

MEMBERSHIP COMMITTEE GUIDE



BOY SCOUTS OF AMERICA

Membership Committee Guide



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Introduction

The Boy Scouts of America— A Membership Organization

The federal charter from Congress charges the Boy Scouts of America to make its program available to all who are eligible, but recognizes that young people must become members in order to derive the benefits available from the Scouting program. Those who administer the program must, therefore, serve the membership and also actively and purposefully recruit new members.

Since ours is a membership organization, we must seek opportunities to retain our current members and to increase our new membership. The inculcation of high values and the acceptance of the philosophy offered by the Boy Scouts of America through its program touch young people's lives after they become members.

Those who believe youth need what we have to offer will redouble efforts to touch the lives of as many as possible.

Charters

The Boy Scouts of America does not operate Cub Scout packs, Boy Scout troops, Varsity Scout teams, or Venturing crews. The Boy Scouts of America forms relationships with existing organizations and provides the program for them to serve their youth.

Because the program of the Boy Scouts of America is conducted only through chartered organizations, it is imperative that adequate attention be given to the support of organizations that are chartered to operate units. Our success can only be assured if the chartered organization considers itself successful in the delivery of the Scouting program to young people.

Following its incorporation in 1910 in Washington, D.C., the Boy Scouts of America became increasingly popular across the United States. Congress recognized Scouting's potential as an educational resource and, in 1916, granted a federal charter to the Boy Scouts of America to make the program available to boys through community organizations. Under the protection of its congressional mandate, the Boy Scouts of America, in turn, issues two kinds of charters:

The BSA issues two kinds of charters: one to operate a council and one to operate a unit.

- One charter is issued annually to a local Scouting council granting them the authority and responsibility to provide services to community organizations, enabling them to use the Scouting program for their young people. There are 250 local councils throughout the United States, as well as councils in the Virgin Islands, Puerto Rico, Europe, and the Far East.
- The other charter is issued annually to a community organization granting it the use of the Scouting program, operated under its own leadership, to serve the children, youth, and families for which it has a concern.

The educational program of the Boy Scouts of America is designed to help develop ethical values in young people. In fact, 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.”

The support service of the Boy Scouts of America to the community organizations that use Scouting is provided by the local council, through its districts. The membership/relationships committee is an important part of this support system.

The success of Scouting's impact on young people can be assured only when both the chartered organization and the Boy Scouts of America cooperate and meet their respective obligations.



Membership



Membership is important. Membership means registration with the Boy Scouts of America. This entails the submission of an application by a young person (with parent or guardian approval) to a unit leader, payment of a membership fee, acceptance by the unit and council, and issuance of an official registration card.

The Benefits of Youth Membership

- Access to an active, exciting, fun-filled, and adventure-some program.
- Authorization to wear a distinctive uniform.
- Ability to participate in advancement and recognition programs and earn awards for performance.
- Use of local council long-term camps and Cub Scout day camp programs.
- Use of national high-adventure bases.

- Participation in international, national, and regional events, such as jamborees.
- Opportunities for training in leadership, outdoor skills, citizenship, career awareness, etc.
- Identification with a large national organization having international affiliations.
- Association with men and women of character who care about young people.

Obligations of Youth Membership

- Understand the Scout Oath and Scout Law, and intend to live by the principles contained in them.
- Be an active participant in the program and meetings of the unit.
- Learn skills in order to become more self-sufficient and to be able to help others.

Five Sources of Membership Growth

1. Growth from new units (responsibility of the membership committee)
2. Growth from youth recruitment/additional enrollments (responsibility of the membership committee)
3. Growth from program transition (Webelos Scout to Boy Scout, and Boy Scout to Venturer) (joint responsibility of membership committee and commissioner staff)
4. Growth from keeping units active and chartered (responsibility of the commissioner staff)
5. Growth from increasing tenure/more youth reregistered at unit charter renewal (responsibility of the commissioner staff)



Membership Committee Operation



The tasks of the membership committee fall into two broad categories, whether at the regional, area, or council level:

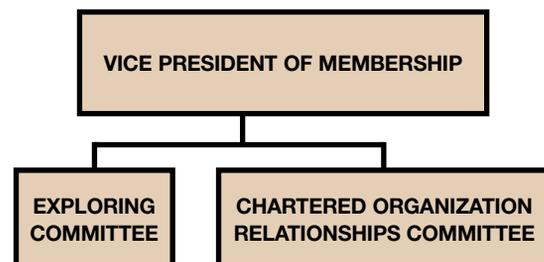
- **Relationships.** Establish and maintain mutually beneficial relationships with major community organizations and institutions, both those that have Scouting units and those that do not. These include religious bodies, educational bodies, civic service clubs, fraternal and veteran associations, labor unions, business and industry, professional societies, and other organizations with objectives compatible with the Boy Scouts of America.
- **Membership.** Organize new units, reorganize inactive and dropped units, and recruit new members in a systematic way.

The mission of the region is to provide a liaison between the National Council and local councils to achieve the purposes of Scouting and to maintain standards, policies, programs, and procedures established by the Boy Scouts of America. The region is responsible for the effective operation of each of its councils: the proper alignment of councils, sufficient qualified volunteer and professional leadership in each council, and effective programs for financing each council.

