

The Dulaney District Advancement Committee News

4 March 2020

Troop Leaders, Advancement Chairs and Eagle Coaches of Dulaney District;

Most of these items are reprinted from the National Advancement Newsletters of September-December 2019 and January-February 2020

A. ITEMS FOR YOUR CALENDAR:

1. The Spring Life-to-Eagle Orientation will be held on Wednesday, April 1 starting at 7 PM at Havenwood Presbyterian Church, 100 E. Ridgely Road, Timonium, MD 21093 This is for all Life Scouts and their Parents who are prospective Eagle Scouts. It will cover all aspects of the process of becoming an Eagle Scout and provide examples of the paperwork required. It will take about 2 hours. This is also Part One of the two-part training for adults who want to be Eagle Coaches and/or Mentors. No pre-registration required, just show up.
2. The Spring Eagle Coach/Mentor Training will be held on Wednesday, April 8 At Havenwood Presbyterian Church, starting at 7 PM. This will also take from 7-9 PM and is for adults only. No pre-registration is required, just show up.

B. EAGLE ISSUES:



1. National Council has issued a new Eagle Application, dated January 2020. If you have Scouts who have already started to fill in their applications, they may continue to use them until submitted to BAC. If a Scout is just starting to fill out his eagle Application, please advise him to use the new version.
2. Baltimore Area Council will be issuing a new 2-page Eagle Project Description form in the near future. It will be posted on the council website under Program/ Advancement/ Eagle Scout Information. Please ensure that your Eagle Candidates fill this form out before coming to their Board of Review. It will save about 10-15 minutes at the end of your Scout's BOR.
3. The following information is now posted on the council website under Eagle Applications:

Original signatures are required on the Eagle Scout Rank Application. No copies are to be submitted for verification. When turning in the Eagle Scout Rank Application please include copies of ALL blue cards, ranks from book or an individual advancement report for the Scout. For example: The advancement report should come from Scoutbook or other form of advancement tracking. Please make sure the Date Earned is next to each Merit Badge and Rank Advancement.

4. An Eagle Candidate's Statement of Ambitions and Life Purpose - A Time for Reflection:

One aspect of the Eagle Scout Rank Application process that causes concern and is subject to misinterpretation is the necessity for the Scout to attach "...a statement of your ambitions and life purpose and a listing of positions...." **Attaching this statement is a part of the application process.** (Many Scouts appear at their Eagle BOR without this statement-please see that they bring it with them to their BOR.)

There are no set standards as to how this statement should be prepared. We simply ask for this statement along with a listing of positions held in this Scout's religious institution, school, camp, community, or other organizations, during which they have demonstrated leadership skills, and any honors and awards they may have received during this service. It is not for the unit leaders to tell the Scout what their life's ambitions are or how they should state them. What the Scout chooses to say and how they choose to say it is entirely up to them. While Scouts may ask a leader to review their statement and solicit their advice, it is not required that they do so. In fact, too much "guidance or direction" from adults may result in Scouts not writing what they want to say but rather what they think we want them to say.

To avoid this, councils, districts, units, or individuals are reminded that they must not add any requirements or expectations for submitting this statement. They must **not** require this statement to:

- be typed. Legibility is important but it is not required that the statement be typed. The Scout is not going to be graded on the quality of their statement nor can it be a factor in deciding whether or not to advance the Scout to Eagle rank.
- be a minimum length. Length is left up to the Scout. A Scout may be able to clearly answer the question with just a few sentences or a couple of paragraphs. Requiring a minimum length simply results in the Scout adding unnecessary "puff" to meet the minimum document size. The statement is not about detailed future plans but rather about vision. Where do the Scouts see themselves heading in the future? Short explanations are better.
- be submitted for review by the unit leader or anyone else before the board of review. The Scout only needs to attach this statement to the rank application – everything else is left up to the members of the board of review. (This statement does **NOT** get submitted to BAC with the Eagle Application, it must be presented at the Eagle Board of Review.)
- be required to participate in the candidate's unit leader conference. Neither the rank application nor this statement can be a prerequisite to conducting the unit leader conference. See [Guide to Advancement topic 4.2.3.5](#).

