. A few examples of what can be done in Commissioner Tools:

- **Assign commissioners to units.**
- **Record contacts.** A commissioner is most effective through frequent contact with their units so they can build a friendly and trusting relationship.
- **Roundtable administrations.** Plan, record attendance, and monitor effectiveness.
- **Conduct assessments to help a unit improve.** In concert with the Unit Service Plan and Journey to Excellence (JTE), the tool provides the ability to record the results and build action plans that may access and incorporate district, council, and other resources beyond the unit.
- **Monitor a unit's progress.** Access unit information.

Not all functionality will be available in the initial release of Commissioner Tools, and we will continue to add enhancements based upon your input.

Before councils can start using Commissioner Tools, there are several documents and forms that must be reviewed and completed to ensure a successful transition to the new tool:

- **Frequently Asked Questions**
- **Commissioner Tools Acronyms and Definitions** DOC
- **Commissioner Tools PowerPoint presentation** — Includes speaker notes that could be used for local training. Note: For the sake of completeness and to promote learning through repetition, there intentionally is some overlap between this presentation and the Unit Service Plan presentation.

Updates to Commissioner Tools

- February 29, 2016
- March 2016
- April 4, 2016
- April 26, 2016
- June 17, 2016
- Archive

Boy Scouts of America Sales Model



Pillar I: Know the Market	
1. Review Council Market Analysis Report for council by zip codes	Go to MyBSA. Click on Resources, click on Council Market Analysis Reports, and select your council. Find the zip codes for your district.
2. New-unit commissioner assigned by district commissioner	At the first stage of organizing a new unit, a new-unit commissioner needs to be assigned and stay with the unit for three years.
3. New-unit organizer assigned by district membership chair	At the first stage of organizing new units, a unit organizer needs to be assigned to assist the district executive and new-unit commissioner.
4. Develop priority list of prospective chartered organizations	Use the worksheet on the previous page to list current chartered organizations that have the whole Scouting family and those that do not.

Pillar II: Make the Call	
1. Organizing team NUO and NUC set up appointment with the head of the organization	Volunteer driven, professionally guided. District executive works with new-unit organizer and new-unit commissioner.
2. Secure and define commitment with the head of the organization	Organizing team presents options and secures and defines commitment.
3. Identify, recruit, and train chartered organization representative (non-multiple registered)	District training team shares important roles of the chartered organization representative and their role in the unit Key 3, district, and council.
4. NUC and NUO work with organization to develop unit volunteer team to oversee establishment of the unit	Direct contact leaders and unit committee members are prospected and approved by the chartered organization.

Pillar III: Build the Unit	
1. Unit volunteer team (with NUO) recruits and trains five (or more) unit volunteer leaders	Direct contact leaders and unit committee members are recruited and trained by the chartered organization.
2. NUO formalizes fundraising, recruitment, leadership succession, and budget plans with unit leaders	Begin unit organization structure and strategy for youth and adults; have in place finance and budget plans.
3. NUC assists unit leaders with unit program planning	Unit plans year-round program and activities beginning with a fun startup event.
4. NUO assists unit leaders in recruiting 10 or more youth	Organize two dens or two patrols to ensure youth have a quality program with proper leadership.

Pillar IV: Grow the Unit	
1. Charter presented; unit begins meeting	Charter presentation can be made at an organization event or a meeting with the chartered organization representative and the head of the institution.
2. NUC meets monthly with unit Key 3	The role of the new-unit commissioner is to meet monthly with the unit Key 3 and provide guidance, support, and resources to grow the unit.
3. NUC develops unit service plan with unit leaders	The new-unit commissioner develops a unit plan to identify needed resources for the unit from the district and council.
4. At least reach Bronze JTE level and first charter renewal with more than 10 youth and five adults	The new-unit commissioner helps the unit grow and succeed through the first and second charter renewal cycles, and to reach JTE bronze level.

Starting an Explorer Post or Club



How to Start and Sustain a New Unit Starting an Explorer Post or Club

Pillar 1: Know the Market/Phase 1: Research

What are local youth interested in?

- Career surveys/counselor data
- Focus on top 25 student interests

How many surveys do I need?

- Membership goal X 20 = number of surveys needed
- 10 percent of those invited will join

Career Interest Surveys

- Pitch the program, not the survey
- Surveys are only a tool to connect youth to the program

- Talk to counselor first; they can connect you with the decision maker
- Study survey objections
- Include online career interest surveys as an option (for youth 13 years and up)
- Always share results with school administrators
- Include summary of results with CEOs on sales calls

Finding the Businesses

- Every county has law enforcement, fire/EMS, law and government, health care
- Research current volunteers and parents' employers to help you get your foot in the door
- Approach CEO; study objections

Cultivation Event

- Large group sales
- Scripts/templates on LFL website
- Well-respected chair

Pillar 2: Make the Call/Phase 2: Leadership

Key Decision Maker

- Get organization commitment
- Identify four to eight adults for leadership
- Set a date for open house
- Start paperwork (Memorandum of Understanding, New Post/Club Application, adult applications)

Leader Training

- Fully trained after completion of both Youth Protection training and Exploring leader training modules required for each position

- Training should be completed online at www.exploring.org

Why more adults?

- Research shows posts and clubs that begin with six to eight leaders last longer
- More leaders = more resources = stronger program = more youth
- Share the responsibilities with all committee members

Post/Club Committee

- Minimum of four adults required to register a post (committee chair, Advisor, and two committee members)
- Minimum of two adults required to register a club (Sponsor and associate Sponsor)

District Exploring Committee

- Committee structure: program, fundraising, marketing, and service
- Online training at www.exploring.org

Pillar 3: Build the Unit/Phase 3: Program

Program Planning Meeting

- Complete leader trainings online
- Brainstorm hands-on activities for program calendar and open house
- Develop initial three- to four-month calendar; twice monthly example:
1st—Open house
2nd—Hands-on activity
3rd—Youth officer elections
4th—Hands-on activity
5th—Hands-on activity
6th—Hands-on activity
7th—TBD by Explorers
8th—TBD by Explorers

- Develop bylaws and standard operating procedures
- Prepare post/club committee members by delegating simple tasks:
 - Mail invitation letters
 - Make personal phone calls
 - Get snacks
 - Secure gear for activities
 - Print post/club calendar
- Complete paperwork (Memorandum of Understanding, New Post/Club Application, adult applications) and remember all signatures

Service Team

- Make regular visits to coach leaders
- Use post/club JTE criteria as a guide

Regional/National Events

- More at www.learningforlife.org

**Tips: Hands-on activities.
Limit tours!
Limit job shadowing!**

Pillar 4: Grow the Unit/Phase 4: Participation

Promote Open House

- Personal letters and phone calls
- Digital marquees
- Social media
- Council, participating organization, and school websites/calendars
- School daily announcements
- Posters/fliers in high-traffic areas
- Career/college fair booths
- Organization employees email their own contacts

Youth-Led Program

- Youth officer elections at third post/club meeting
- Schedule officer seminar
- Youth officer titles should reflect organization's employee titles
- Youth officers should maintain the program calendar
- Match officers with adult leaders
- Officers pick activities and activity chairs based on feedback from all members

Year-Round Youth Recruitment

- Conduct open house from Labor Day to Thanksgiving, or in February
- Collect career interest data annually

HANDS-ON ACTIVITIES = 90% join rate!

Chapter 5.

Starting an Explorer Post or Club

Introduction

WHAT IS EXPLORING?

Exploring is a career education program for young men and women in sixth grade through 20 years old. Adults are selected by the participating organization for involvement in the program.

Exploring's purpose is to provide experiences to help young people mature and to prepare them to become responsible and caring adults. Explorers are ready to investigate the meaning of interdependence in their personal relationships and communities. Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate an Exploring program by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, grow, and develop. Exploring programs can specialize in a variety of career skills.

MISSION

Deliver character-building experiences and mentorship that allow youth to achieve their full potential in both life and work.

VISION

Shape the workforce of tomorrow by engaging and mentoring today's youth in career and life-enhancing opportunities.

POST VS. CLUB

The Exploring program's purpose and dynamic is the same for both posts and clubs. Posts are for young men and women who are at least 14 (and have completed the eighth grade) or 15 years of age but not yet 21 years old. Clubs are for young men and women who have completed the fifth grade and are at least 10 years old but have not completed the eighth grade and are not yet 15 years old. In both programs, the registration and program planning process is the same. However, Explorers in a club are not allowed to participate in certain activities for safety reasons (shooting sports, ride-alongs, etc.).

COMMUNITY SUPPORT

Community organizations support their posts or clubs in three major ways:

- By compiling a program inventory of the skills and interests of adults associated with the organization who are willing to give program help to the post or club. The inventory indicates the program potential of the post's or club's adults in such areas as careers, hobbies, skills, contacts, facilities, and ideas.
- By providing the adult leaders to organize the program inventory and serve as advisors to the youth leaders of the post or club.
- By providing meeting facilities.

COMPANY BENEFITS

- Cultivate future employees
- Impact the education process of youth
- Prepare young adults for transition from school to work
- Develop future responsible and caring adults
- Improve staff teamwork by working on common goals outside of normal work
- Demonstrate visible commitment to the welfare of the community

EMPLOYEE BENEFITS

- Increased realization that we are ALL responsible for molding today's youth and tomorrow's leaders
- Greater job awareness
- Opportunity for greater community involvement
- Enhanced communication, planning, and program development skills
- Increased initiative of employees

YOUTH BENEFITS

- Practical, real-world career experiences and insight
- Stimulated interest in continual education
- Building of leadership, self-confidence, and problem-solving skills
- Cooperative relationship between adults and youth
- Community service to others

FIVE AREAS OF EMPHASIS

- **Career opportunities**—Real-world career skills facilitated by caring professionals
- **Leadership experiences**—Youth officers are mentored by adult leaders; Exploring provides supplemental leadership training opportunities to develop the leadership skills that employers desire
- **Life skills**—Conflict resolution, problem solving, working on a team, communication
- **Citizenship**—Service learning opportunities in your community
- **Character education**—Professionalism and ethical decision making

The Four Phases of Starting an Explorer Post or Club

Now it's time to apply that fundamental understanding to the concrete and practical steps of actually getting your post or club up and running. The steps are divided into four phases:

- Phase 1: Know the Market/Research
- Phase 2: Make the Call/Leadership
- Phase 3: Build the Unit/Program
- Phase 4: Grow the Unit/Participation

Each phase requires input from both the volunteers and the local Exploring representative. This section will focus on the contribution that adult leaders should make to your Exploring program to ensure a positive and impactful experience for both the youth and adult participants. See Appendix 6 for a summary of the phases and Appendix 8 for the [UPG Tracking Chart](#) to help you implement this process.

First let's address the methods of Exploring. The Exploring program is designed to meet the developmental needs of young adults by bringing them into voluntary association with responsible and professional adults. Exploring is a sharing experience in which responsible adults provide an environment where the developmental needs of youth are met. Post or club program design, planning, and implementation are critical. Youth participation is just as important.

Young adults learn ethical decision making through positive social interaction, leadership development, hands-on experience, refining problem-solving skills, service to others, and career exploration activities.

Exploring offers many opportunities to use experiences to promote the conditions that are necessary for the growth and development of adolescents. For example, there are planned group activities to give youth in a post or club the opportunity to interact with their peers and to experience a sense of belonging. Planning the year's program of activities and individual activities should involve Explorers in decision making. Engaging in activities that are challenging and fun encourages Explorers to cultivate a capacity to enjoy life. By participating in the activities and the operation of an Explorer post or club, youth will have a chance to discover more about their identity, to relate to adults and peers, and to experiment with ideas and roles without having to commit themselves irrevocably.

Youth have a strong desire to be a part of a group, doing things together and working as a group toward a common goal. Youth reach out for responsibility. They need to have input into shaping their destiny; the democratic processes and election of post or club youth leadership are important.

When young adults do well, recognition of achievement is important. A clear expectation of good behavior causes young adults to rise to and exceed our expectations. When each of these methods is used by responsible adults in a safe environment for youth, Exploring can be a positive influence on the growth and development of young adults.

How to Make These Methods Work in Your Post or Club

First, let's define an Exploring program.

- A program is a group of young adults who have been brought together because of a common interest.
- A program (post or club) is made up of people working and playing together, enjoying and learning from one another.
- A program and its participants share common goals and basic ideals.
- They move together with the same purpose and commitment.
- A program is most successful when it meets the needs and interests of its participants.
- An effective program is the result of close cooperation between youth and adult leaders.
- If leaders are sensitive to program participants and respond with positive support, program, and activities that Explorers enjoy, success is assured.
- The program is the vehicle whereby young people will learn values, standards, and the discipline that will help them become good citizens and productive adults.

Phase 1: Know the Market/Research

KEY NOTES

- Identify the career interests of local youth.
- Collect enough career interest data to ensure high attendance at your open house.
- Become familiar with the career interest data that is collected from the Student Career Interest Survey or that is requested of schools to share with you.
- Identify businesses and organizations that have an interest in a career education program for youth—that's you!
- Promote the Exploring program to businesses and organizations in your community.

RELATED ONLINE TRAINING MODULES

(available on www.exploring.org)

- What Is Exploring?
- Benefits of Exploring
- How to Market Your Program
- Methods of Exploring

EXPLORING REPRESENTATIVE'S ROLE

The local Exploring representative plays a major role in this phase. He or she researches not only student career interests in the community but also businesses and organizations that have a desire to make a positive impact on the future workforce.