Regional Responsibilities

1. To communicate national policy, programs, and information to local councils within regional jurisdiction.
2. To listen to local council volunteers and professionals and convey to the National Council innovative ideas for strengthening the programs and policies of the Boy Scouts of America.
3. To provide professional and volunteer support to councils to help them meet Journey to Excellence standards and criteria.
4. To maintain established standards and provide ongoing training to keep volunteers and professionals updated.
5. To serve councils through areas providing ongoing services, counsel, guidance, mentoring, and support.

REGIONAL VOLUNTEER COMMITTEE



REGIONAL VICE PRESIDENT OF MEMBERSHIP

The regional vice president of membership reports to the regional president.

Principal Responsibilities

- Serve as a member of the regional executive board and executive committee and serves on the national Membership Committee.
- Chair the meetings of the regional membership committee.
- Promote through areas and local councils nationally coordinated membership initiatives with specific chartered organizations to increase the number of registered youth per council.
- Promote and provide encouragement to area and local council leadership to extend Scouting and Exploring programs to emerging multicultural markets, including Hispanic, African American, and Asian communities.
- Promote and support the Journey to Excellence efforts of area and council Membership chairs in achieving an increase in market share percentage, increased percentage in membership growth, and an increase in percentage of membership retention.
- Provide leadership to annual membership recruitment and new-unit development campaigns to positively impact the market share of local councils.
- Promote best methods for membership growth and outreach including target emerging markets to positively impact the market share of local councils.
- Promote strong relationships with our chartered organizations.
- Promote recognition of outstanding service by adult individuals or organizations in rural or low-income urban backgrounds with the promotion of the Whitney M. Young Service Award and other membership related recognitions.
- Helps maintain standards and policies of the Boy Scouts of America.

REGIONAL VICE PRESIDENT OF CHARTERED ORGANIZATION RELATIONSHIPS

The regional vice president of chartered organization relationships reports to the regional vice president of membership.

Principal Responsibilities

- Serve as a member of the regional membership committee.
- Promote nationally coordinated membership initiatives with specific chartered organization groups.
- Provide assistance to annual membership recruitment and new-unit development campaigns with specific chartered organization groups.
- Promote strong relationships with our chartered organizations.
- Promote recognition of religious and civic awards and outstanding service by adult individuals or organizations as well as the William D. Boyce New-Unit Organizer Award.
- Help maintain standards and policies of the Boy Scouts of America.

REGIONAL VICE PRESIDENT OF EXPLORING

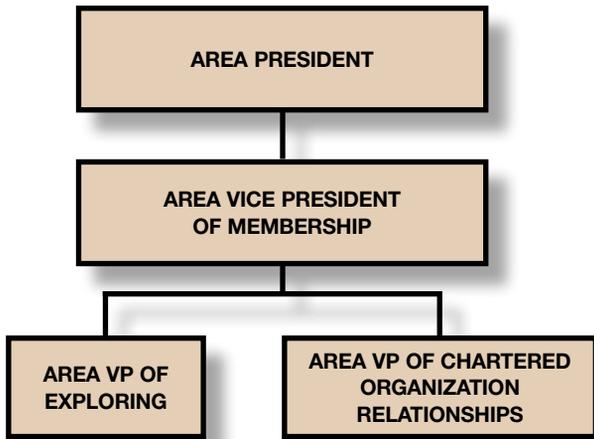
The regional vice president of Exploring reports to the regional vice president of membership.

Principal Responsibilities

- Register as a member of the regional committee, participate in regional committee meetings, and complete an onboarding orientation for the position.
- Assist in the recruitment and training for each of your respective area Exploring chairs within your region.
- Participate in the monthly regional meetings/conference calls with your regional vice president of Exploring.
- Conduct quarterly meetings/conference calls with your respective area Exploring chairs.
- Provide support to your respective areas to be successful with meeting goals, as outlined in the region's strategic plan and the national Learning for Life/Exploring Strategic Plan.
- Identify and develop opportunities for regional Exploring partnerships to create Exploring growth.
- Provide support to the regional youth representative for the Exploring Officers Association.

Regional and Area Volunteer Committee Structures are located in the Resources section.

AREA MEMBERSHIP COMMITTEE



Area Responsibilities

The area membership committee provides support through the following positions:

AREA VICE PRESIDENT OF MEMBERSHIP

The area vice president of membership reports to the area president.

Principal Responsibilities

- Serve as a member of the area committee and serves on the regional membership committee.
- Chair the meetings of the area membership committee.
- Promote nationally coordinated membership initiatives with specific chartered organizations.
- Promote and provide encouragement to local council leadership in extending Scouting and Exploring programs to emerging multicultural markets, including but not limited to Hispanic, Asian, and African American communities.
- Provide leadership to annual membership recruitment and new-unit development campaigns.
- Promote best methods for membership growth and outreach including target emerging markets.
- Promote strong relationships with our chartered organizations.

- Promote recognition of outstanding service by adult individuals or organizations in rural or low-income urban backgrounds with the promotion of the Whitney M. Young Service Award and other membership related recognitions.
- Help maintain standards and policies of the Boy Scouts of America.

AREA VICE PRESIDENT OF CHARTERED ORGANIZATION RELATIONSHIPS

The area vice president of chartered organization relationships reports to the area vice president of membership.

Principal Responsibilities

- Serve as a member of the area membership committee and the regional relationships committee.
- Promote nationally coordinated membership initiatives with specific chartered organization groups.
- Provide assistance to annual membership recruitment and new unit development campaigns with specific chartered organization groups.
- Promote strong relationships with our chartered organizations through activities such as Scout Sunday; Scout Sabbath; and reports to the city, state, school boards, and community organizations.
- Promote recognition of religious and civic awards and outstanding service by adult individuals or organizations as well as the William D. Boyce New-Unit Organizer Award.
- Help maintain standards and policies of the Boy Scouts of America.