The purpose of including this statement with the rank application is not to create a document that will guide the Scouts for the rest of their lives. Chances are pretty good that most of the Scouts really don't have a carefully thought out idea of what their future might hold. Rather it is intended as an opportunity for the Scout to consider, perhaps for their first time, their thoughts about where their life MIGHT lead them and some of the things they hope to do on their journey.

Another important purpose for this statement is that it helps the board of review members to get know the candidate a little better. By listing leadership positions, they may have held outside of Scouting, and honors and awards they received for this service, board members can readily see that skills acquired in Scouting have taken hold. The board members can use it as a jumping-off point to ask more meaningful questions during their time together to learn more about what interests the Scout in and out of Scouting after becoming an Eagle Scout.

Preparation of this statement is not another test for a Scout to pass to earn the Eagle Scout rank. Don't make it one more hurdle that they must over-come before they can advance. The advancement hurdles are behind them. Taking the time to think about their future is much more important than what they actually say.

5. Eagle Scout Rank Advancement: Explanations and Amplifications:

Time Extensions and Positions of Responsibility

Occasionally, due to circumstances beyond their control, a Life Scout may be granted a limited time extension to complete the requirements for Eagle Scout rank after their 18th birthday. (See [Guide to Advancement topic 9.0.4.0.](#)) In addition, under the current Temporary Transition Rules in effect since February 1, 2019, certain Scouts BSA members may be granted a one-time extension to complete the requirements for Eagle Scout. In these cases a Scout will continue as a Youth Participant (UP) once they reach the age of 18. Questions have been raised regarding which positions of responsibility may be used to fulfill this requirement.

Upon turning 18, Scouts who have been granted a time extension must remain registered as a “Unit Participant” (position code UP) by completing an adult application, including the Background Check Authorization, and completing Youth Protection Training, in order to continue participation in a youth program. Once so registered, the Scout may continue to complete any advancement requirements necessary to earn the rank of Eagle Scout, including serving in any of the youth positions of responsibility listed in the Eagle Scout rank requirements. An adult leader position, for example assistant Scoutmaster, cannot be used to fulfill this requirement.

Finally, while registered as a Unit Participant and serving in a youth position of responsibility, Scouts who have been granted a time extension must observe all adult Youth Protection policies like any other adult over the age of 18. Restrictions include, but not limited to, no one-on-one contact, tenting, or sharing toilet or shower facilities with Scouts under the age of 18.

Boards of Review for “Unitless” Scouts

As of December 31, 2019, the Boy Scouts of America's formal partnership with the Church of Jesus Christ of Latter-day Saints ended, and the Church discontinued its role as a chartered partner for Scout units. In some of those units Scouts might find themselves in a situation where they have completed all the requirements for rank advancement before December 31, 2019 but have not been able to appear before a board of review before the unit's charter expires—at which point the Scout will no longer be registered in a Boy Scouts of America program.

However, as explained in [Guide to Advancement topic 8.0.0.1 \(“Purpose and Timeliness of Boards of Review”\)](#) boards of review may still be conducted for these Scouts: “Note that Scouts must be registered through the time they are working on advancement requirements but need not be registered thereafter or when their board of review is conducted.”

In such cases, Eagle Scout rank boards of review that normally would have been conducted at the unit level should be arranged and convened by the former unit’s local district in accordance with the provisions of [Guide to Advancement topic 8.0.3.0.](#)

C. OTHER ADVANCEMENT ISSUES:

1. Volunteer Recognition:

Human beings of all ages love recognition. We might not always want to admit it, or we might think some recognitions are silly, but we still want to be recognized for a good effort or a job well done. Research and leadership theory backs that up.

- The Gallup Organization says one of the most important elements of a successful team is when a member answers “Yes” to “Have I received recognition or praise for doing good work?” (1)
- One favorite learning organization, the Disney Institute, says: “Recognition can be empowering, often propelling people to higher levels of engagement.” (2)

- The psychology blog *Exploring Your Mind* says, “If we are recognized and respected, our self-esteem blossoms. But be careful! Just as we accept it, it is also essential to know how to offer recognition to others.” (3)

Baden-Powell recognized the value and importance of recognition for youth, e.g., badges of merit, as well as adults, e.g., a wooden bead on a leather thong, in Scouting from its earliest days. The founders of the Boy Scouts of America followed this concept, too.