EXPLORING VOLUNTEER'S ROLE

Your main role is knowing how to use the career interest data to your advantage.

DID YOU KNOW?

You play an integral role in encouraging your local schools to utilize the Student Career Interest Survey (see Appendix 4) or to share the career interest data they have already obtained about their own students. Many times a business leader, like yourself, has more influence in this conversation with school administrators than the local Exploring representative.

HOW TO USE THE STUDENT CAREER INTEREST SURVEY

It is important to know where to find the youth and what they are interested in. We do this by utilizing the Student Career Interest Survey or by asking local schools to provide the career interest data of their students. The survey asks for basic directory information (name, address, etc.) as well as the top two career and top two hobby interests of each student.

The survey serves as a tool to connect the young person with a respective youth program that matches his or her interest. So, the more career survey data you have, the more students you will be able to invite to join your program.

The local Exploring office can provide the names and addresses of young adults who are interested in a particular career field based on career interest survey results. This will enable you to extend personal invitations to join your program (i.e., phone calls, letters on your organization's letterhead) to youth who have already expressed an interest in your career field.

Phase 2: Make the Call/Leadership

KEY NOTES

- The head of your business or organization should make a strong commitment to your Exploring program.
- Become familiar with the trainings that are offered by the local Exploring office.
- The more adult leaders supporting your program, the more resources you will have to support your program.
- The minimum requirements for a POST committee are for an adult leader to be registered in each of the following positions: one committee chair, two committee members, and one Advisor. You may register more than two committee members and as many associate Advisors as you wish.
- The minimum requirements for a CLUB committee are for an adult leader to be registered in each of the following positions: one Sponsor and one associate Sponsor. You may register as many associate Sponsors and additional committee members as you wish.
- Facilitate a leadership reflection with the committee on a regular basis.
- Become familiar with your district- or council-level Exploring committee members. They are there to support you in the development of your program.

RELATED ONLINE TRAINING MODULES

(available on www.exploring.org)

- Structure of an Exploring Program
- Service Team Orientation
- Positive Youth Development
- Youth-Led Programs

EXPLORING REPRESENTATIVE'S ROLE

The local Exploring representative will help the head of your organization identify adults from your organization to support your Exploring program. He or she has already selected you! The representative will also assist in getting each registered adult leader trained. Most trainings are available online at www.exploring.org. The representative also recruits community leaders to serve on a district- and/or council-level Exploring committee. These committee members are there to support you—get to know them!

EXPLORING VOLUNTEER'S ROLE

Your main role in this phase is to rally around the selected adult leadership to develop a vision for your Exploring program. Work with the executive officer of your organization (the head of the organization) to set a date for an open house and an All-in-One Program Planning session with all of the adult leaders. Assist other adult leaders in the completion of their required trainings. All registered adult leaders are required to complete a series of online training modules at www.exploring.org and are also required to complete Youth Protection training every two years.

DID YOU KNOW?

You are serving on a program-level committee. But did you know there may also be district- and council-level Exploring committees that exist to support you and your program? Refer to Chapter 6 in the [Exploring Guidebook](#), No. 800-100, for more information on district- and council-level committees. Here's a quick breakdown:

Council-level Exploring committees serve all Exploring needs and programs within the geographic boundaries of the local council. These committee members are most often highly influential business leaders in the communities within the council's boundaries.

District-level Exploring committees serve all Exploring needs and programs within the geographic boundaries of the district, as designated by the council. The council is divided into smaller geographic sections called districts. These committee members are most often influential business and community leaders with a comprehensive understanding of the purpose of the Exploring program.

Program-level committees support their own Exploring program (as described in the [Exploring Guidebook](#)) and sometimes also serve on a district- or council-level Exploring committee.

REQUIREMENTS FOR ADULT LEADERSHIP

The local council provides the support service necessary to help the participating organizations succeed in their use of the program. These services include year-round training techniques and methods for selecting quality leaders, program development, activity resources, trainings, and primary liability insurance to cover the participating organization and its board, officers, and employees against all personal liability judgments arising from official Exploring program activities.

One of the first actions the executive officer has taken after making the commitment to sponsor an Exploring program is to identify and approach key people who will make up the adult leadership team for the post or club. This adult leadership team is referred to as the committee.

The minimum requirements for a POST committee are for an adult leader to be registered in each of the following positions: a maximum of one committee chair, a minimum of two committee members, and a maximum of one Advisor. You may register more than two committee members and as many associate Advisors as you wish.

The minimum requirements for a CLUB committee are for an adult leader to be registered in each of the following positions: a maximum of one Sponsor and at least one associate Sponsor. You may register as many associate Sponsors and additional committee members as you wish.

This committee is important—first because it means you are not alone. You have a group of committed adults to help you. Second, working as a team demonstrates the same kind of leadership you will promote with the youth members in your post or club. It sends the message that the adults in the Exploring program believe in shared leadership and in everyone having an opportunity and a responsibility to be a part of the decision-making process.

Once you have been identified and selected as an adult leader, you should complete the required trainings for the position in which you are registered. All of the required trainings are available online at www.exploring.org. Every registered adult leader must complete Youth Protection training every two years. See the [Adult Leader Training](#) chart in Appendix 5 that describes which online training modules must be completed based on your position on the committee.

Topics include Exploring’s five areas of program emphasis, program and activity planning, roles of adult and youth leaders, developing bylaws and standard operating procedures, and additional resources. Completing these modules will make the planning process flow smoothly and be more effective.

Phase 3: Build the Unit/Program

KEY NOTES

- Complete required registration paperwork.
- Participate in the All-in-One Program Planning meeting with the rest of the committee.
- Assist with the coordination of your annual open house to invite youth to join your program.
- Develop your post or club bylaws and standard operating procedures.
- Consult with the district- or council-level Exploring committee members.

RELATED ONLINE TRAINING MODULES

(available on www.exploring.org)

- Parts of a Meeting
- Safety First Guidelines
- Developing SOPs and Bylaws
- Program Planning
- Program Fundraising
- Activity Planning

EXPLORING REPRESENTATIVE'S ROLE

The Exploring representative will lead the All-in-One Program Planning meeting with your committee, which includes the coordination of your open house to recruit youth. The representative will also provide a sample set of bylaws and standard operating procedures and will connect you with the appropriate district- or council-level Exploring committee for additional support.

EXPLORING VOLUNTEER'S ROLE

This is the phase in which you will have the most influence and creative input. While there are plenty of program resources available to you to assist the development of your program, your program is ultimately a reflection of your creativity and your organization's vision. Most importantly, remember that Exploring is not Exploring unless you are providing interactive, hands-on activities for your youth members.

DID YOU KNOW?

You can access countless career-specific and soft skill activities—complete with step-by-step instructions—through the Exploring Activity Library. Log in to your account at www.exploring.org to access this resource. You are also invited to submit your own activity ideas to the library!

Program planning is an ongoing process. If your program is just getting started, the program is developed by adult leaders. However, over time the youth officers elected by their peers should take the lead on the program planning process guided by the adult leaders.

FIVE PROGRAM EMPHASES

1. Career Opportunities

- Developing potential contacts that may broaden employment options
- Boosting self-confidence and experiencing success at school and work

2. Leadership Experience

- Developing leadership skills to fulfill one's responsibilities in society
- Providing exposure to different leadership traits

3. Life Skills

- Developing physical and mental fitness
- Experiencing positive social interaction

4. Citizenship

- Encouraging the skill and desire to help others
- Gaining a keen respect for the basic rights of others

5. Character Education

- Helping make ethical choices
- Fulfilling one's responsibility to society as a whole

Young adults in Exploring should be given the opportunity to participate in the program planning and implementation process. However, the Advisor/Sponsor has the responsibility to generate enthusiasm on the part of post or club participants about the potential of their experiences and activities in Exploring. Emphasis should be placed on youth running the post.

HOW ARE THE FIVE AREAS OF EMPHASIS USED IN THE PROGRAM PLANNING PROCESS?

Career Opportunities

The opportunity for young adults to interact with business leaders is an important feature of the Exploring program. The use of consultants within the participating organization is a good way to expand this aspect of the post or club program. Giving youth an opportunity to visit and try out careers will provide invaluable information that can help them in choosing their careers.

Leadership Experience

The post or club theoretically is run by Explorers. The training and development of youth officers and/or the post or club leaders is critical. Leadership development can take the form of formalized training provided by the adult leaders using the youth officers seminar.

Leadership is developed when each Explorer has an opportunity to experience being a leader. Leadership development in Exploring is action; post and club members learn about leadership by holding office in the post or club and by performing the duties and responsibilities of that office, or by leading an activity.

Leadership in Exploring is anything that a group participant does that helps the group accomplish a task or maintain relationships; leadership is also service to others in the post or club. A congratulatory remark, a pat on the back, and recognition for individual accomplishments and performance of assigned tasks are considered methods of leadership because they help to create quality, caring relationships within the group. Every participant in the group can experience leadership through the assignment of simple to sophisticated tasks that will result in a successful experience for the group.

Everyone in a post or club can be a leader. A climate must be created in the group that allows each participant to have an opportunity to experience leadership without the pressures of being an officer. (See Chapter 7, “For the Youth Leader,” in the [Exploring Guidebook](#), No. 800-100.)

The Advisor’s/Sponsor’s role is to ensure that power and responsibility are shared by all participants of the post or club. Post or club participants should be committed to one another’s success and needs, as well as the goals of the post or club. For this to happen, all participants must have input and influence on group decisions and some control over group resources such as money or supplies.

Life Skills

Positive life-skill interaction may take the form of a formal event such as a dance, banquet, or party. Life-skill activities can be informal gatherings, too, such as simple horseplay, a small caucus held before the meeting to deal with post or club business, or just talking about what’s happening at school or in the community. Youth must be allowed time for formal and informal social interaction. To be successful, a post or club must establish and maintain relationships between group participants. A group is not successful if its participants do not like one another or continually put one another down. A group is successful when its participants enjoy one another’s company, are committed to one another’s success, and work cooperatively together.

Formal and informal social gatherings or activities that cause all participants to interact should be a natural part of the post or club program.

Citizenship

Leadership is service. To be a good leader, one must learn how to give of oneself to and on behalf of others. Developing and participating in service projects is one way the post or club can ensure that service is an integral part of its program and activities. The post or club members may come up with their own service project that will benefit the community or the post's or club's participating organization. (See Chapter 7, "For the Youth Leader," in the [Exploring Guidebook](#), No. 800-100.)

Character Education

Program and activities that require manipulative as well as intellectual skills should be incorporated in the post or club program. Exploring is hands-on learning, incorporating a series of ethical controversy activities that allow Explorers to investigate and explore several ethical dilemmas. These exercises will help develop positive decision-making skills in regard to the ethical and moral decisions they encounter daily.

ALL-IN-ONE PROGRAM PLANNING MEETING

The All-in-One Program Planning meeting is a convenient way to get a lot of planning done in a short amount of time. Most Exploring volunteers also have a job that requires their attention, so the more people who attend this meeting, the lighter the obligation each person will have. However, no matter how light the obligation, each person's contribution plays an important role in the success of the program. We like to think there are two sides to the success of an Exploring program: 1) excited and engaged youth members and 2) supportive participating organizations that reap the reward of committing resources and time to their Exploring program when they are able to hire an Explorer as an employee. Refer to the All-in-One Program Planning meeting agenda in the [Exploring Guidebook](#), No. 800-100.

Who Should Attend?

The head of the organization (executive officer) should attend at least long enough to kick off the meeting and sign the registration forms. In addition, it is highly recommended to have at least five to seven people (employees, parents, and other subject matter experts in your career field) attend the meeting to support the program planning process. These people will ultimately become the program committee members. Refer to Chapter 1 in the [Exploring Guidebook](#) for detailed committee position descriptions.

Your local Exploring representative will facilitate the All-in-One Program Planning meeting for the committee members that you and your executive officer recruit to support your Exploring program. Allow at least two hours for this meeting and be sure ALL committee members (past and potential) are present. The information that follows is a detailed description of the meeting agenda.

Agenda

1. Welcome and Introductions (5 min)

CEO/chief/head of organization, i.e., executive officer

- Explain the organization's commitment to and vision for your Exploring program.
- Ask for a volunteer to take notes/minutes.

2. Registration Forms (10 min)

Exploring representative

- Obtain the executive officer's signature on all forms while he or she is in the room.
 - [Memorandum of Understanding](#), No. 800-737 (see Appendix 1)
 - [New Post/Club Application](#), No. 524-565 (see Appendix 2)
 - [Adult Application](#), SKU 620803 (see Appendix 3)
 - Criminal Background Exemption, No. 28-573, if applicable
- Review training report, completed and not completed.
- Collect registration fees.

3. Develop Basic Bylaws and Standard Operating Procedures (20 min)

Exploring representative

- Refer to the sample bylaws in the appendix of the [Exploring Guidebook](#).
- Consider the following items:
 - Age requirements (within the national Exploring guidelines)
 - Uniform standards (uniforms should distinguish Explorers from employees)
 - Dues or fees (above and beyond the national registration fees)
 - Behavior expectations

Your post or club bylaws are the foundation of your program. Ultimately, they provide membership and safety guidelines that will ensure a successful program. Refer to the suggested bylaws in the appendix of the [Exploring Guidebook](#) for some general ideas. At a minimum, your bylaws should include the suggestions found there.