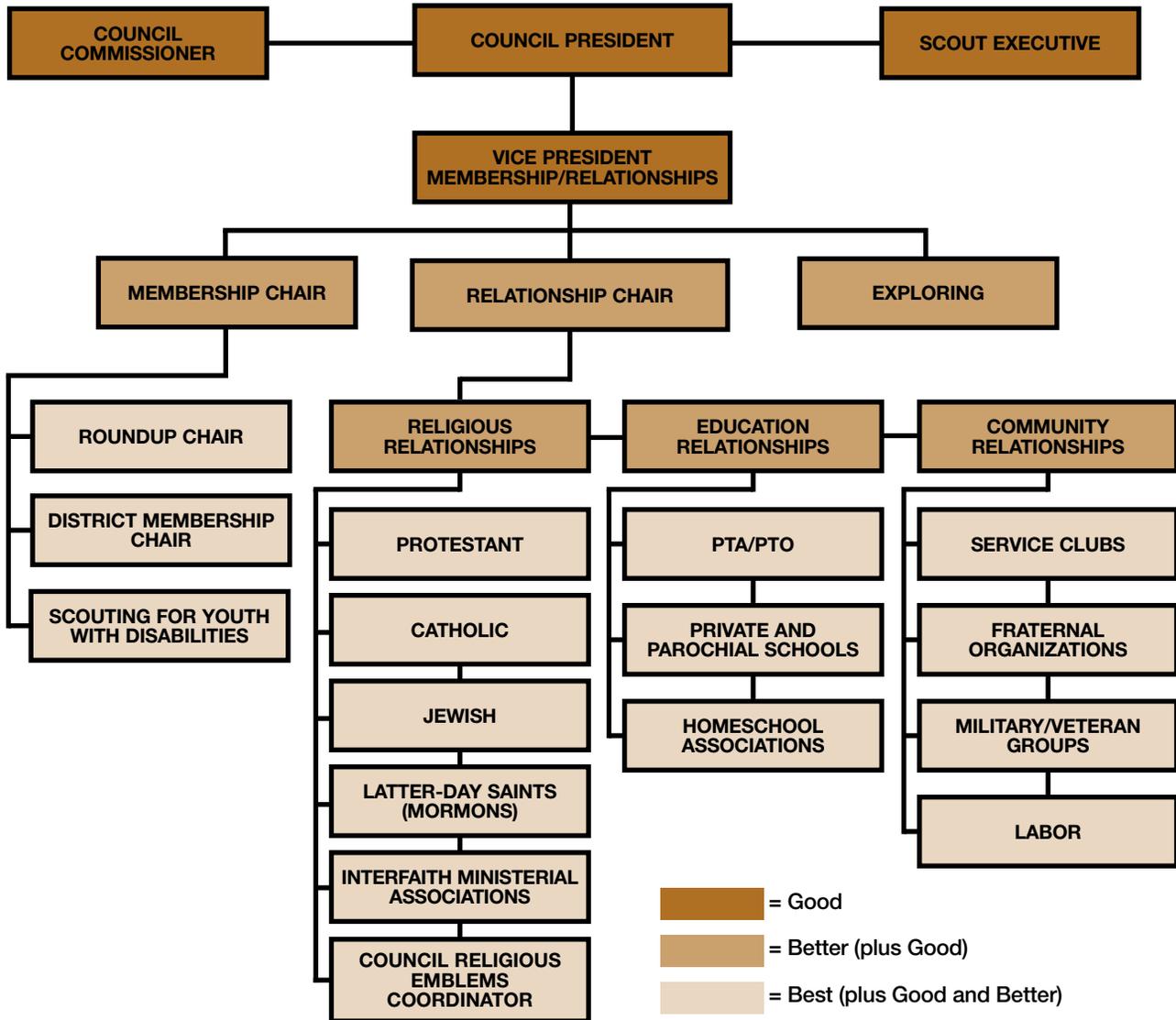
AREA VICE PRESIDENT OF EXPLORING

The area vice president of Exploring reports to the area vice president of membership.

Principal Responsibilities

- Register as a member of the area committee, participate in area and regional committee meetings, and complete an onboarding orientation for the position.
- Assist in the recruitment and training for each of your respective council Exploring chairs within your area.
- Participate in the monthly regional meetings/conference calls with your regional vice president of Exploring.

The Council Membership Committee



- Conduct quarterly meetings/conference calls with your respective council Exploring chairs.
- Provide support to your respective councils to be successful with meeting goals, as outlined in the council’s strategic plan and the national Learning for Life/ Exploring Strategic Plan.
- Identify and develop opportunities for area Exploring partnerships to create Exploring growth.
- Provide support to the area youth representative for the Exploring Officers Association.

COUNCIL VICE PRESIDENT OF MEMBERSHIP/RELATIONSHIPS

The vice president of membership/relationships should be a member of the executive board, and most often a council vice president. Other members of the board may serve on these various committees.

In many councils, this position will be titled vice president—membership/relationships and is directly responsible to the council president.

Following is a model position description:

Position Concept

Gives leadership to the membership/relationships function in the council. Recruits, trains, and leads a committee. Develops and expands relationships between chartered organizations and the council. Develops cooperative relationships with key community organizations. Develops and executes plans that will result in increased youth membership and in greater support for chartered organizations.