Most of us are well aware of the elements and importance of youth recognition, but at times we forget the value of adult recognition. As troop and district leaders we really need to make an effort to recognize our volunteers for their efforts. And, since many volunteers are not seeking recognition, other volunteers might have to be the ones who *make* it happen rather than let it happen or hope it happens.

Recognition is the “psychic paycheck” we seek when we volunteer. It keeps volunteers motivated and, in the case of recognition for units such as the Journey to Excellence, it helps to promote a good feeling among Scouts, leaders, parents, and the chartered organization regarding their Scouting program: “WE are a Gold JTE Unit!”

Do you make sure training and service awards are applied for and presented to deserving Scouters in your unit or units?

- Do you present some of these awards in public, or do you present them in private? Or worse – by mail? Banquets, pack meetings, courts of honor, and service area meetings are great venues for recognition. Use them or create events in your service area to facilitate recognition.

Furthermore, when volunteers who contribute in an outstanding way are recognized, we as troop and district leaders who helped to make it possible, feel good too. We might not be the ones who get that certificate or square knot, but we know we played a role in making sure the right person did – and in seeing the good that will likely happen in the future because of the recognition.

Section 3.0.0.0 of the *Guide to Advancement* has some points on how you can recognize youth and volunteers. You can also find valuable information about the multitude of BSA awards available on Scouting.org on the Advancement and the Awards-Central pages.

In Dulaney District we recognize adult and Scout awards recipients at the annual Awards Banquet in early June. We need you to submit nominees for these awards by the middle of April. You can find the proper forms for making these nominations at the following location: www.baltimorebsa.org Districts, Dulaney, Program, Recognition Packet.

Make sure you remember to recognize!

2. Planning for an Advancement Plan:

Summer Camp is just around the corner. The year ahead for Scouts BSA members holds opportunities galore. Now is the time that troops start to look forward to the calendar for the upcoming year with an eye to building advancement into the program ahead.

- Scouts will want to take stock of the merit badges which they will not be able to complete at camp. With the advice of senior troop members and the advancement chair, merit badge counselors can be identified so that Scouts and Scoutmasters can have that information in hand when they are ready to complete the missing requirements.
- Rank requirements can be evaluated to be sure the plan-ahead has chances for service projects that will fit every rank need of the Scouts.

- Time constraints are evaluated and noted for those requirements which must take place over an extended period of time, along with critical deadlines.
- Positions of responsibility opportunities are presented to allow all ranks to fulfill this need for rank advancement at every level.
- Den Chief opportunities are identified. Coordination with the local packs will provide the ability for the Scouts to share their knowledge with younger Cub Scouts after taking the Den Chief Training offered in the local district or council.

With all the needs of the Scouts identified, the Patrol Leader's Council can use the information to schedule hikes, camping adventures, troop outings and trips, plus shared leadership for all troop members to be able to fulfill advancement needs.

3. Advancement Help May Be “Right Down the Street”

One of the most frequently asked question the National Special Needs and Disabilities Committee receives from leaders and parents is: where do I go for help with advancement for my special needs Scout? Well, the best answer may be right down the street at the Scout's school. In fact, meeting with your Scout's school's special education or reading specialist teacher could be the best answer, as well.

These teachers work daily with students who have disabilities and they know the challenges and needs of these individuals. Most Scouts who are in a special education program may have an 'IEP', or Individualized Education Program. The IEP is a written document that is developed for each school child who is eligible for special education. It is created through a team effort and reviewed at least once a year. Parents have input into their child's plan and Scouting can be a part of that plan. Many school districts see the importance of what is being learned in classrooms that can be applied to the Scouting program and vice versa.

Provided with a general understanding of the current program in which a Scout is enrolled, a special education or reading specialist teacher may be helpful in planning what that Scout can achieve and the pace at which that Scout can accomplish the work. These teachers may also be able to help a unit committee break down the steps needed for the Scout to achieve the next rank or award.