Over time your organization should include the youth officers in the development of more comprehensive bylaws and standard operating procedures. Yours can be as detailed or as simple as you deem appropriate for your line of work.

4. Introduction to Program Planning Resources (20 min)

Service team member or Exploring representative

- [Journey to Excellence Post/Club Scorecard](#) (see Appendix 9)
- Career Achievement Award (see appendix in the [Exploring Guidebook](#))
- Ask the attendees to complete the Adult Resource Survey (see appendix in the [Exploring Guidebook](#)).

These resources are helpful in translating the work you do in your career into a quality youth program that is both exciting and educational. Be creative! You are not limited to the activity ideas in these resources. Consider the resources, tools, equipment, gear, experts, and trainings that your organization already uses. Plan fun, interactive, exciting, hands-on activities that demonstrate what the program is all about.

5. Activity Brainstorm (20 min)

Exploring representative

- Distribute the appropriate Career Opportunities Worksheet (see appendix in the [Exploring Guidebook](#)). Use this to get the idea gears turning!
- Refer to the Career Achievement Award list of requirements in the [Exploring Guidebook](#) for more activity ideas.
- Consider the five Exploring program emphases: career opportunities, leadership experience, life skills, citizenship, and character education.
- Write responses to these questions on a flip chart or marker board:
 - Why did you choose this career for yourself?
 - What types of hands-on activities can you facilitate with middle- or high-schoolers using the resources of your organization?
 - What are the most exciting aspects of this career?
- Collect at least 20 activity ideas.

One of the best tools a post or club can use to learn the expertise and resources of other adults working with the post or club is the Career Opportunities Worksheet. Each career-specific worksheet has nearly 100 activity suggestions and space for you to note whether or not you have (or can get) access to the necessary resources for each activity. Committee members should complete the worksheet when brainstorming and planning the annual program. You might also consider asking parents to complete a worksheet in an effort to expand your program ideas and get parent involvement.

The worksheets reveal careers, hobbies, and skills of adults and, more importantly, their willingness to share their expertise with the post or club. In addition to a person's regular job, maybe he or she volunteers with fundraising activities and can assist the post or club with those endeavors. One post recently learned that it had a connection to a large civic organization it could use for resources.

The adult leaders, post and club committee members, and others in the participating organization initially complete the worksheets. After election of officers, the program vice president will maintain and update the worksheets.

6. Calendarize Activities (20 min)

Committee members

- Refer to the sample program calendar in the appendix of the [Exploring Guidebook](#).
- Determine your meeting frequency. It is recommended to have two meetings each month.
- Confirm the date, time, and location for your open house. When school starts, young adults become involved in many different activities. In order to achieve maximum participation, the best time of year to host an open house is between Labor Day and Thanksgiving, or in February.
- Beginning with the open house, plan at least three months of program meetings and activities.
- From the list of activity ideas, select three to five that can be facilitated in five to six minutes. These will be the interactive activity stations at the open house youth recruitment night.

Brainstorm all ideas. Do not rule out anything at this point. Something may not be practical, but it may spark an idea of something related that is practical. Discuss and evaluate each idea. Refer to the completed Career Opportunities Worksheets.

Set up a three-month calendar of activities (two per month) that best represent the career field of your post or club and its participating organization. Youth members and officers will continue to schedule meetings and activities beyond the three months. When possible, choose activities that are dynamic and action-oriented and that prospective Explorers can physically do. For some posts and clubs, action-packed activities will be obvious and easy to choose. Other posts and clubs will need to be more creative in selecting activities. Business or finance post or club activities might include developing spreadsheets, researching stock information, creating and making a sales presentation, updating information on a website, or creating a product from scratch.

The selected activities should be arranged to follow a logical progression. For example, a culinary post or club would not start with cooking a seven-course meal at the second meeting. An elaborate meal might be a year-end event.

The initial meetings might include the basic steps—menu planning, food selection, preparation techniques, and food presentation—and proceed to more in-depth information throughout the year. These activities should cover the first three months (or six to seven meetings) for the post.

7. Delegate Action Items for Your Open House (20 min)

Post Advisor/club Sponsor/committee chair

- Reserve meeting space. Make note of who will be available to unlock doors, if necessary.
- Create a final draft of the program calendar and print enough copies to distribute.
- Prepare a sign-in sheet with spaces for name, phone number, school, grade, email address, etc.
- Bring cash, change, and a receipt book to accept registration/membership fees.
- Bring beverages, snacks, cups, plates, and napkins.
- Make personal phone calls to invite students.
- Write and deliver personalized invitation letters (on your organization's letterhead) to students using the directory information from the career interest survey data.
- Prepare the open house agenda (refer to the sample agenda in the appendix of the [Exploring Guidebook](#)).
- Bring activity supplies for the three to five hands-on activities that were selected from the brainstorming session for the open house (bunker gear, handcuffs, first-aid materials, etc.).
- What else can you think of?

Refer to the next section in this chapter for more guidance on coordinating your open house. In short, you will arrange several of the brainstormed activities in short duration for the open house—avoid focusing on just one activity. Three to five activities for five to six minutes at a time is ideal. Give the prospective Explorers a quick taste of what they can learn and experience in your post or club, then quickly move on to another brief activity.

Phase 4: Grow the Unit/Participation

KEY NOTES

- Plan hands-on, interactive activities that will fill more than half of the time allotted for your open house.
- Promote your open house at least seven different ways.
- Utilize the career interest data obtained either from the Student Career Interest Survey or directly from the schools in your area.
- Elect youth officers and train them in their positions.

RELATED ONLINE TRAINING MODULES

(available on www.exploring.org)

- Open House
- Youth Officer Elections
- Conducting an Officer Seminar
- How to Market Your Program
- Registering and Renewing

EXPLORING REPRESENTATIVE'S ROLE

The Exploring representative will assist you in the coordination of your open house and provide contact information for local youth interested in your career field. The representative will also be helpful in preparing you and your youth officers for a youth-led program.

EXPLORING VOLUNTEER'S ROLE

Focus your energy on planning an interactive open house. The hands-on activities will entice youth who attend your open house to return to each meeting. Also focus on promoting your open house. Aim to reach as many youth as possible. As a general rule of thumb, 10 percent of those invited will attend and join your program. After your open house, make plans in the near future to elect youth officers. This is the first step in transitioning your program to a youth-led program, which provides the leadership experiences you and your employer need in your future workforce.

DID YOU KNOW?

Chapter 7 in the [Exploring Guidebook](#), No. 800-100, is a resource for the youth officers elected in your program. Feel free to share a copy of that chapter with each of them to prepare them for their leadership roles.

THE OPEN HOUSE

First Steps

1. Confirm completion of Explorer leader training and Youth Protection training by all adults who will be registered in your program.
2. Set the date. This was most likely completed during the All-In-One Program Planning meeting.
3. Confirm whether or not your organization plans to set a participation fee in addition to the annual registration fee. This fee may help subsidize the cost of meeting activities, uniforms or shirts, equipment, etc.

Promote Your Open House

Promoting your open house may seem to be a daunting task, but if you carry out the following suggestions you are guaranteed to have high attendance no matter the type of community or the type of program you are starting. Remember to include all committee members in the process.

1. Deliver personal letters of invitation to students from the head of the organization, printed on the organization's letterhead. Take a look at the sample invitation letters in the appendix of the [Exploring Guidebook](#).
2. Have the committee make a personal phone call to each student to follow up on the letter. If you don't have phone numbers, deliver a reminder note (short and sweet is best).
3. Be sure the person answering the phone number listed in the invitation letter and other promotional materials has the open house information and can explain the basics of the Exploring program.
4. Hang Exploring posters with open house information on front doors of the school, front office of the school, counselor's office, and library.
5. Hang Exploring posters in the front lobby of the participating organization.
6. Post open house information on your council website or calendar.
7. Post open house information on the school website or calendar.
8. Post open house information on the participating organization's website or calendar.
9. Include information on the school's marquee.
10. Include information on the participating organization's marquee.
11. Include information in all area schools' daily announcements during the week leading up to the open house.
12. Have the committee set up a booth during a school or community career fair. (This step can be done any time of the year as an additional recruitment effort.)
13. Have all of the participating organization's staff members email everyone in their own contact lists, inviting them to attend. As the professional, you should create this email, and simply ask them to copy and paste it into a new email to their contacts.
14. Find out what methods the participating organization uses to communicate with the local community, and utilize those same methods.
15. Promote the open house on your council's Facebook page.
16. Promote the open house on the participating organization's Facebook page.

Personal Invitation Letters

The local Exploring office can provide the names and addresses of young adults who are interested in particular career fields based on career interest survey results. If schools are not willing to provide student directory information (name, address, etc.), print the letters and ask counselors to deliver them to students themselves. Remember to offer to put labels on envelopes for him or her. Letters of invitation should be sent to two distinct groups: prospective Explorers and former or current Explorers, if applicable.

Effective letters of invitation:

- Are printed on the participating organization's letterhead.
- Are signed by the executive officer.
- Are personalized ("Dear Tom," not "Dear Prospective Explorer").
- Do not appear to be a mass mailing or junk mail.
- Encourage young adults to bring their friends.
- Include an attachment with directions and parking information.
- Highlight the activities planned for the meeting.
- Request a response.
- Inform attendees of the minimal participation fee, which may cover accident and sickness insurance coverage (see Chapter 5 in the [Exploring Guidebook](#) for more information on this coverage).
- Mention that the Explorer's presence is valuable in relating with other young adults with their same career interest.

Here are some messages most likely to attract the attention of teens:

- Financial success in career field
- College endorsement of career field
- Increased opportunity to obtain a job in an exclusive field
- Hands-on learning approach
- Fun and entertaining

Conduct the Open House

Rehearse, rehearse, and rehearse! Refer to the sample open house agenda in the appendix of the [Exploring Guidebook](#). Conduct a walk-through of the plan developed by the post or club committee and Advisors/Sponsors. Look for minor details that, if overlooked, might cause a problem in the program. Walk through the meeting facility at least one day in advance. Also consider having on hand extension cords for equipment, snacks and refreshments, sufficient seating (if applicable), and pens for signing participation forms. Make sure that audiovisual equipment is in working order (if needed), sufficient copies of the post's program calendar are on hand, the room temperature is comfortable, and that you have safety equipment in youth sizes, directional signs, door greeters, a cash box, and a person designated to collect money. Ensure the head of the participating organization is present to personally express the

company's interest in Exploring. Help prepare the executive officer beforehand with the aims of Exploring and Exploring terminology so he or she appears prepared and knowledgeable. Avoid references to Scouting, Boy Scouts, and Explorer Scouts. Exploring is a worksite-based career exploration program.

Conduct the meeting as planned. All members of the program committee and all Advisors/Sponsors should be present for name and face recognition, to answer questions from parents or young adults, and to handle any unforeseen circumstances (restock refreshments, etc.).

Paperwork and Money

Have sufficient quantities of the Exploring youth and adult applications. The bottom copies of these applications serve as receipts.

Have all prospective Explorers who wish to join, or who are even thinking of joining, fill in their information on a sign-in sheet even if they do not complete an application. Be sure to obtain all information, as it is vital to proper registration.

The post committee chair or club Sponsor should ask parents who are present to volunteer to serve on the post or club committee.

Collect sufficient funds from each new Explorer and adult. The national registration fee is \$24 annually. If a post also has dues or additional participation fees, those are collected separately from the registration fee. A parent writing a check must write two separate checks: one made out to the local council for the national registration fee, and the other made out to the participating organization.

Ensure all prospective Explorers have a copy of the program calendar before they leave.

Submit the completed forms and required fees to your service team volunteer or Exploring representative within 48 hours. The local Exploring office provides you with the proper forms and information on the fees and procedures to officially register your Exploring program. Have the young people complete their Explorer applications and collect fees at the open house. Aim to complete and collect any remaining applications and fees at the second post or club meeting. This registration process must be completed as soon as possible after the open house. Being registered gives you and your post or club members a sense of reality and liability insurance coverage. You are a real organization, entitled to all the services and support available to Exploring programs. It also begins the process of helping the Explorers in your program realize what running an organization entails.

Follow-up Letters

The executive officer should send a letter to each new Explorer or renewing Explorer the day following the open house thanking him or her for participating and sharing the executive officer's excitement about the Exploring program.

The participating organization should consider a follow-up phone call or follow-up letter to each prospective Explorer who was unable to attend the open house—those young adults are probably still interested, but may have had a scheduling conflict on the open house date. Depending on the number of follow-up calls to be made, this may be done by the participating organization or divided up among the post or club committee members.

Evaluation

Gather the committee to address these questions:

- What did we intend to do? What actually happened?
- What worked well that we should keep doing?
- What should we do differently next time to make a better impact?

These questions should be asked of each of the adult leaders and/or post or club committee members shortly after the open house while everything is still fresh in everyone's minds. The results of the critique should be maintained for the youth officers for planning the next open house.

Inform the Head of the Participating Organization

In some cases, the head of the participating organization is registered as the executive officer in the Exploring program. When a person other than the head of the organization is registered as the executive officer, be sure to keep both persons in the loop. Because the head of the participating organization has a vested interest in the success of the post or club, either make a follow-up visit or mail a follow-up letter to the executive officer outlining the results of the open house.