Principal Responsibilities

- Direct the work of the membership/relationships committee. Use monthly membership reports and Journey to Excellence council, district, and unit reports to identify priorities.
- Recruit, train, and motivate Scouters to serve on the committee and help it to carry out its functions effectively.
- Promote membership and unit growth in Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, Sea Scouting, and Exploring through the membership cycle, coordinating youth recruiting and new-unit organization. Plan and help districts carry out roundups, new-unit campaigns, and the other elements of the membership cycle.
- Develop more effective communication with chartered organizations.
- Cultivate community organizations, groups, and associations that might become chartered organizations or support the Scouting program in other ways.
- Support the religious emblems program of chartered organizations.
- Stimulate the use of the program by special youth populations (i.e., low-income, disabled, and ethnic young people, or those in sparsely populated rural areas).
- Prepare short-, intermediate-, and long-range membership and unit objectives.
- Give leadership to events such as relationships conferences or fireside chats with heads of chartered organizations.
- Promote membership growth in all markets.

Council Membership Committee Organization

In addition to the chair and selected executive board members, other committee members who are interested in extending Scouting may participate as members at large. The committee is responsible for reaching a representative group of youth interested in the Scouting program. Members should come from diverse backgrounds and environments.

The committee must reach into all areas within the council and district boundaries providing the extra effort required to expand the Scouting program in the underserved areas of the council.

The council membership/relationships committee might include two interest groups of Scouters as follows:

Relationships Group. Since Scouting is a program made available to community organizations to achieve their own objectives as they reach out to the youth of the community, it is essential that all major organizational structures in the community maintain representatives on the committee. This will guarantee better understanding and better receptivity of Scouting by these community groups. Committee members should be determined as the need exists for representatives of Protestant, Catholic, Jewish, Mormon, and other religious organizations; service clubs; veteran and fraternal groups; labor groups; rural and urban groups; businesses; industries; parochial, private, and public schools; PTAs and PTOs; organizations serving people with disabilities; and others.

Membership Group. The district membership chairs are members of this group and bring the needs of their respective districts to the attention of the council committee and, in turn, cooperate in the execution of plans in each district. This group determines which of the membership events will be used to obtain membership objectives (roundup, together plan, new-unit campaign, recruit-of-the-month, Joining Night, open houses, etc.).

Possible Subcommittees— Membership

SCOUTING FOR YOUTH WITH DISABILITIES

A council advisory committee on youth with disabilities may report to either the council executive board or the council membership committee to help all council structures provide the most effective Scouting program for youth with disabilities and special needs.

Principal Responsibilities

- Help the council increase the percentage of youth with disabilities served.
- Help the council gain a better awareness of people with disabilities.

- Develop good council working relationships with organizations and individuals in the community that have special understanding about people with disabilities.
- Advise the council on plans, programs, and techniques to better serve youth with disabilities.

For more details, see the Council Advisory Committee section in the *Scouting for Youth With Disabilities* manual, No. 34059, available online at <http://www.scouting.org/scoutsources/CubScouts/Leaders.aspx>.

RELIGIOUS RELATIONSHIPS

In addition to the religious relationships representatives on the council committee, councils may also wish to form Protestant, Jewish, Catholic, Mormon, or other advisory committees on Scouting. They can provide helpful liaison between the religious organizations and Scouting. This can be tailored or expanded to fit local needs.

Principal Responsibilities

- Provide religious support and worship services at council and district events such as camporees, Scouting shows, Cub Scout day camps, and other council and district events.
- Provide a chaplaincy program for all council long-term camps and contingents.
- Provide incentives, materials, and guidance for all Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers interested in earning the religious emblems of their faith.
- Provide a monitoring service to the council to make sure Scouting activities do not conflict with designated religious holidays and major religious practices.
- Serve as a resource for religious groups to help them use the Scouting program as an effective ministry with youth, especially through the relationships conference. Provide committee support to the council in searching out prospective religious organizations that could become chartered organizations using the Scouting program.
- Assist the membership committee with resource personnel as plans are developed for together plans, Joining Nights for Scouting, roundups, and membership promotion functions.
- Provide districts with a directory of all potential chartered organizations in the district tabulated by faith/denomination.
- Ensure Scouting successes in council are reported to institutional heads.

The subcommittee meets quarterly, with each denominational group gathering individually for a period of time and later reassembling for a discussion of total council needs and support. The respective religious groups may meet more often. These committees may *not* be formed on a district level.

EDUCATION RELATIONSHIPS

It is advisable to establish an education relationships subcommittee that meets quarterly or more often as needed.

Principal Responsibilities

- Act in close liaison with council leadership to maintain or regain Scouting access to schools.
- Constantly monitor developments and changes in local school systems concerning policies and procedures that could affect the operation of Scouting.
- Strengthen relationships with all community education systems to provide for their cooperation.
- Promote efforts with all parent-teacher groups to understand their purposes, goals, and objectives, and their current program emphases. Develop a working relationship with the local council in support of its purpose.
- Invite representatives from the private sector, public libraries, and youth correctional agencies to consider the use of the Scouting program and/or provide support services.
- Ensure that the successes of Scouting in the council are reported to local, regional, and state school boards, etc.