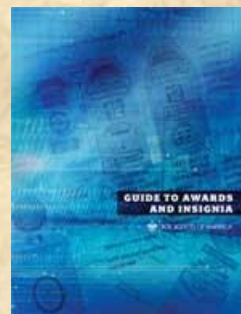
Once lines of communication have been opened, Scout leaders may find that in many cases special education teachers have been doing advancement-related activities in their own classroom. For example, the Cooking merit badge. Many high school special education students are learning lifetime skills and learning to cook is one. Students have to learn about a healthy diet, menu planning, how go shopping, and eventually cook a meal. The same skills special education teachers are teaching in the classrooms are being taught in Scouting which can reinforce the IEP for the Scout. Hand-in-hand, the unit committee working with special education teachers on a Scout's IEP will enhance the Scout's ability to learn and succeed in school as well as the troop.

Similarly, Scouts who have physical disabilities may be working at school with their physical education teachers on adapted physical education skills. These teachers may also help the unit learn the limits of what the Scout can do when it comes to the “physical” activities of many requirements. For example, physical activities such as Swimming, Personal Fitness, or Hiking will have certain challenges. This teacher might be able to set limits and goals that a Scout can reach in a reasonable amount of time that could help the Scout complete the requirement(s).

Finally, don't forget to ask the parents for advice and help. They know their child the best. Elisabeth Shelby, who has a PhD in Special Education and is a member of the National Special Needs and Disabilities Committee mentions, “I used to say that the parents know their child, and educators know techniques.” Parents, unit committee members, and educators should combine these two ingredients to enhance a Scout's ability to achieve the highest possible level of learning success at home, at school, in Scouting—and beyond.

4. 2019 Guide to Awards and Insignia:

The *Guide to Awards and Insignia* has been updated for 2019 and is available now both in print (stores item 648215) and online. Although, minor updates have been made continuously online, this is the first new printing since 2015. The 2019 revision contains significant changes relating to and aligned with all program changes that have previously been rolled out.



If you're new to this document, the *Guide to Awards and Insignia* describes the uniforms of the Boy Scouts of America (BSA) for all programs -- Cub Scouts, Scouts BSA, Venturing, and Sea Scouts, and the proper wearing of all insignia and awards or recognition items. The guide articulates uniforms and insignia for youth and adults, including volunteers and professionals, which includes those outside a unit such as commissioners or Scouters at the council, area, region, or national level.

The Guide also contains a wide variety of useful information for Scouters and parents, including:

- details on who is authorized to wear what awards, and when
- information on all nationally recognized award and recognition programs
- official policy with respect to uniforms
- Specifications for official flags of the BSA

Updates for a future printing of the guide are already in progress. Questions can be submitted through Member Care at 972-580-2489 or send an email to myscouting@scouting.org

5. Using Personal Growth in Your Scouting Program:

Every Scouting activity moves and motivates our youth toward our basic aims of character development, citizenship training, leadership development, and mental and physical fitness. We achieve mission fulfillment using the methods of Scouting: Ideals; Patrol Method; Advancement; Association with adults; Outdoors; Leadership development; Uniform; Personal Growth. None of these methods is a goal by itself. All work together. They reinforce and enhance each other.

The crown jewel and capstone of Scouting's methods is "Personal Growth." In all Scouting activities our Scouts gradually become aware of how Scouting is changing their lives, often in subtle ways. For example, as they recite and learn about the Scout Oath and Law, they recognize how these precepts are becoming meaningful in their personal lives. As they "do a good turn daily," they learn the joy that helping others can bring.

As they plan and execute their own, their patrol's, and their troop's outdoor activities, they learn that they can have consequential influence on their own life and the lives of others. They learn that they can accomplish things that they never thought were possible. With help, they can learn that failure is not the end of the world but an opportunity for learning life's lessons by overcoming adversity. As they move through the advancement system and accomplish goals that they set for themselves, they see that planning and hard work can accomplish wonders when they sew their new rank badges on their Scout uniforms and merit badges on their sashes.

Adult leaders need to be alert for those 30-second moments of opportunity when the right word of encouragement at just the right time can have a vast influence on a Scout's life. Structurally, Scoutmaster conferences provide these opportunities on a regular basis, but these moments may occur at any time, especially when the youth is participating in new adventures. Adults need to be alert!

Make youth personal growth a major part of your unit's program. Be aware of the important part this plays in our Scouting mission. Do this and you will increase advancement and keep Scouts in Scouting longer. We will thus fulfill our mission. Now, isn't that what we're all about.