Programs that keep their executive officer informed of program activities invariably have stronger organizational support in adult assistance, financial support, facilities, and other resources. This is an ongoing process, but the open house is an important event to report to the executive officer.

ELECTION OF YOUTH OFFICERS

The purpose of an Exploring program is to have the youth officers play a key role in the leadership of their post or club. So, their election to office is an important item of business and should be addressed as soon as possible after your open house. Refer to the sample agenda in the appendix of the [Exploring Guidebook](#) for a post or club meeting with elections. The elected officers of an Explorer post or club consist of the following people. Refer to Chapter 7 in the [Exploring Guidebook](#) for detailed position descriptions.

President—Key youth leader of the post or club; works closely with you and the youth leadership team to plan post or club meetings and the post's or club's officer meetings.

Administrative vice president—Responsible for membership and recognition.

Program vice president—Surveys members' interests in program activities.

Secretary—Keeps records, takes minutes, and handles correspondence.

Treasurer—Maintains dues and post or club treasury.

Two types of elections may take place in an Exploring program: temporary selection of officers or permanent election of officers for the year.

Temporary Selection of Officers

The temporary selection of officers is done for two basic reasons: (1) The members in your program do not know one another well enough to make a permanent election of officers right after the startup of the post or club; and (2) many programs elect officers for a one-year term, beginning in January, and some posts or clubs start up in the fall before the regular election is held.

Whether you opt for a temporary or permanent election of officers is up to your post or club. The election process is fluid and depends on the makeup of the members in your post or club. For example, how well do the members know one another? How prepared to hold an election do they seem? Some groups get to know one another fairly quickly; others are more careful and slower in the get-acquainted process. Each post or club is different.

Sense the makeup and mood of your group. If you think a temporary selection would better serve the interests of your post or club, consider the following as possible methods for selecting youth officers.

- Recruit or appoint temporary officers, selecting those expressing interest or enthusiasm during the first meeting.
- Appoint a nominating committee of members at your second post or club meeting to review the position descriptions of each office and to select a slate of officers to be elected at the third or fourth post or club meeting.
- Divide the members of your post or club into groups if they represent several schools or communities. Have each group elect a representative who serves as a temporary officer until the regular election. Meet with these representatives and either appoint them to a specific office or hold an election to determine which office position each of them will fill until the regular election.

Permanent Election of Officers

Most posts or clubs elect officers for a one-year term, corresponding with the calendar year. This provides continuity for the post or club through the spring and summer months. Other posts or clubs hold elections in the fall, corresponding with the school year. Because it takes time for officers to be trained by you and to grow in office, shorter terms are not recommended. For post or club members not elected to office, the appointment of the activity chairs and committee memberships provide leadership experiences. When you are ready to hold your regular election for the selection of permanent officers, you should follow some election procedures:

1. As the Advisor or Sponsor, you inform your post or club members about the responsibilities of each office, stressing the need for commitment and attendance at all meetings.
2. The current or temporary youth president explains the election procedures and date of election, and appoints a nominating committee of three or more post or club members who will interview prospects and prepare a slate of nominees. Post or club members interested in running for office are encouraged to contact the committee. An associate Advisor or Sponsor should be involved with the nominating committee to lend advice and support.

A nominating committee is important because it takes the time needed to ensure that nominees are able and willing to serve. Nominees should understand and commit to the responsibilities and the time involved.

3. The nominating committee interviews those post or club members with an interest in running for office and contacts any others the committee feels should be considered. All nominees must be registered Explorers.
4. Specific procedures must be followed on election day. These procedures include:
 - The president asks for the nominating report.
 - Post or club members are invited to make any additional nominations. If the nominations of these individuals are seconded, and if the nominees agree to serve, they are placed on the ballot.
 - Nominations are closed by a majority vote. Each nominee may give a brief talk on his or her qualifications, goals, and desire to serve. Program members should be able to ask questions.
 - The president requests a motion to approve the report of the nominating committee, thereby electing those nominated to office. If there are two or more nominees for an office, voting is done by secret ballot. The nominee receiving the most votes is elected. In the event of a tie, the two nominees receiving the most votes are voted on again.
 - The newly elected officers are congratulated, and an installation ceremony is planned.

By the time the election of your program officers is completed, you already have accomplished a great deal. First, the members of your program have been able to observe how you and the rest of the adult leadership team have led in the first critical startup period of your program. Second, they have experienced your desire to have them involved in the actual running of their program. Third, together you have carried out a practical process to elect people they believe can effectively lead.

TRANSITIONING YOUR PROGRAM TO YOUTH LEADERS

One of the set-up activities before the actual startup of your program was developing a strong program of activities for the first three months of your program. Several things could cause you to make adjustments in that program. First, because the Career Opportunities Worksheet is an ongoing process, you might receive additional responses that could influence your program for the first three months. Second, you now have a feel for the people in your program, and you might realize that other activities would benefit this particular group more. Third, the youth post or club leaders will be conducting an Explorer activity interest survey during their training, and this also might cause adjustments to your program.

You want your program members to take a strong interest in their program activities, so if they have good ideas, the program should be flexible enough to reflect those ideas. The more the youth leaders take responsibility for their own program, the better you are fulfilling your role as an Advisor/Sponsor.

You will be conducting two training meetings for the elected officers of your post or club, both of which should take place right after the election. The first is called the program officers briefing and the second is called the post or club officers seminar.

Training No. 1: The Post or Club Officers Briefing

Immediately after the election, you and the new officers should schedule the post or club officers briefing. This meeting lasts about two hours and can take place after school, on an evening, on a weekend morning, or whenever it is convenient.

Select a comfortable location where you won't be interrupted. Make the new officers feel at ease, and keep the agenda informal and friendly. The new youth president should chair this meeting. Review the agenda with the president to prepare him or her.

The post or club officers briefing is your first major opportunity to establish good relationships with your officers. It also is the first good opportunity to begin sharing responsibility for the program. Since you already have about three months of program activities planned, you can begin to get them involved in carrying out these activities while training them in the process.

See the suggested agenda in the appendix of the [Exploring Guidebook](#) for the post or club officers briefing. Be prepared to discuss the Explorer activity interest survey, also found in the appendix of the [Exploring Guidebook](#). This survey should be tailored to the focus of your program and the resources available. The survey can be done by having Explorers fill out the form, by interview, or by a large group discussion as a post or club. Each method has its advantages and disadvantages, and you may want to conduct at least two types of surveys. It is important that the survey is completed before the post or club officers seminar so that the officers have input from all the program members before they begin planning the year's program.

Training No. 2: Youth Officers Seminar

The post or club officers seminar is the main training and planning session for newly elected officers. It is led by the Advisor/Sponsor, the president, and the associate Advisors/Sponsors. A successful seminar provides a clear road map for the coming months and enables the officers to begin assuming leadership of their program. See Chapter 3, "Getting Your Program Up and Running," in the [Exploring Guidebook](#), No. 800-100, for more information about the youth officers seminar.

REGISTERING AND RENEWING YOUR PROGRAM EACH YEAR

Each year you will be required to renew your post or club registration through your local Exploring office.

Your local Exploring representative will help you through the process. Meanwhile, here are the basics:

It is important to note that if your renewal is not submitted on time, your post or club will be dropped. If your program is dropped, so is the insurance coverage.

Exploring programs across the country renew at different times. Regardless of the timing, renewal is the time to make changes to your roster. Here is a list of the changes you can make:

- Change addresses for individuals or participating organization
- Drop youth or adults who are no longer participating
- Change or add phone numbers
- Change adult leader positions
- Move youth who have aged out (21 or older) to an adult position

Required registration paperwork:

- [Youth Applications](#), SKU 619579 (see Appendix 7)
- [Adult Applications](#), SKU 620803 (see Appendix 3)
- [Memorandum of Understanding](#) signed by executive officer, No. 800-737 (see Appendix 1)
- [New Post/Club Application](#), No. 524-565 (see Appendix 2)
- A check for the total registration fee made out to the local council

Appendixes for Chapter 5

1. Memorandum of Understanding
2. New Post/Club Application
3. Adult Application
4. Student Career Interest Survey
5. Adult Leader Training
6. 4-Phase Program Startup
7. Youth Application
8. UPG Tracking Chart
9. Journey to Excellence Post/Club Scorecard



Check One:

Explorer Club Explorer Post

Renewal Post/Club No. _____

Council _____ District _____

Annual Memorandum of Understanding

_____ has read and understands the following conditions for participating in this program operated and maintained by Learning for Life, a District of Columbia nonprofit corporation ("Learning for Life"), and desires to enter into this agreement regarding participation in this program. The responsibilities of the organization include:

Explorer Clubs only:

- Screening and selecting at least two adults, including a sponsor and associate sponsor, to work directly with the Explorer Club participants.

Explorer Posts only:

- Screening and selecting at least four adults, including committee chairman, two committee members, and an advisor, who will work directly with the post officers.

Explorer Clubs and Explorer Posts:

- Ensuring that all participating adults complete the required Exploring Youth Protection training. The training is available at www.exploring.org.
- Providing adequate facilities for the participants to meet on a regular schedule with a time and place reserved.
- Participating in a program planning meeting and Open House.
- Participating in at least one evaluation with Learning for Life representatives each year.

Note: Adults may serve in multiple posts and clubs.

Exploring is part of Learning for Life's education resource program. Learning for Life provides the support service necessary to help the participating organizations succeed in their use of the program.

These services include year-round training techniques and methods for selecting quality leaders; program resources; and primary general liability insurance to cover the participating organization, its board of directors and/or trustees, and its officers and employees in their official and individual capacities against personal liability judgments arising from official Learning for Life activities.

This Annual Memorandum of Understanding shall remain in effect through the registration expiration of the post or club. Either organization may discontinue the program at any time upon written notice to the other organization.

Date: _____

Signature of executive officer or designee

Signature of Exploring representative

(Print name)

(Print name)



NEW POST/CLUB APPLICATION

Exploring brings business and community leaders together to help young people reach their full potential. Exploring offers teens and young adults unique, hands-on experiences in an environment that develops leadership, character, and confidence through many immersive and empowering moments along the way.

OUR MISSION

Deliver character-building experiences and mentorship that allow youth to achieve their full potential in both life and work.

OUR VISION

Shape the workforce of tomorrow by engaging and mentoring today's youth in career and life-enhancing opportunities.

Explorer posts/clubs can specialize in a variety of career skills. Exploring programs are based upon five areas of emphasis: career opportunities, life skills, citizenship, character education, and leadership experience.



CLUBS

The Explorer Club Learning for Life career education program is for young men and women in the sixth, seventh, and eighth grades. They must be at least 10 years old but not yet 15 years old and have completed the fifth grade but have not yet completed the eighth grade. For those individuals who are 15 years old or older, please review the guidelines/website for joining Explorer Posts.

POSTS

The Explorer Post Learning for Life career education program is for young men and women who are at least 14 (and have completed the eighth grade) or 15 years of age, but not yet 21 years old.

524-565
SKU 634697
April 2016 Printing



Organization Certification/ Special Interest Codes

The executive officer of the participating organization, by signature, approves the post or club application. Each Explorer post or club must list the correct special interest code (see code list on the next two pages). The executive officer must also approve all participating adults by signing their individual applications.

Post-Club Liability Insurance Fee

Posts and clubs are required to pay an annual Unit Liability Insurance Fee of \$40. This cost shall be submitted with the application and will help defray the expenses for the general liability insurance program. These fees will raise approximately 25 percent of the funds required to maintain insurance coverage for all participating organizations and leaders.

Adult Leadership: Post

Each post is required to have only one committee chairman, at least two committee members, and only one advisor. All adults must be 21 years of age or older.

Adult Leadership: Club

Each club is required to have only one sponsor and at least one associate sponsor. All adults must be 21 years of age.

Your local LFL office, through the national LFL office:

1. Helps you organize your post or club.
 - Provides post or club committee with proven and accepted methods to recruit leadership.
 - Outlines suggested procedures to recruit youth.
 - Conducts organization meetings.
 - Shares in approval process for post or club leaders.
2. Provides training opportunities for your Exploring leaders.
3. Provides year-round help:
 - Leader conferences
 - Service Team assistance
 - Concerned district personnel
 - Special activities and events
4. Maintains a council service center:
 - Program resources
 - Latest editions of literature
 - Professional staff assistance

Special Needs Designation (if applicable)

Indicate primary special need by placing the special need in the special needs box (limit to one). The special needs categories are: Developmental, Emotional, Hearing, Learning Disability, Mental Disability, Orthopedic, and Visual.

Special Interest Codes

These codes are used by registrars during the registration and renewal process to sort Explorer posts and clubs into the proper career interest category. This enables the Exploring department to then evaluate each post or club's program.