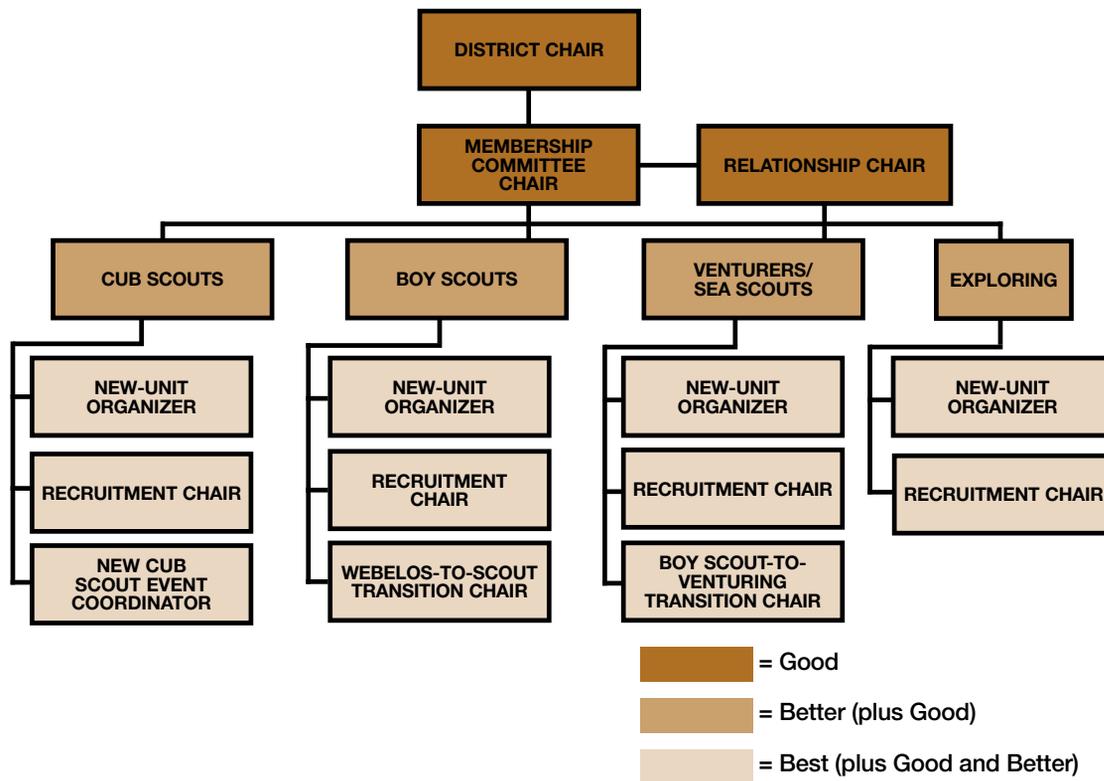
COMMUNITY RELATIONSHIPS

A community relationships subcommittee also meets quarterly or more often as needed.

Principal Responsibilities

- Support service and fraternal groups.
- Relate to all central labor councils and labor unions.
- Coordinate efforts in underserved areas to help understand, relate to, and develop Scouting.
- Develop other areas of focus based on the specific needs of the council, especially related directly to key ethnic populations.
- Ensure successes of Scouting are reported to the organization heads within the council.

The District Membership Committee



The district membership committee is primarily responsible for (1) the relationship with community organizations, (2) the organization of new units in order to provide opportunity for youth membership growth, and (3) 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’s 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 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. The chart would be adapted for their situation.

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 reorganized.

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 Committee Tasks

1. GATHER INFORMATION

- Work with the district executive to establish a district growth plan for new-unit and membership growth in the district.
- Use the district market analysis to find out how many youth there are of Cub Scout, Boy Scout, Varsity Scout, Venturing, and Exploring age.
- Analyze district membership figures on the number of Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, and Explorers for the past several years.
- Find out where units of each age level are located to help decide how many units of each type will be needed and where.
- Track membership growth throughout the current year.
- Develop a list of all potential chartered organizations in the district.

- Develop a plan to support unit new member coordinators.
- Gather information about various types of community organizations, as well as individual organizations within each type.
- Plan and conduct activity interest surveys with Venturing-age youth.

2. CULTIVATE RELATIONSHIPS WITH COMMUNITY ORGANIZATIONS

- Encourage community organizations to use the Scouting program.
- Act in close liaison with council leadership to maintain or regain Scouting access to schools.
- Conduct district relationships conferences for heads of chartered organizations and chartered organization representatives.
- Promote the religious emblems program through your religious emblems coordinator.
- Share information with other district Scouting leaders about how to work more effectively with various types of organizations.
- Work closely with the marketing committee.

3. ORGANIZE UNITS

- Recruit and train organizers for new units as well as those needing reorganization.
- Organize new packs, troops, teams, crews, ships, posts, and clubs using the *Unit Performance Guide*.
- Conduct a together plan—a plan to bring Scouting to a number of organizations.
- Reorganize units that need a new start.
- Make sure that new or reorganized units are under the care of a member of the commissioner staff before you leave.
- Promote the whole Scouting family (the organization of packs, troops, teams, and crews in the same chartered organization). Some councils have established a “Whole Family of Scouting” award, which stimulates chartered organizations to have the whole family of units.