6. Advancement Is Based on Experiential Learning:

Baden-Powell: "The most important object in Boy Scout training is to educate, not instruct."

Once upon a time there was a very wise senior patrol leader and scoutmaster who worked together to make advancement an important part of all patrol and troop activities. These wise leaders had determined the culture in their troop would be that advancement was going to be as a *result* of the patrols' activities and not the *focus* of the patrols' activities. Learning necessary advancement skills was going to be a natural, necessary part of conducting their fun activities.

Some sort of trick? If so, what these wise leaders were actually doing was to put one of Scouting's "best practices" into action. The concept is spelled out in the [Section 2.0.0.2 of the *Guide to Advancement*](#), which says, "Everything done to advance—to earn ranks and other awards and recognition—is designed to educate or to otherwise expand horizons." The *GTA* goes on to explain, "Experiential learning is the key: Exciting and meaningful activities are offered, and education happens. Learning comes from doing." Finally, the *GTA* reveals "the trick" by telling its readers that "Advancement

Our fictional wise leaders knew learning and practicing a skill through practical application in an experiential setting—as opposed to "classroom" instruction—would improve retention of the skill. Perhaps for a lifetime. So, they planned fun activities that just "happened" to result in advancement should be a natural outcome of a well-rounded unit program, rich in opportunities to work toward the ranks."

For example, a patrol leader who knew that second class Scout Richard needed to identify two ways to obtain a weather forecast for an upcoming activity might ask Richard during a patrol meeting to help him out by taking out his phone and looking at the local news station and national media forecasts for the date of the activity. The patrol leader should reinforce the lesson by asking Richard why he thought knowing this information might be important for the activity.

Or, the troop's leadership might plan an athletic field day that included a plan for Audrey and the other Tenderfoot Scouts in the troop to improve and follow up in 30 days, without ever mentioning the advancement requirements they would complete by doing so.

In either case, usually at the next patrol or troop meeting, the leader could ask for each Scout's [Handbook](#) and announce as they were signing off on those requirements, "Congratulations! You completed requirements X, Y, and Z last week because you did..."

You might ask, "Aren't the Star, Life, and Eagle Scouts wise to the 'trick'?" Of course, by that point they were in leadership roles and had become "insiders" in perpetuating the advancement culture of the troop. As the [Guide to Advancement](#) says, "Advancement is simply a means to an end, not an end in itself." It is one of several methods of Scouting, all of which are important.

7. Positions of Responsibility in Scouting Programs:

BSA's [Advancement News](#) recently completed a year-long series examining the Methods of Scouting and their impact on the youth in Scouting. Leadership Development as one of those methods is tied in with many others, and its effectiveness can be greatly influenced by the circumstances the Scout experiences during their tenure in that position of responsibility.

For each opportunity, the Scout will be impacted by several factors:

- Importance of all positions starting in Cub Scouting and continuing through the various program areas
- The position and what the real responsibilities will entail
- The adult interaction, mentorship and guidelines
- Benefit of feedback to the youth
- The ultimate outcome befitting the youth and the impact on the group where performed leadership.

8. The Power of Suggestion:

We've all heard of the 'power of suggestion' and how it can influence our lives and the lives of those around us. If someone or something suggests to you a specific outcome, your expectations can play an important role in achieving that out-come. The reason for this is that the way we anticipate our response to a situation influences how we will actually respond.



In Scouting the 'power of suggestion' frequently manifests itself by leaders attempting to influence a Scout's behavior, actions, advancement etc. by making a 'suggestion.' Typical examples include telling Scouts that it is 'suggested' they: (1) wear the full field uniform to a Scoutmaster conference; (2) type the Eagle Scout Rank Application; or (3) type the Scout's statement of ambition and life purpose a certain length. For Eagle Scout service projects, some leaders have 'suggested' Scouts should work toward a certain typical standard stating for example that 100 hours is typical of what is needed to show sufficient leadership to successfully complete an Eagle Scout service project. However, Scouts will frequently interpret a 'suggestion' as an indirect instruction that they must comply with rather than just an alternative they might consider.

Leaders may defend these practices by saying that they were merely 'making a suggestion' and not establishing a minimum standard. But what was their real intent? Obviously, it was an attempt to influence the Scout's behavior and actions in a specific way. In reality the above examples are nothing more than an attempt to set additional minimum standards beyond those necessary for rank advancement. This is just an indirect way of adding to requirements, which is not allowed.