ARTS AND HUMANITIES	0317	Fashion Buyer (Merchandising)	1349	Surveyor	
0100	Arts and Hobbies	0319	Financial Analyst	1350	Plastic Engineer
0101	Actor/Actress	0320	Food Service/Restaurant Mgmt/Caterer	1805	Robotics
0103	Animal Care/Pets	0324	Hotel Management		
0104	Artist/Sculptor (non-commercial)	0333	Marketing	FIRE/EMERGENCY SERVICE	
0106	Author/Poet	0336	Personnel Manager/Counselor	0600	Fire/Emergency Service
0120	Commercial Artist	0337	Real Estate/Insurance	0601	Civil Defense/Emergency Service
0127	Drama/Theater	0338	Receptionist	0602	First Aid/Ambulance Corps
0130	Fashion Designer/Model/Buyer	0339	Retail Store Manager	0603	Firefighter/Rescue Service
0134	Interior Designer/Decorator	0342	Secretary/Stenographer	0604	Paramedic/EMT (Emergency Service)
0142	Movie Director/Producer	0344	Small Business Manager/Owner	0606	Search and Rescue
0143	Musician (Instrumental/Choral/Vocal)	0345	Stock Broker/Investments	0607	Volunteer Fireman
0145	Photography	0349	Travel Agent	0608	Ski Patrol
AVIATION	COMMUNICATIONS			HEALTH CAREERS	
0200	Aviation	0500	Communications	0700	Health Careers
0201	Aerospace/Aeronautical Engineer	0501	Broadcasting	0701	Anesthetist
0207	Aviation Mechanic	0504	Editor–Newspaper/Magazine	0703	Chiropractor
0208	Aviation Engineer/Designer	0505	Graphic Artist	0704	Dental Assistant/Technician
0213	Flight Attendant	0506	Journalist/Reporter/ Newspaper/Magazine	0705	Dentist
0215	Model Aircraft/Rockets	0507	Public Relations Manager	0708	Hospital Administrator
0216	Pilot/Flight Engineer	0510	Radio/TV Producer/Broadcaster	0711	Medical Technician (EEG-EKG)
0217	Radio-Controlled Aircraft			0712	Nurse/Nurse Aide
0218	Soaring	ENGINEERING AND TECHNOLOGY		0713	Occupational Therapist
0219	Civil Air Patrol	1300	General Engineering	0714	Optometrist
		1305	Architect	0716	Pathologist/Microbiologist
BUSINESS		1313	Chemical and Petroleum–Engineer	0717	Pharmacist
0300	Business	1315	Civil Engineer	0718	Physical Therapist
0301	Accountant/CPA	1316	Computer Engineer	0719	Physician/Surgeon
0302	Advertising/Public Relations	1320	Environmental Engineer	0721	Psychiatrist/Psychologist
0306	Banker/Teller	1322	Electronics Engineer	0722	Public Health Worker
0313	Computer Programmer/Operator	1341	Mechanical Engineer	0724	Speech/Hearing Therapist
0316	Data Processing Management	1348	Solar Engineer	0725	Veterinarian
				0726	X-Ray Technician

Special Interest Codes

LAW ENFORCEMENT	1706	Astronaut	1437	Mass Transit Employee–Railroad	
0800	General Law Enforcement	1707	Astronomer	1440	Painter/Paperhanger
0802	Federal Agent (FBI, Secret Service)	1708	Biochemist	1443	Plumber/Pipefitter
0803	Military Police	1709	Molecular Biology	1446	Printer/Lithographer/Engraver
0804	Police Officer	1710	Biologist	1466	Truck/Bus Driver
0806	Sheriff/Deputy	1712	Botanist	1471	Animal Control Officer
0807	State Police/Hwy. Patrol	1714	Chemist		
0808	Probation/Parole Officer	1717	Computers/Programmer	SOCIAL SERVICES	
0810	Police Reserve/Auxiliary	1718	Conservationist/Ecologist	1500	Social Service
0812	Private Security	1723	Environmental Scientist	1501	Adult Care Attendant
		1730	Geologist/Geophysicist	1504	Child Care Attendant
LAW, GOVERNMENT, AND PUBLIC SERVICE	1739	Marine Biologist/Oceanographer	1506	Dietician	
0900	Law/Government and Public Service	1740	Mathematician/Statistician	1507	Drug/Alcohol Counselor
0901	Air Force	1743	Meteorologist	1509	Exercise Attendant
0902	Army	1746	Physicist/Nuclear Scientist	1511	Funeral Director
0903	Attorney/Lawyer	1751	Wildlife/Fish Manager	1513	Home Economist
0904	Urban Planning	1752	Zoologist/Zoo Director	1515	Librarian
0905	City Manager			1517	Museum Curator/History
0906	Civil Service/Government	SKILLED TRADES		1521	School Counselor/Guidance
0907	Coast Guard	1400	Skilled Trades	1522	Social/Welfare Worker
0909	Court Reporter	1402	Appliance Repair/Service	1525	Teacher/Teacher Aide
0910	Legal Secretary	1403	Auto Repair	1530	Volunteer Worker (disabilities/senior)
0911	Marine Corps	1406	Hair Stylist	1531	Youth Organization Volunteer
0912	National Guard	1408	Building Contractor	1532	Youth Worker (Scouts, "Y," 4-H, J.A.)
0913	Navy	1409	Florist/Horticulture		
0915	Parks/Recreation Director	1410	Landscape Architect	OTHER	
0918	Politician	1414	Carpenter/Woodworking	0400	Career Education
0922	Military Career	1415	Chef/Baker	0411	Multi-careers
0923	Safe Rides Program	1419	Draftsman	0415	Sports
		1421	Electrician	0416	Physical disabilities
SCIENCE		1424	Farmer/Rancher	0417	Mental disabilities
1700	General Science	1426	Forester/Lumberjack	0419	Correctional institutions
1703	Anthropologist	1427	Heavy Equipment Operator		
1704	Archaeologist	1428	Homemaker	EXPLORER CLUBS	
				0999	Explorer Club

New Post/Club Application

Print one letter in each space—leave a space between words.

Region Council no.

Org. Code Full name of participating organization

District no. District name

Address of participating organization Special needs, if applicable

City State Zip code County

Executive officer: first name Middle name Last name Date of birth Sex

Address Email

City State Zip code Phone number

Effective date Terms (months) Expire date (month and year) Club Post Post/Club number

Number Youth fees \$
 Adult fees \$
 Unit Liability Insurance Fee \$ **40.00**
 Total fees \$

Special interest code Special interest description

Signature of executive officer or designee by the executive officer
 Signature of Exploring representative for the local office

Local Council Copy

Retain on file for three years.

524-565 April 2016 Printing



New Post/Club Application

Print one letter in each space—leave a space between words.

Region Council no.

Org. Code Full name of participating organization

District no. District name

Address of participating organization Special needs, if applicable

City State Zip code County

Executive officer: first name Middle name Last name Date of birth Sex

Address Email

City State Zip code Phone number

Effective date Terms (months) Expire date (month and year) Club Post Post/Club number

Number Youth fees \$
 Adult fees \$
 Unit Liability Insurance Fee \$ **40.00**
 Total fees \$

Special interest code Special interest description

Signature of executive officer or designee by the executive officer
 Signature of Exploring representative for the local office

Post/Club Copy

Retain on file for three years.

524-565 April 2016 Printing



ADULT APPLICATION

For Learning for Life district and council committee participants and Exploring or Explorer Club adult leaders.



Mission: To develop and deliver engaging, research-based academic, character, leadership, and career-focused programs aligned to state and national standards that guide and enable all students to achieve their full potential.

By submitting this application you are authorizing a criminal background check of yourself. This check will be made from public record sources. You will have an opportunity to review and challenge any adverse information disclosed by the check. If you would like a copy of your criminal background report, please contact your local office.

Youth Protection Training

All volunteers are required to complete Youth Protection training before volunteer service with youth begins. Training is available online at www.learningforlife.org, and each local Learning for Life office provides training to volunteers on a regular basis throughout the year. Contact your local Learning for Life staff for assistance.

524-010
SKU 620803

Adult Leader Training

	Advisor/ Sponsor (including associates)	Committee Chair	Committee Member	Executive Officer	District and Council Committee Member	Service Team Members	LFL Presenter
Structure of an Exploring Program	X	X	X	X		X	
What Is Exploring?	X	X	X	X	X	X	X
Benefits of Exploring		X		X	X	X	
Positive Youth Development	X					X	X
Parts of a Meeting	X					X	
How to Market Your Program		X	X	X		X	
Methods of Exploring							
Registering and Renewing		X	X	X		X	
Safety First Guidelines	X	X	X			X	
Developing SOPs and Bylaws	X	X	X	X		X	
Program Planning	X	X	X			X	
Youth-Led Programs	X	X				X	
Youth Officer Elections	X						
Open House	X	X	X	X		X	
Program Fundraising		X	X	X	X	X	
Activity Planning	X	X	X				
Conducting an Officer Seminar	X						
Service Team Orientation						X	

Adult leaders in each of the positions listed above must complete each of the training modules noted on this chart, plus Youth Protection training, to be considered fully trained.

4-Phase Program Start-Up

PHASE 1 RESEARCH	PHASE 2 LEADERSHIP	PHASE 3 PROGRAM	PHASE 4 PARTICIPATION
<p>What are local youth interested in?</p> <ul style="list-style-type: none"> · Career surveys/counselor data · Focus on top 25 student interests <p>How many surveys do I need?</p> <ul style="list-style-type: none"> · Membership goal X 20 = # surveys needed · 10% of those invited will join <p>Career Interest Surveys</p> <ul style="list-style-type: none"> · Pitch the program, not the survey · Surveys are only a tool to connect youth to the program · Talk to counselor first; they can connect you with the decision maker 	<p>Key Decision Maker</p> <ul style="list-style-type: none"> · Get organization commitment · Identify 4-8 adults for leadership · Set a date for open house · Start paperwork (MOU, New Post/Club App, Adult Apps) <p>Leader Training</p> <ul style="list-style-type: none"> · Fully trained after completion of both Youth Protection training and Exploring Leader training modules required for each position · Training should be completed online at www.myparticipation.org <p>Why more adults?</p> <ul style="list-style-type: none"> · Research shows posts and clubs that begin with 6-8 leaders last longer · More leaders = more resources = stronger program = more youth · Share the responsibilities with all committee members <p>Post/Club Committee</p> <ul style="list-style-type: none"> · Minimum of 4 adults required to register a post (committee chair, Advisor, and 2 committee members) · Minimum of 2 adults required to register a club (Sponsor and associate Sponsor) <p>District Exploring Committee</p> <ul style="list-style-type: none"> · Committee structure: program, fundraising, marketing, and service · Online training at www.myparticipation.org 	<p>Program Planning Meeting</p> <ul style="list-style-type: none"> · Complete leader trainings online · Brainstorm hands-on activities for program calendar and open house · Develop initial 3-4 month calendar. Twice monthly example: <ol style="list-style-type: none"> 1st - Open House 2nd - Hands-on activity 3rd - Youth Officer Elections 4th - Hands-on activity 5th - Hands-on activity 6th - Hands-on activity 7th - TBD by Explorers 8th - TBD by Explorers <ul style="list-style-type: none"> · Develop bylaws and SOP's · Prepare post/club committee members by delegating simple tasks: <ul style="list-style-type: none"> - Mail invitation letters - Make personal phone calls - Get snacks - Secure gear for activities - Print post/club calendar - Complete paperwork (MOU, New Post/Club App, Adult Apps) and remember all signatures <p>TIPS: Hands-on activities</p> <ul style="list-style-type: none"> Limit tours! Limit job shadowing! <p>Service Team</p> <ul style="list-style-type: none"> · Make regular visits to coach leaders · Use post/club JTE criteria as a guide <p>Regional/National Events</p> <ul style="list-style-type: none"> · More at www.learningforlife.org 	<p>Promote Open House</p> <ul style="list-style-type: none"> · Personal letters and phone calls · Digital marquees · Social media · Council, participating org and school websites/calendars · School daily announcements · Posters/fliers in high-traffic areas · Career/college fair booths · Organization employees email their own contacts <p>HANDS-ON ACTIVITIES = 90% join rate!</p> <p>Youth-Led Program</p> <ul style="list-style-type: none"> · Youth officer elections at third post/club meeting · Schedule officer seminar · Youth officer titles should reflect organization's employee titles · Youth officers should maintain the program calendar · Match officers with adult leaders · Officers pick activities and activity chairs based on feedback from all members <p>HANDS-ON ACTIVITIES!</p> <p>Year-Round Youth Recruitment</p> <ul style="list-style-type: none"> · Conduct open house from Labor Day to Thanksgiving, or in February · Collect career interest data annually



CLUBS: For young men and women in sixth, seventh, and eighth grades who have completed the fifth grade and are at least 10 years old but have not completed the eighth grade and are not yet 15 years old.

POSTS: For young men and women who are at least 14 (and have completed the eighth grade) or 15 years of age but not yet 21 years old.

YOUTH APPLICATION

Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate a specific Explorer post or club by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, grow, and develop.

Explorer posts/clubs can specialize in a variety of career skills. Exploring programs are based upon five areas of emphasis: career opportunities, life skills, citizenship, character education, and leadership experience.



524-009
SKU 619579

YOUTH PARTICIPANT

Exploring Post Explorer Club Number:

If applicant has an unexpired participant certificate, participation may be accomplished at no charge by transferring the registration. Mark and attach a copy of the certificate.

Transfer application Transfer from council no.:

Exploring Post Explorer Club Number:

Name and address information (Please print one letter in each space—press hard, you are making a copy.)