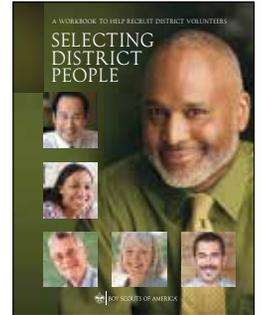
4. HELP YOUTH JOIN EXISTING UNITS

- Plan and carry out district Join Scouting events and other youth recruiting campaigns.
- Help existing units develop a plan of year-round recruiting and an interest in looking for new members.
- Keep a list of all Scouting units that have not added new members during the past six months. District Scouters help coach units that show no growth in members.

A variety of possibilities exists regarding structure and roles. Below are some position descriptions for each district to consider what is needed and will best help them grow their membership.

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.

NEW CUB SCOUT EVENT COORDINATOR

Principal Responsibilities (If done at a district level)

- Schedule activity for new Scouts.
- Welcome new parents and Scouts.
- Engage new parents in unit activities.

DISTRICT WEBELOS-TO-SCOUT TRANSITION CHAIR

Principal Responsibilities

- Contact all packs in early fall to update the list of all fifth-grade Webelos Scouts.
- Coach Cubmasters, Webelos den leaders, and Scoutmasters in the transition process at roundtables, at training courses, and through personal contact.
- Report to the membership committee chair, and keep the district committee informed.
- Track and maintain records of Webelos graduation by using a chart that lists the transition record of each pack.
- Work with unit commissioners to follow up on Webelos Scouts who have not joined a troop.
- Work toward 100 percent Webelos-to-Scout transition.

BOY SCOUT-TO-VENTURING TRANSITION CHAIR

Principal Responsibilities

- Contact all troops in the spring and encourage older boys to stay involved and join a Venturing crew.
- Coach Scoutmasters, Venturing crew Advisors, and chartered organizations to establish a Venturing crew.
- Track Venturing-age Boy Scouts who did not reregister and invite them to join Venturing.
- Set a goal to increase the number of Venturers and Sea Scouts in districts.

NEW-UNIT ORGANIZER

Principal Responsibilities

- Report to the district membership chair.
- As part of the new-unit organizing team, attend the new-unit organizer training. The new-unit organizing team consists of the new-unit organizer, new-unit commissioner, district training coordinator/chair, and district executive.
- Become familiar with the four pillars of high-quality units and the four phases of Exploring in order to ensure that the unit starts the right way.
- Introduce the new unit commissioner to the unit committee as the commissioner begins his or her role.

- Work with the chartered organization to introduce the Scouting program and promote all levels of Scouting.
- Work with the chartered organization to select and recruit leadership for the unit. Leadership should be in place before youth are actively recruited.
- Work with the training committee to ensure that newly recruited leadership are trained in Youth Protection and receive leader-specific training by position.
- Work with the leadership to create a detailed plan for the Scouting program, including tentative activity schedules, plans for weekly and monthly meetings, scheduled monthly committee meetings, and a budget introducing product sales.
- Work with the new leadership to help provide training on youth recruitment strategies. Using BSA resources such as recommended boy talks, high-adventure surveys, activity nights, and other best methods.
- Work with the unit to collect applications and fees for all Scouts and adult leaders, and aids in completing all necessary paperwork.
- Ensure that the paperwork for the new unit is submitted to the district executive or his or her designee for submission to the local council service center.
- Present charter with the new-unit commissioner to the chartered organization.

Organizing Units



Cultivating Prospective Chartered Organizations

Prospective chartered organizations should be approached from their viewpoints and interests. Point out how Scouting can help the organizations achieve their objectives for the young people in their communities. It is important that the potential chartered organizations understand the cooperation that exists between the Boy Scouts of America and the religious, educational, civic, and/or community organization.

As soon as the facts and the need for a unit have been determined, organize a unit using the four pillars outlined in the *Unit Performance Guide* to ensure a strong organization. During the organizing process, establish a mutually beneficial relationship that will further the purposes of the community organization and Scouting. The *Unit Performance Guide* would be helpful for this discussion.

Prospective chartered organizations should be approached from their viewpoints and interests. Also remember to use the council and district relationships teams to identify prospective chartered organizations.

The Boy Scouts of America is an educational resource program. It charters faith-based, civic and community, and educational organizations to use Scouting as part of their service to their own members, as well as the community at large.

The BSA local council provides the support service necessary to help the chartered organization succeed in its use of the program. The responsibilities of both the BSA local council and the chartered organization are described in the charter agreement.

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



The Four Pillars of High-Quality Units

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 New-Unit Commissioner Unit Committee Members – Journey to Excellence—Voice of the Scout – Unit New Member Coordinator</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>



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)

Starting a 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!

BOY SCOUTS OF AMERICA YOUTH APPLICATION



Cub Scouting
Ages 7-10
Males only



Boy Scouting



Venturing Sea Scouting



Youth Scouting

Good Will-doer

An applicant will be eligible to join the Boy Scouts of America if he or she is a resident of the United States, is at least 13 years of age, and is a male citizen or permanent resident of the United States.

Good Law

A resident permanently must be a U.S. citizen, permanent resident, or naturalized citizen.



BOY SCOUTS OF AMERICA

Real World Career Experience



Exploring is a program for young people ages 14-24 who are interested in exploring career options. It is a program for young people who are interested in exploring career options. It is a program for young people who are interested in exploring career options.

YOUTH APPLICATION

Exploring is a program for young people ages 14-24 who are interested in exploring career options. It is a program for young people who are interested in exploring career options. It is a program for young people who are interested in exploring career options.



BOY SCOUTS OF AMERICA ADULT APPLICATION

The mission of the Boy Scouts of America is to prepare young men and women for the future by instilling in them the values of the Scout Oath and Scout Law.