From the Scouts' perspective, the problem with such "suggestions," however well-meaning, is that Scouts will frequently interpret a suggestion from an adult as an indirect instruction that they must comply with rather than just an alternative they might consider. To better understand this let's look at the context of how a 'suggestion' is given. When someone in a position of authority, such as a parent, unit leader, employer, or other professional makes a 'suggestion' more than likely they are expressing their expectation of a certain outcome. For example:

- a. If a doctor suggests that a patient stop a certain behavior, is the doctor really making a 'suggestion,' or are they telling the patient the outcome the doctor expects?
- b. If a teacher suggests that students study certain topics overnight, is that a 'suggestion' or a warning about a potential pop quiz the next day?
- c. If an employer suggests that you do something, is that really a 'suggestion' or an indirect way of telling you do something? If an employer suggests that an employee might want to get a report done before going home today instead of waiting until tomorrow what would the expectation of that employee?

- d. If a parent suggests that one of their children clean up their room, make their bed, take out the garbage, etc., are they really making a 'suggestion' that the child doesn't need to follow?
- e. If the Scoutmaster 'suggests' that that a Scout do a certain something is that a 'suggestion' or is the Scoutmaster communicating an expected performance standard?

The examples above should make it clear that when someone in a position of authority makes a 'suggestion' that in reality they are communicating a performance expectation. Likewise, in Scouting, when adult leaders make 'suggestions' to Scouts, they will undoubtedly interpret those 'suggestions' as instructions that they must comply with. Don't fall in the trap of creating additional requirements and expectations that are not permitted or allowed by calling them "suggestions." Praising positive actions is a much better approach and ultimately one that should be much more successful in achieving the desired outcome.

D. MERIT BADGES:

Plan Ahead for Merit Badge Counselors to Serve Scouts:

The approach of summer and preparation of troop meeting plans for the year ahead go hand in hand. With that there will be a need to discover if there are particular merit badges that youth in the BSA troop have specific wishes.

Earning merit badges is an important part of the advancement process for Scouts. They meet with the Scoutmaster or designee to discuss the merit badge they wish to explore, receive the blue card for recording their progress and importantly, contact information for a qualified merit badge counselor. After a few words of encouragement and wisdom, they are on to the adventure.

Scoutmasters (or designated troop leadership) share counselor information, for a council pre-approved individual, along with instructions to ensure safety of the Scouts participating.

To qualify as a merit badge counselor, a volunteer must:

1. Must be registered as an adult BSA leader (submit a BSA adult application for the position of merit badge counselor which does not require payment of membership fees.)
2. Must complete YPT (Youth Protection Training) within two years and keep YPT current at all times.

Additionally, a merit badge counselor needs to be:

- Be at least 18 years old
- Be of good character
- Recognized as having skills and education in the subject area
- Have a good rapport with leaders and Scout-age youth

Of special importance is the need for two deep leadership whenever a Scout is in a merit badge counselor interchange situation. The merit badge counselor may have the parent serve as the second adult. Of special importance in 2019 and beyond is that when the Scout is female, one of the adults must be a registered female leader over the age of 21. Please refer to the *Guide to Safe Scout* (<https://www.scouting.org/health-and-safety/gss/gss01/>)

New merit badge counselors are encouraged to review the Advancement Educational Presentation *The Essentials of Merit Badge Counseling* (<https://www.scouting.org/programs/scouts-bsa/resources/advancement-presentations/>).

D. HELP WANTED:



The Dulaney District Advancement Committee has 2 open positions: STEM committee and Merit Badge Dean. If you are taking Wood Badge this spring and need a something to do to help the district, or if someone in your unit is taking Wood Badge and needs something to do to help the district, one of these positions might be for you. The STEM position involves working with the Council STEM committee and approving STEM applications for Cubs and Scouts. The Merit Badge Dean position requires a working knowledge of computer data bases and spreadsheets.

If you are interested in either position, or know of someone who might be interested, please contact me.

Yours in Scouting;

Rick Shaw
Dulaney District Advancement Chairman
410-823-8522
ricncork@erols.com