First name (No initials or nicknames) Middle name Last name Suffix

Country Mailing address City State Zip code

US Phone Date of birth (mm/dd/yyyy) Grade Ethnic background:

Black/African American Native American Alaska Native Asian
 Caucasian/White Hispanic/Latino Pacific Islander Other

School Gender: Male Female

Email address (Post youth participant only)

Parent/guardian information Select relationship: Parent Guardian Grandparent Other (specify)

First name (No initials or nicknames) Middle name Last name Suffix

Country Mailing address City State Zip code

US Home phone Date of birth (mm/dd/yyyy) Occupation Employer Gender:

M F

Business phone Ext. Previous Exploring experience Cell phone

Parent/guardian email address

Signature of post or club leader Date

I have read the attached information sheet and approve the application (signature of parent/guardian required if applicant is under 18 years of age).

Signature of parent/guardian

Signature of Explorer

Participation fee \$. Paid: Cash Check No. Credit card

LOCAL OFFICE COPY

524-009 Retain on file for three years.

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Post / Club _____ of _____ District
2017 Exploring's Journey to Excellence

Item	Objective	Bronze Level	Silver Level	Gold Level	Bronze Points	Silver Points	Gold Points
Committee and Planning					Total Points: 300		
#1	Committee and Planning: Have an active post or club committee.	Post or club committee adopts an annual plan and meets at least twice a year.	The post or club committee meets at least four times a year.	The post or club committee meets at least six times a year.	100	200	300
Participants and Growth					Total Points: 500		
#2	Open house: Conduct an open house or recruitment event.	Conduct an open house or recruitment event.	Conduct an open house or recruitment event in November.	Conduct an open house or recruitment event in September or October.	100	200	300
#3	Growth: Increase number of youth participants.	Maintain or grow number of youth participating in post or club programs as compared to the prior year.	Achieve Bronze, plus at least half of the youth remain involved throughout the year.	Achieve Bronze, plus at least two-thirds of the youth remain involved throughout the year.	50	100	200
Program					Total Points: 700		
#4	Post or club program: Include interactive activities in the post or club program/meetings.	40% of meetings include interactive activities.	70% of meetings include interactive activities.	85% of meetings include interactive activities.	50	100	200
#5	Youth leadership: Have trained youth leadership.	Have active youth officers.	Achieve Bronze, plus post or club Officers' Seminar is conducted for all youth officers.	Achieve Silver, plus Youth Leadership Workshop is conducted.	50	100	200
#6	Super activity: The post or club plans and/or participates in a super activity.	Explorers participate in an activity, either nationally, regionally, or locally.	The post or club will plan and conduct it's own super activity.	Achieve Silver with at least 50% Explorers in attendance.	50	100	150
#7	Service projects: The post or club participates in one or more community service projects.	Explorers performed one or more community service projects averaging three hours per registered Explorer.	Explorers performed one or more community service projects averaging four hours per registered Explorer.	Explorers performed one or more community service projects averaging six hours per registered Explorer.	50	100	150
Volunteer Leadership					Total Points: 500		
#8A	Post adult leadership: Have registered and engaged adult leaders.	Have five registered adult leaders including: Advisor, associate Advisor, committee chair, and two committee members.	Have six registered adult leaders including: Advisor, associate Advisor, committee chair, and two committee members.	Have eight or more registered adult leaders including: Advisor, associate Advisor, committee chair, and two committee members.	100	200	300
#8B	Club adult leadership: Have registered and engaged adult leaders.	Have three registered adult leaders including: Sponsor, co-sponsor, and a committee member.	Have four registered adult leaders including: Sponsor, co-sponsor, and two committee members.	Have five registered adult leaders including: Sponsor, co-sponsor, and three committee members.	100	200	300
#9	Trained adults: Have trained adult leaders.	Advisor or an associate advisor has completed position-specific training.	Achieve Bronze, plus 50% of registered adults have completed Adult Explorer Leader Training.	Achieve Silver, plus 75% of registered adults have completed Adult Explorer Leader Training.	50	100	200

- Bronze:** Earn at least 600 points by earning points in at least 6 objectives.
- Silver:** Earn at least 900 points by earning points in at least 7 objectives.
- Gold:** Earn at least 1,200 points by earning points in at least 7 objectives.

Total points earned: _____

No. of objectives with points: _____

- Post/Club leaders have met with the executive officer of the participating organization.*
- Our post/club has submitted our renewal forms with the necessary signatures and fees prior to the deadline.*
- We certify that these requirements have been completed:*

Advisor/Sponsor _____ Date _____

President _____ Date _____

LFL Representative _____ Date _____

This form should be submitted to the local Learning for Life office.



Exploring's Journey to Excellence

2017 Post/Club Planning, Performance, and Recognition

Journey to Excellence uses a balanced approach to measure performance. The objectives were developed following extensive research into proven indicators of enduring post and club programs. It guides program planning before the year begins, monitors activities for continuous improvement during the year, and recognizes performance at the end of the year. In planning your strategy, use actual numbers from the previous renewal year to chart your progress. Use the criteria in planning your strategy for the coming year to guide your performance improvement. The youth officers should take the lead in making this assessment. The period for measuring performance will be the calendar year.

Committee and Planning Measures	
1	The post or club has a committee that meets throughout the year to support the program.
Participants and Growth Measures	
2	The post or club annually conducts an open house or similar recruiting event.
3	The post or club has an active recruiting program and maintains youth involvement in an annual program.
Program Measures	
4	Post or club meetings consist of interactive activities to engage Explorers beyond listening to lectures, reading handouts, or watching slide shows. This is a proven indicator of post success.
5	The post or club provides youth leadership opportunities and training.
6	A super activity is a major trip, activity, or project requiring advanced planning and promotion by Explorers. Qualify for Bronze by participating in an activity planned by another group.
7	The post or club participates in one or more community service projects during the year. The projects may be completed as joint projects with other organizations. Criteria is based on average hours per Explorer, not total hours for each Explorer.
Volunteer Leadership Measures	
8	Having a sufficient number of adults is a proven indicator of success and longevity. Posts use the measures outlined in Criterion 8A on the reverse side, while clubs use those described in 8B.
9	All adult volunteers have current youth protection training. Registered leaders have completed Adult Explorer Leader Training.

Scoring the post's or club's performance: To determine the performance level, the council will use the above information to measure the points earned for each of the 9 individual criteria and then add those individual point scores to determine a composite score. Bronze level requires earning 600 points in at least 6 criteria, Silver level requires earning 900 points in at least 7 criteria, and Gold level requires earning 1,200 points in at least 7 criteria.



Starting a Learning for Life Group



How to Start and Sustain a New Unit

Starting a Learning for Life Group

1. Know the Market

- ❑ If a council wants to offer LFL, the first question is: Do they have a license agreement?
 - License agreement application: Council must submit a license agreement (signed by the Scout executive and council president) in order to offer the LFL program. (See Appendix 2.)
 - How is the council paying for the program? Grants/selling? (See Selling the Learning for Life Curriculum-Based Character Education Program, No. 800-776)

2. Make the Call

- ❑ What types of LFL programs is the council going to offer?
 - LFL sales kit, No. 800-419—Describes LFL programs:
 - a. Pre-K (hard copy only)
 - b. K-high school (hard copy and digital)
 - c. Champions program for special needs students (hard copy only)
 - d. Leadership development (hard copy only)
 - e. Substance abuse prevention (hard copy only)
 - f. Anti-bullying (digital only)
 - LFL Annual Memorandum of Understanding: The only document that schools need to complete and sign; there are no applications for students or teachers

3. Build the Group

- ❑ Teacher training: Available online at www.learningforlife.org
- ❑ Councils can offer their own training to LFL teachers using the program

4. Grow the Group

- ❑ Learning for Life and Journey to Excellence
 - Increase market share, including Learning for Life participants.

Bronze:	6% density or 1% growth in density (i.e., 5.00% to 5.05%)	100 points
Silver:	9% density, or 6% and 1% growth in density	200 points
Gold:	15% density, or 9% and 1% growth in density	300 points

Chapter 6.

Starting a Learning for Life Group

Introduction

WHAT IS LEARNING FOR LIFE?

Learning for Life is a character education program that has been proven to improve a school's campus culture through the use of flexible, grade-specific lessons and age-appropriate activities for children in pre-K through grade 12. Lessons focus on the following traits:

Caring/Fairness	Honesty/Trust	Respect
Citizenship	Life Skills	Responsibility
Courage	Perseverance	Self-discipline

For students with special needs, Learning for Life also has a curriculum that includes basic life skills, coping, and self-sufficiency. Learning for Life is a comprehensive program that reinforces conflict resolution, critical and creative thinking, decision making, social skills, and self-esteem, while providing the authentic practice of curriculum standards.

Did You Know?

- Learning for Life was incorporated in 1991.
- Since its inception, more than 23 million students have participated in LFL school programs.
- More than 20,000 schools have used Learning for Life.
- Learning for Life is used in all 50 states.

Learning for Life provides engaging and relevant solutions for pre-K through grade 12 that are aligned to state and national standards and positively impact academic performance, social and emotional maturity, character development, and career education for all students.

Developed by educators and child development experts, Learning for Life has been praised for its ability to involve students through the use of cooperative learning, role-playing, small group discussions, and reflective and dilemma exercises.

MISSION

To develop and deliver engaging, research-based academic, character, leadership, and career focused programs aligned to state and national standards that guide and enable all students to achieve their full potential.

VISION

To provide engaging and relevant pre-K–12 solutions that positively impact academic performance, social and emotional maturity, character development, and career education for all students.

POSITION STATEMENT

Learning for Life programs are designed for all age groups from prekindergarten to not yet age 21. Youth participation is open to any youth in the prescribed age group for that particular program. Adults are selected by the participating organization for involvement in the program. Color, race, religion, gender, sexual orientation, ethnic background, disability, economic status, and citizenship are not criteria for participation by youth or adults.

Selling Learning for Life

WHY WOULD A SCHOOL WANT OR NEED LFL?

Top concerns: Standards, adequate yearly progress, attendance, behavior, bullying, parent involvement, funding

WHAT ARE THE COMPONENTS OF LFL?

A. Character Education (digital)

For pre-K–12; provides flexibility by offering multiple ways to present the program, including

- Student access from home
- Audio support (K–6)
- PDFs of all lesson plans, even the ones that aren't digitized

The teacher creates individual student logins. Academic pre/post tests are “test-formatted” (four “reads” with test-formatted questions to assess tested skills—making inferences, cause/effect, details, summarization, etc.). There are 18 to 36 lessons per grade, at a cost of \$10 per student.

B. Character Education (print)

For pre-K–12; common character traits, standards alignment, STEM activities, hands-on activities, trade book/literature correlations, incorporation of multiple modalities, flexibility (multiple ways to present the program), family–home activities, cross-curricular emphasis, integration of academic and character education, and research-based materials. There are 61 lessons. (\$299 per class)

C. Champions/Special Needs

Two programs, one for inclusion students—incorporating social, life, and vocational skills—and one for students in a life skills class—calendar, self-concept, dressing, manners, etc. (\$119 per class)

D. Anti-bullying

Set of three web-based videos (for parents, students, and teachers). Each video is 40 minutes (one class period) and can be shown in faculty meetings, classrooms, detention hall, PTA meetings, parent/teacher conferences, etc. Middle school students are predominantly shown, but scenarios are applicable to younger grades. Includes talking points for each video and a lesson plan for the teacher to use when showing the student video to class. All states, except Montana, require public school teachers to have anti-bullying professional development, and these videos meet that criterion. (\$249 for a one-year subscription with an annual renewal fee of \$249)

E. Prekindergarten

Prekindergarten; for use in schools as well as churches, day care centers, and nursery schools—they charge tuition and have money! (\$199 per class for one teacher’s guide; no student edition available)

F. Prevention of Substance Abuse

Updated in fall 2012; average of 12 lessons per grade level (once or twice a month), written in association with a former police officer who worked with youth drug intervention. This is the perfect option for schools looking for a program similar to DARE. Focus is on healthy habits. Incorporates higher order thinking skills, cooperative learning activities, use of graphic organizers, and family–home activities; incorporates research from National Institutes of Health and National Institute on Drug Abuse. (\$175 for a school set of K–6 teacher guides; no student edition available)

WHAT ARE THE FEATURES OF LFL?

A. How does it work?

Lessons consist of three to five activities that do not necessarily need to be done at the same time. With 60 to 71 hard copy lessons and 18 to 36 digital lessons, teachers can present lessons at a specified time (weekly, semiweekly, or biweekly) or when needed—if a situation arises such as cheating, fighting, or disrespect. When using the digital program, students should complete the entire lesson, but it doesn’t have to be in one sitting. Teachers can present the digital, Smart Board–compatible lesson to the class, students can access the lesson on individual classroom computers (for schools with one-to-one computer capability), or students can access the program in a computer lab. Teachers also have the flexibility to choose which activities they would like to do. If working with the whole class, a teacher can combine digital and hard copy activities into the lesson. There are many great hands-on activities (role-plays, games, discussions, storybook readings, art activities, etc.) that are not part of the digital program. Digital activities require extended responses from the students and provide them with language arts/creative writing practice. Responses may also be kept in a Learning for Life journal. A teacher could present one lesson from the teacher’s guide throughout the week and then have the students complete the digital version of that lesson at home or in the school computer lab at the end of the week.