All adult Scouters must be U.S. citizens, permanent residents, or naturalized citizens. They must be at least 18 years old and have a high school diploma or equivalent. They must also have a clean criminal record.

Good Will-doer

An applicant will be eligible to join the Boy Scouts of America if he or she is a resident of the United States, is at least 18 years of age, and is a male citizen or permanent resident of the United States.

Good Law

A resident permanently must be a U.S. citizen, permanent resident, or naturalized citizen.



BOY SCOUTS OF AMERICA

ADULT APPLICATION

The Learning for Life (LFL) and Scoutmaster (SM) positions are open to all adults who are interested in exploring career options.





All adult Scouters must be U.S. citizens, permanent residents, or naturalized citizens. They must be at least 18 years old and have a high school diploma or equivalent. They must also have a clean criminal record.

Application Form

NEW-UNIT APPLICATION



Cub Scouting



Youth Scouting

Scoutmaster

The Scoutmaster is the adult leader of a Scout pack, troop, or team. He or she is responsible for the overall leadership and management of the unit. The Scoutmaster must be a U.S. citizen, permanent resident, or naturalized citizen. He or she must be at least 18 years old and have a high school diploma or equivalent. He or she must also have a clean criminal record.



BOY SCOUTS OF AMERICA

EXPLORING™
BEYOND YOUR PAGES

NEW POST/CLUB APPLICATION

OUR MISSION

Develop character, building self-esteem, and providing leadership opportunities for young people.

OUR VISION

Develop a vision of success by providing leadership opportunities for young people.

CLUBS

Exploring clubs are open to all young people who are interested in exploring career options.

POSTS

Exploring posts are open to all young people who are interested in exploring career options.

The Unit's New Member Coordinators



(Note that a unit is encouraged to have co-coordinators or multiple holders of this position.)

- Sustaining strong membership in a unit depends not only on having new members join the unit but also on engaging youth and their families in the unit experience so that they stay. The role of the new member coordinators is to ensure that both of these keys to success take place.

Appointment and Support

- The new member coordinators are appointed by and report to the unit committee chair.
- The new member coordinators work with and are supported by the district membership chair, as well as by unit leadership, the chartered organization, and commissioners.

Responsibilities

In general, all new member coordinators:

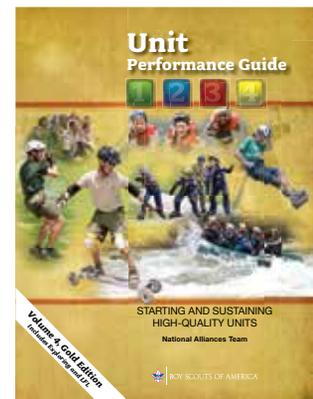
- Serve as welcoming ambassadors for the unit.
- Work with the unit committee in developing and implementing the Unit Membership Plan.
- Participate in new member coordinator training and collaborate with the district membership team.

Specific responsibilities for each new member coordinator should be determined by the unit's new member team depending on individual interests and the needs of the unit. The tasks and opportunities listed below should help to guide the planning for individual and shared responsibilities.

Each of the three position elements listed should be included in the Unit Membership Plan developed with the leadership of new member coordinators:

1. Share the benefits of Scouting:
 - Develop and share your own Scouting story, showing the impact of Scouting on your family.
 - Identify and access research data and local examples confirming the fun and value of Scouting to youth, families, and the community.
 - Promote Scouting benefits through social media and other avenues of communication.

- Showcase Scouting through engagement in local community events and service.
2. Coordinate unit recruitment:
 - Oversee unit recruitment efforts such as joining events, informational presentations, and peer-to-peer initiatives.
 - Appeal to potential youth members and their families through well-designed and widely distributed invitations shared through electronic media, handouts, and personal contacts.
 - Ensure that the unit's BeAScout pin is up to date and that prompt follow-through takes place.
 - Collaborate with local school representatives and community leaders, particularly in the chartered organization, to foster promotion of Scouting opportunities.
 3. Guide the joining and welcoming process for youth and their families:
 - Help youth and adults greet newcomers warmly and to establish friendly, enjoyable relationships so that new members form a strong sense of belonging.
 - Develop a unit welcome packet, electronically and/or in print, to answer frequently asked questions and to provide resource and contact information.
 - Ensure that youth and adult applications, transfers, and payments are promptly submitted to the council service center.
 - Build fun and excitement about the unit program and encourage youth and their families to take pride in Scouting accomplishments.
 - Promote feedback and sharing of ideas through customer satisfaction surveys and other means.



Recognitions

Founder's Bar



The [Founder's Bar](#) may be worn above the unit numerals as soon as the completed charter and money 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. Although it does not guarantee that the unit will become a Bronze, Silver, or Gold Journey to Excellence unit, it does encourage multiple-year charter renewal so that one may continue wearing the bar. The bar will stimulate conversation and emulation by others. For more information, visit www.scouting.org/membership. You will find the Founder's Bar under the Recognitions tab.

William D. Boyce New-Unit Organizer Award



The [William D. Boyce New-Unit Organizer Award](#) recognizes volunteers who organize one or more traditional Scouting units. The award may be worn on the adult uniform. The award is a square knot placed over the three colors representing the three phases of our program—Cub Scouting, Boy Scouting, and Venturing. The Organizer pin, No. 97, is worn on non-uniform wear by a new-unit organizer.