B. How much time does it take?

As much or as little time as needed or desired. The program is extremely flexible. Teachers can present one activity on one day and an additional activity on another. Lesson activities can even be incorporated into another lesson plan—such as playing the sixth-grade “Famous People and Their Contributions” concentration game during social studies or reviewing the change-making tasks from the family–home activity in the second-grade “Money Management” lesson during math class.

C. Who teaches the lessons?

Lessons may be taught by teachers, counselors, trained parents, volunteers, or staff to fit the needs of each individual school.

D. Access from home

The digital program is web-based and may be accessed from home by both teachers and students.

E. Common Core state standards

The Learning for Life program for grades 3–8 incorporates many of the English–language arts (ELA) standards within the lessons. Learning for Life lessons enable students to practice the standards on which they will be tested. Many lessons include math, science, and social studies activities that reinforce tested skills. This also applies to six states—Alaska, Indiana, Nebraska, Oklahoma, Texas, and Virginia—and the Commonwealth of Puerto Rico, which have their own standards to which the LFL program is aligned. (A seventh state, Minnesota, has adopted the ELA standards but not those for mathematics.)

F. 21st-century initiatives

These are the three R’s (reading, ’riting, ’rithmetic) and four C’s (critical thinking and problem solving; communication; collaboration; and creativity and innovation). Arizona, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Nevada, New Jersey, North Carolina, Ohio, South Carolina, South Dakota, West Virginia, and Wisconsin have state 21st-century initiatives. These states have designed new standards, assessments, and professional development programs that ensure 21st-century readiness for each student. This requires the governor and chief state education officer to make a commitment by submitting an application describing the state’s plan to integrate the three R’s and four C’s within standards, assessments, and professional development programs. Learning for Life incorporates reading, writing, critical thinking/problem solving, communication, collaboration (partner activities), creativity, and some math skills into most of its lessons. Using Learning for Life in the classroom will help schools in these states meet the requirements for 21st-century learning.

G. Recognitions

1. **Stickers and charts**—Recently updated and available for grades K–6 and Champions. Stickers go on charts that can be posted in the classroom or hallway, or stickers may be given individually to students to put on their binders, folders, etc.
2. **Medals**—Award of excellence for participation and achievement.
3. **Digital certificate**—Awarded after completion of all lessons in a module (each individual character trait). Students can print the certificate from their computers.
4. **Curriculum-based awards**—These include the Classroom Character Education Quality Award; Russell C. Hill Award for outstanding contributions to character education; Vivian Harris Award for outstanding contributions to special-needs programs; National Accreditation Award for Special-Needs Groups; Seventh and Eighth Grade Award of Excellence (requirements include participating in a community service project, researching a famous American, and investigating a career); Character Award of Excellence (requires 50 hours of community service as well as an essay on the importance of good character in daily life); and National Accreditation Award for Senior High Groups.

H. Family take-home activities

These activities are available with each character education lesson (pre-K–6) and each Prevention of Substance Abuse lesson (K–6). The character-building homework activities reinforce the LFL lesson taught in the classroom and engage parents in their child’s learning.

I. Free digital trials

Accessed via website or by contacting Angela Sanchez at 972-580-2378 (angela.sanchez@lflmail.org) at the national office. Trials last for two weeks.

IDEAS FOR PROSPECTS

Who to Sell To

Providing Learning for Life to schools begins with a visit to key decision makers in a school or school district. Every school district is different, so the final decision maker may be different in each situation. Key decision makers typically include superintendents, directors of curriculum, and directors of special needs/special instruction in each school district, as well as principals, guidance counselors, special-needs teachers, school district prekindergarten directors/teachers, and child care center directors.

Setting the Appointment—30-second Promotion

“I’m in the character education business. I typically work with school principals and superintendents who have problems with low student attendance, are concerned about poor standardized test scores, and are frustrated by spending more time on behavior issues than teaching. Those situations probably don’t happen in your school though, do they?”

If the answer is “yes”: “Which one? Why did you pick that one first? Sounds like we should meet and talk about this. How does your schedule look for Tuesday or Wednesday? What’s better for you, morning or afternoon?”

If “no”: “I didn’t think so. Could I ask a marketing question? How is the current educational funding debate impacting your students?” If they give a solid answer: “Sounds like we should meet and talk about this. How does your schedule look for Tuesday or Wednesday? What’s better for you, morning or afternoon?”

Making the Sales Call

The telephone is for scheduling appointments. Sales are best made face to face.

What to Take With You on the Sales Call

- **Community leader/volunteer**—Leverage connections, relationships, and credibility.
- **Learning for Life presentation folder**—Available from the Supply Group, SKU 800676
- **“Prepared especially for” cover page**—Templates can be downloaded from the LFL internal website/Learning for Life/Marketing, and customized for your prospect’s name and organization.
- **Table of Contents page and sample lesson plans by grade**—in Sample Lesson Plans (SKU 8000551), available from the Supply Group. Note: The entire book is 62 pages and can be overwhelming on a sales call. Use only the applicable pages for the sales call. Sample lesson plans by grade are also available on the public website at www.learningforlife.org.

Category	Lesson Plan Title Pages
Elementary	4
Elementary Substance Abuse Prevention	18
Junior High	23–24
High School	35–36
Special Needs	45
High School Leadership Development	54

- **Learning for Life Memorandum of Understanding**—Found on LFL internal website/ Learning for Life/Forms and Appendix 1.
- **Business card**—So prospects know how to contact you.
- **Laptop or iPad**—To show digital programs.

Places to Start

- Public school districts
- Catholic school districts
- Child care centers (both pre-K and after-school programs)
- Goddard schools
- Primrose schools
- Sylvan learning centers
- Huntington learning centers
- Kumon math and reading centers
- KinderCare learning centers
- Learning care (La Petite Academy, Children’s Courtyard, Montessori, Tutor Time)
- Head Start

Timelines

- School budget—When is it created?
- Champions are made in the off season—When should you sell to schools? (See the LFL and the School Budget Cycle chart in Appendix 3.)

Value-Added Services

- **Pre/post assessments.** There are two types of assessments: academic and character. Academic pre/post tests are “test-formatted” (four “reads” with test-formatted questions to assess tested skills—making inferences, cause/effect, details, summarization, etc.). The character pre/post tests are exactly the same, so you can determine if a student’s attitudes and feelings have changed after taking the course. The testing can be done electronically with the digital program. Paper tests in the traditional program must be scanned at either the council office or the national office. These are valuable to show program effectiveness and to assist with funding.
- **Outdoor experiences.** Many councils offer an outdoor experience for their students in Learning for Life. Some may call the events Character Camp, Outdoor Adventure Day, Outdoor Challenge Days, Adventure Camp, or other names. Some events are one day and others run multiple days. They are usually staffed by volunteers from civic groups, churches, high school National Honor Society groups, or Scouting leaders. Most conduct activities similar to a Cub Scout day camp. Outdoor experiences such as these provide value to the LFL classroom experience and often are easily funded by local sponsors.

- **Leadership Development Workshop.** This event is designed to teach leadership skills to teenagers in LFL, Exploring, or other teen youth programs. It can be conducted in one day, as an overnight, or as a series of after-school activities. Teen leadership development programs such as this provide value to the LFL classroom experience and often are easily funded by local sponsors.
- **Career seminars.** These are designed to supplement a high school's career education and can be coordinated at local schools to provide quick insight into a variety of careers. These by no means should be the only Learning for Life feature offered at a school but are merely meant to supplement the LFL high school curriculum, which focuses on career preparation and life skills. A good list of subject matter experts from a variety of careers is beneficial to sustaining career seminars. The seminars provide value to the LFL classroom experience and often are easily funded by local sponsors.

Asking Schools to Pay for LFL and Negotiating the Price

- **What's my bottom-line break-even point?** Before negotiating a price with schools, you need to know your bottom-line break-even point. How much does it actually cost you? Consider the cost of the materials (\$5 per book or \$4 per digital version), your salary and benefits, and mileage. (See Appendix 4.)
- **Retail pricing.** The Learning for Life public website lists curriculum with a suggested retail price. This is a fairly new concept for Learning for Life. Most councils formerly purchased and sold materials at wholesale cost, thus developing no revenue for council costs to deliver the program. Educators are accustomed to researching curriculum pricing on websites. The national office of Learning for Life receives about a dozen inquiries a week from teachers, guidance counselors, and curriculum directors across the nation interested in the curriculum, anti-bullying, or substance abuse prevention programs.
- **Print.** The suggested retail pricing allows the council to keep \$138 (92 percent) for prekindergarten classes, \$208 (70 percent) for kindergarten through eighth grade, \$188 (95 percent) for high school classes, and \$104 (88 percent) for special-needs classes. For more information, go to www.learningforlife.org.
- **Digital.** The suggested retail pricing is \$10 per student. Of that amount, \$6 (60 percent) remains with the council. For more information, go to www.learningforlife.org.
- **Anti-bullying.** The suggested retail price of the video programs is \$249 per school campus with 10 percent remaining with the council. For more information, go to www.learningforlife.org.
- **Prevention of Substance Abuse.** The suggested retail pricing is \$25 per classroom with \$21 (84 percent) remaining with the council. The classroom receives an age-appropriate, grade-specific teacher's guide. For more information, go to www.learningforlife.org.
- **Home school.** If a home-school family is interested in purchasing the LFL curriculum, the suggested retail price is \$49 per student with \$43 (88 percent) remaining with the council. For more information, go to www.learningforlife.org.

How Do I Ask Schools to Pay?

When school principals are approached regarding the Learning for Life program, the typical questions they ask include *Who presents the lessons? How much time does it take? What age groups is it for? Why should we use Learning for Life? How much does it cost?* It's this last question that throws people for a loop. Below are suggested responses to the questions most principals ask related to cost.

Before anyone says, "Schools don't have any money," consider that the Crossroads of America Council serves roughly 100 schools in Learning for Life. The council increased school payments from \$774 in 2006 to \$22,126 in 2011 by using the techniques below. The Cascade Pacific Council used these techniques for the first time in 2011, and received \$15,600 in school payments from 30 schools.

1. How much does it cost?

- "Great question. Learning for Life is aligned to the Common Core State Standards Initiative. It's proven to improve attendance and behavior. Teachers report that it is fun for students and helps them manage day-to-day challenges. So what would a program like that be worth to you per student?"
 - Listen carefully to their response and value amount. (Most respond between \$20 and \$50 per student.)
- "If I told you it's \$___ per student, how would you feel?"
 - If they ask more than twice, answer the question directly: "It's \$___ per student."
- If you offer other options, include:
 - "Additionally, we'll invite your students to the outdoor activity days we hold in May with horseback riding, archery, cookie decorating, and many more events."
 - "We'll arrange for community business leaders like the police chief, fire chief, county judge, and the president of the hospital to come to speak to your students once a month."

2. It's not in our budget.

- "But I thought you just said \$___ was a good deal?"
- "Many schools we work with start with a few classes or just a grade, or sometimes only their students with special needs, then expand to more grades in the future. If you had a program that was proven to increase attendance and improve behavior, with what grade would you look at starting?" (Get their response.)
- "How many students are we looking at?" (Get their response.)
- "For ___ students, we're looking in the neighborhood of \$___."

3. We can't afford it.

- "How much can you afford?"
- "How much can you afford? Just a ballpark figure—round numbers."
 - Get their response. "Round numbers" is less threatening. A typical response is "We could do \$6 per student." If your goal is \$12, now you know their budget and can bargain.

- Negotiate the price over multiple years. “\$6. OK. Do you think you could do \$6 this year, \$8 next year, \$10 the next year, and \$12 the year after that?”
 - Get their response. Typically, “Well, I may not be here then. ...”
 - “Sure, but do you think whoever IS here could build that into the budget each year?”
 - If the answer is yes (and it usually is), write down on the Learning for Life Memorandum of Understanding: “2016 = \$8; 2017 = \$10; 2018 = \$12”
 - “Great! Would you mind signing here? It’s just an agreement. Nothing official, just that we initially agree to build this into your budget.” Many will sign. Some will not.

4. We can’t afford that much.

- “Did you know that as supplemental education, Learning for Life qualifies for Title I money?”
- “I know your school district has a foundation that teachers can apply to for grants for programs like this.”
- “Have you thought about IDEA (Individuals with Disabilities Education Act) funding for your students with special needs?”
- “Some schools use 21st Century grant money. You might consider that.”

5. We just don’t have any money.

- “I noticed when I walked in the door that you have several school sponsors. With what types of things do they help you?”
 - Get their response. Typically, they will say their sponsors assist with tutoring or with funding for programs that help students in reading, spelling, and math, or maybe athletic programs.
- “So the First State Bank is helping with math tutoring. Why is that?”
 - Get their response. They may say that teachers are dealing with disciplinary issues and cannot teach everyone or everything. Often teachers spend 80 percent of the time disciplining 20 percent of the students.
- “So what I hear you saying is that students have trouble being respectful, which leads to discipline problems, so the teachers are focused on those challenges and do not have time to teach. So that’s causing problems with test scores and is affecting school funding. If we could show you how Learning for Life could improve attitudes toward others and that students pay attention in class so teachers can teach and students can learn, do you think First State Bank would fund that?”

6. Be willing to walk away.

- Sometimes the school does not have or is unwilling to invest money to improve attendance and behavior, or they want to have the product for free or for just a few dollars per student. DO NOT GIVE IT AWAY. Be willing to walk away.

- “I don’t think this is going to work out right now. When things change for you, let me know and we’ll be happy to work with you.” There will typically be one of two responses:
 - “OK, thanks.” (Nothing you could ever say or do would change that result, but you have saved yourself time and frustration.)
 - “Wait, maybe we can come up with more if we did X, Y, and Z. How can we make this work?” (Now you know that they are willing to make a deal.)

Other Funding Options (www.learningforlife.org)

- **Title Funds** (<http://www.ed.gov/fund/landing.jhtml>)
 - Title I: Created to help low-income or disadvantaged children have the same ability to obtain a high-quality education and be proficient on state academic assessments. Meets needs for low-achieving children in high-poverty schools; children who have limited proficiency in English; migratory children; children with disabilities; Native American children; neglected or delinquent children; and young children in need of reading assistance programs (such as Reading First and Education of Migratory Children), programs for at-risk students, and dropout prevention. Funding goes to schools with the highest percentage of low-income students, with 59 percent going to grades K–5 and 21 percent to grades 6–8.
 - Title II: Developed to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; professional development; Enhancing Education through Technology (Ed-Tech).
 - Title III: Language instruction for LEP (Limited English Proficiency) and immigrant students (closing date is early March).
 - Title IV: 21st Century Schools; Safe and Drug-Free Schools.
 - Title V: Innovative programs; public charter/magnet schools; elementary and secondary school counseling; Partnerships in Character Education; development of programs using educational technology, especially in rural and economically distressed areas.
 - Title VI: All Americans have an equal right under the law to the educational opportunities necessary to achieve the American dream; rural and low-income schools.
 - Title VII: Education for Native Americans.
 - Title IX: Education programs and activities available to all students regardless of gender.
- **IDEA (Individuals with Disabilities Education Act, <http://idea.ed.gov>)**— Early intervention; special education.
- **REAP (Rural Education Achievement Program, <http://www2.ed.gov/nclb/freedom/local/reap.html>)**— Meets the needs of small, rural schools that do not qualify for funds that go to larger schools.

- **Sponsors**—Neighborhood businesses that partner with schools; corporations willing to donate to community or to ensure education of future employees; PTA/PTO; service organizations (e.g., Kiwanis, Lions Club, Rotary, Elks).
- **Grants/Foundations**—Before- and after-school programs such as 21st Century Community Learning Centers; Daniels Fund (Colorado, New Mexico, Utah, and Wyoming); state incentive grants; United Way; school district foundations; public/private foundations; federal grants.
- **Other**—Adopt-a-school programs; chambers of commerce.

Required Paperwork

- **Memorandum of Understanding (MOU)**—A mutual agreement between two parties indicating an intended common line of action. This is not a legally binding agreement. (See Appendix 1.)

Appendixes for Chapter 6

1. Memorandum of Understanding
2. Application for Renewal—License Agreement
3. LFL and the School Budget Cycle
4. Product Pricing



Term: _____

Group No.: _____

ANNUAL MEMORANDUM OF UNDERSTANDING

The _____ organization (“organization”) has read and understands the following conditions for participation in the curriculum-based program operated and maintained by Learning for Life, a District of Columbia nonprofit corporation (“Learning for Life”), and desires to enter into this agreement regarding its participation in the curriculum-based program. The responsibilities of the organization include:

1. Conduct criminal background checks on all participating adults.
2. Indicate the approximate number of students in which of the following grades that will participate and their ethnicity:

		Elementary										
		Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th-8th	9th-12th	Special Needs
Total Youth	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Males	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Females	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

		Black/African American	Caucasian/White	Native American	Hispanic/Latino	Alaska Native	Pacific Islander	Asian	Other
Males	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Females	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Provide program for _____ (approximate number) of students participating in Learning for Life. These costs may be paid by other agencies on your behalf.
4. Curriculum-based instructors are required to complete Youth Protection training. The training may be part of their annual school staff development or they can take the online Learning for Life Youth Protection Training for curriculum-based programs.
5. Utilize Learning for Life program materials and recognitions.
6. Participate in at least one evaluation with the Learning for Life representative each year.

This Memorandum of Understanding shall remain in effect for the current school term. Either the organization or Learning for Life may discontinue the program at any time, upon written notice to the other party. The participating organization administration hereby agrees that no Learning for Life program materials will be used after the program is discontinued.

Signature of Organization Head

Please print name

Date

Signature of Learning for Life Representative

Please print name

Date

ORGANIZATION'S KEY CONTACT PERSON

Name: _____ Title: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone No.: _____ Email: _____



Application for Renewal
Learning for Life Intellectual Property License Agreement
October 1, 2016 – September 30, 2017

Dear Scout Executives:

The Learning for Life National Task Force is pleased to share with you the 2016-2017 Intellectual Property License Agreement for the LFL Curriculum-based program (*The Intellectual Property License Agreement does NOT apply to Exploring*). The Learning for Life curriculum-based program is an important program that can be used to serve youth in your community and develop important relationships with schools and community organizations within your council. In addition, the number of Learning for Life participants are included in Journey to Excellence in the membership category #4 Community Impact.

The fee schedule will include a 5% percent increase over last year. The reason for this increase is due to the fact that LFL is providing an enhanced level of service. The National LFL office will continue to provide coaching to assist councils with the delivery of programs that includes trainings, webinars, program materials, and face to face support as needed.

The Learning for Life program includes:

- Digital Anti-bullying for students, parents (English/Spanish), and educators
- Substance Abuse Prevention for grades K-6
- Pre-K programs for use in daycare facilities and Head Start Programs
- Two programs for individuals with special needs
- K-12 Digital and print character curriculum

As an added benefit to promote these programs in this year's Annual License Agreement the National LFL office has created a more cost effective way for councils to provide these programs to their schools.

The LFL office has decreased the cost of both the digital curriculum (from \$4.00 per student to \$2.50 per student) and the Anti-Bullying Program (from \$399 per school to \$299 per school). This will allow councils to generate additional income from the Learning for Life program. For additional information on how you can generate income from your LFL program please contact the Director of Curriculum, Angela Sanchez for assistance.

Please submit the signed Intellectual Property License Agreement to the Learning for Life National office by September 1, 2016. If your council chooses not to purchase an Intellectual Property License Agreement, please sign and check the box in the area where it says, Council will NOT renew. Once the License Agreement is signed by the council and received at the national office, the council is responsible for full payment according to the License Agreement amount (*Refunds will not be granted*).

Sincerely,

A handwritten signature in black ink, appearing to read "Diane", is positioned above the typed name.

Dr. Diane E. Thornton
National Director
Learning for Life and Exploring



APPLICATION FOR RENEWAL INTELLECTUAL PROPERTY LICENSE AGREEMENT October 1, 2016 – September 30, 2017

Region: _____ Area: _____
 Council No: _____
 City/State: _____
 LFL Contact: _____
 Telephone #: _____
 Email: _____

Learning for Life authorizes local councils to accomplish its purposes and carry out its programs by granting a local council an Intellectual Property License (the "License"). The license is issued for a period of one year (October 1, 2016 – September 30, 2017) and may be renewed annually upon application by the local council. Renewal of the license is based on annual reports that show satisfactory efforts to meet the responsibilities of a local council. Learning for Life may revoke or decline to renew a local council's license for failure to comply with the policies of Learning for Life or in any instances where it deems such action advisable in the interests of Learning for Life.

Revenue share will only be disbursed to councils who have an Intellectual Property License. LFL is committed to help councils be financially sustainable with their LFL programs. We are full partners with the councils and shall have the option to provide direct service of the program within the council boundaries to all schools and organizations not served by the council. We will make every effort and provide coaching to assist councils with the collection of funds from schools and organizations.

The Intellectual Property License does not apply to Exploring.

The _____ Council hereby applies for reauthorization. This application has been reviewed and approved by the executive committee or executive board. The council understands and agrees that this agreement commits the council to pay the amount owed to the Learning for Life national office whether or not students are entered into the registration system. All application cancellations must be approved by the national office and no cancellations will be considered after December 31, 2016.

2016-2017 Learning for Life Intellectual Property License fee: \$ _____
Total Amount

1. **Lump Sum** (December 2016 invoicing)
2. **Biannual** (December 2016 and June 2017 invoicing)
3. **4 Payments** (December 2016, February, 2017, April 2017, and June 2017 invoicing)
4. **Our Council WILL NOT renew the Intellectual Property License Agreement**

This council agrees with and accepts these terms of Learning for Life.

Signed _____ Scout Executive Date	Signed _____ President Date
_____ Scout Executive (print or type)	_____ President (print or type)

How do you use the Learning for Life Program in your council? (Please check all that apply and give a brief description of your delivery methods)

What Learning for Life programs do you use in your council? Books Digital Anti-Bullying Substance Abuse Prevention

What Learning for Life grade levels do you serve? Pre-K to 6th 7th & 8th High School Champions

You will receive an invoice, please **DO NOT send payment** with this application. If you have any questions, please call (972) 580-2433, email to susan.fitzhugh@sbcglobal.net

Learning for Life, S510 - 1329 West Walnut Hill Lane - Irving, Texas 75038

Learning for Life (Curriculum Based Program) 2016-2017

Fee Schedule

Level	Minimum # of Students Served	Minimum License Fee	Additional Fee Per Student Over Minimum # Served will automatically be charged
1	1 - 500	\$2,125	+\$4.25/student 501 – 2,499
2	2,500	\$10,500	+\$3.75/student 2,501 – 4,999
3	5,000	\$18,375	+\$3.50/student 5,001 – 9,999
4	10,000	\$31,500	+\$3.25/student 10,001 – 29,999
5	30,000	\$78,750	+\$2.75/student 30,001 – 59,999
6	60,000	\$152,775	+\$2.50/student 60,001 – 99,999
7	More than 100,000	\$210,000	+\$2.25/student 100,001 +

NOTE: If purchased at time of License Agreement:

Digital Curriculum: Price is currently \$4.00 per student- Proposed fee is \$2.50 per student for as many students as covered in the Annual License Agreement.

Anti-Bullying: Price is currently \$399 (\$299 per school if multiple schools within the same school district use the program. Proposed fee for 2016-2017 is \$299 (\$199 for multiple schools).



LFL and the School Budget Cycle

	January	February	March	April	May	June	July	August	September	October	November	December
School Budget	Curriculum coordinators develop proposed budgets for next school year		Curriculum coordinators develop proposed budgets for next school year	Final draft of budget for next school year reviewed by school board	Public budget hearing conducted by school board for next school year			Funds made available for the next school year			Superintendents, directors of curriculum, and principals determine new courses and programs for next school year	
LFL	Prospect and cultivate new groups (participation off season)							Renew existing groups (renewal season)				
								Group early renewals (renewal pre-season)				

The planning, preparation, and work you invest during the “off season” will result in winning the game during “the season.”

School districts develop their budgets for the following school year. When approaching schools regarding LFL programs, follow the school budget cycle and approach school decision makers between November and March in order to have LFL funded in a school budget for the next year.

All school districts have slightly different timelines. The above scenario is applicable in most school districts nationwide.

Product Pricing



Creating a pricing structure for any of the Learning for Life School Based programs in your council can be tricky. Comparing the wholesale and retail costs to competitors' costs takes time and strategic thinking, especially after you factor in the revenue sharing possibilities from the National Learning for Life office. And remember that schools can, in fact, purchase directly from the national office. The following facts and points to consider will aid you in creating a pricing structure that your local market can sustain.

POINTS TO CONSIDER

- Councils must have a license agreement for the right to sell all LFL products
- Councils owe National \$4 per student using the digital curriculum in addition to license fees[†]
- Groups using digital curriculum must be registered & are included in license agreement membership numbers[†]
- All Anti-Bullying orders are processed through the National LFL Office

PRODUCT	PRODUCT DESCRIPTION	LOCAL COUNCIL COST	* SUGGESTED RETAIL PRICE	POTENTIAL REVENUE
[†] DIGITAL CURRICULUM	Web based, K-12th grades, passwords issued thru national LFL office	\$4 / student from LFL	\$10 / student	\$6 / student
HARD COPY CURRICULUM	PreK - 12 teacher guides, wall charts & stickers	\$10 / guidebook (printed or CD) from NDC	\$199 / PreK or HS classroom \$299 / K-8 th classroom	\$189+ / classroom
CHAMPIONS & CHAMPIONS TRANSITIONS	For students with special needs, teacher guides, wall charts & stickers	\$10 / guidebook (printed or CD) from NDC	\$119 / classroom / program	\$109 / classroom
ANTI BULLYING	5 web-based videos with supplemental activities for students, parents & faculty	from LFL	\$20/BSA or LFL unit \$49/camp \$299 - \$399 / campus	10% revenue share
SUBSTANCE ABUSE PREVENTION	Set of 7 teacher guides, K-6th grades	\$5 / guidebook from NDC	\$175 / school	\$140 / school
CATHOLIC SCHOOL COMPANION	1 guide book for K – 12 th grades, 16 supplemental scriptural lessons	\$3.50 from NDC	\$119 / campus	\$115 ⁵⁰ / campus
HOME SCHOOL CURRICULUM	Same as digital/hard copy curriculum, special pricing	\$10 / guidebook (printed or CD) from NDC	\$49 / guidebook	\$39 / guidebook

* The National LFL Office sells at these price points in areas without license agreements. They are published on the LFL website.



Prepared. For Life.®



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