Commissioner Award of Excellence in Unit Service



Any registered commissioner who provides direct unit service is eligible to earn the Commissioner Award of Excellence in Unit Service through unit service and a project that results in improved retention of members and on-time unit charter renewals over the course of two consecutive years. Criteria for earning the knot is on the progress chart in the *Unit Performance Guide*, No. 522-025. To view and/or download the publication, please visit the [Marketing and Membership Hub](#).

The Commissioner Award of Excellence in Unit Service is awarded to a commissioner who provides exemplary unit service, focusing on unit performance as measured in Journey to Excellence and through use of the current Boy Scouts of America Unit Service Plan and Commissioner Tools. More information is available at www.scouting.org/membership.

Gaining School Access— A Special Committee Task



What Is Access?

Access to schools takes many forms. It may be the ability to send home a message with boys who are prospective Cub Scouts. It may be the opportunity to present a “boy talk” to prospective Cub Scouts. It may be a matter of requesting the use of a school facility. In the following pages, you will learn about a tiered response, what you should know about schools to optimize access, what the law says about school access, three examples of responding to school access issues, and proven practices for building relationships with school personnel.

What Is a Tiered Response?

The process of using a tiered response is similar to the process followed by emergency responders. Not every emergency requires a full response by police and fire. Rather, the level of response is dependent upon the magnitude of the emergency. The tiered response for addressing school access challenges is similar to the tiered response of emergency services.

In terms of Scouting’s access to schools, the tiered response is applied by handling various school access issues as closely to the incident as possible: first by unit leaders, then by district volunteers and professional staff, and finally through resources available at the council level. But this must be coordinated at the council level to ensure there is consistency and no conflicts. A coordinated response is particularly important where two districts serve the same school district.

A tiered response is a sequenced and measured approach to dealing with a challenge. This kind of response involves understanding the needs of all stakeholders and beginning the relationship not by immediately pulling out the “big guns” but by building a relationship, grounded in mutual understanding and respect, among the stakeholders. The tiered response process offers a sequenced set of actions to take to address an access issue. The tiered response approach attempts to handle a problem at the level closest to the event—typically the unit level.



What Should I Know About Schools?

This question may seem silly, but experiencing a school as a student for 13 years provides only one perspective on its operation. Schools are designed to educate children to prepare them for careers and to become members of society. The principal, as one of the key leaders in the school system, is concerned with several issues: first, providing for the safety of the children in the school; second, supporting his or her faculty; next, maintaining the school facility; and finally, serving as an agent of the community. The use of a school facility as a community resource is understood and recognized, but costs associated with operating those facilities are not often appreciated by the general public.

Consistently, principals surveyed like Scouting. They recognize the good Scouting does for the children in a community. They also see that Scouting's youth development goals are similar to those of the educational system.

But principals are human, and their role as gatekeepers to their schools' facilities is often shaped by previous experiences with Scouts and Scouters, whether positive or negative. School administrators may recognize the value in Scouting, but their memories may be informed by less-than-positive experiences such as Cub Scout den members who left a classroom in a disorderly state after using it.

What Is the Law?

Text from current federal statutes governing schools may provide some context. Applicable statutes include the following:

The Boy Scouts of America Equal Access Act (20 U.S.C. § 7905) provides that “no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the Department shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).”

The secretary of Education enforces the statute through rules and orders. “If the public school or agency does not comply with the rules or orders, then ... no funds made available through the Department shall be provided to a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders.”

The Boy Scouts of America Equal Access Act requires public schools to provide Boy Scouts equal access to benefits and services on pain of losing federal funding. The access must be “on terms that are no less favorable than the most favorable terms provided to one or more outside youth or community groups.” 34 C.F.R. § 108.6(b)(4). These benefits and services include “school-related means of communication, such as bulletin board notices and literature distribution, and recruitment.” 34 C.F.R. § 108.6(b)(2). No Child Left Behind Act

Subpart 2

Sec. 9525. Equal Access to Public School Facilities.

(a) Short Title

This section may be cited as the “Boy Scouts of America Equal Access Act.”

(b) In General

(1) Equal Access—Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the Department shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

(2) Voluntary Sponsorship—Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society).

(c) Termination of Assistance and Other Action

(1) Departmental Action—The Secretary is authorized and directed to effectuate subsection (b) by issuing and securing compliance with rules or orders with respect to a public elementary school, public secondary school, local educational agency, or State educational agency that receives funds made available through the Department and that denies equal access, or a fair opportunity to meet, or discriminates, as described in subsection (b) of this section.

(2) Procedure—The Secretary shall issue and secure compliance with the rules or orders, under paragraph (1), through the Office for Civil Rights and in a manner consistent with the procedure used by a Federal department or agency under section 2000d–1 of title 42. If the public school or agency does not comply with the rules or orders, then notwithstanding any other provision of law, no funds made available through the Department shall be provided to a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders.

(3) Judicial Review—Any action taken by the Secretary under paragraph (1) shall be subject to the judicial review described in section 2000d–2 of title 42. Any person aggrieved by the action may obtain that judicial review in the manner, and to the extent, provided in section 2000d–2 of title 42.

(d) Definition and Rule

(1) Definition—In this section, the term “youth group” means any group or organization intended to serve young people under the age of 21.

(2) Rule—For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

In summary, the main point of this legislation is that any school receiving federal support is required to provide Scouting the same access to school facilities as any other organization. This does not mean that Scouting gets the use of public facilities for free—simply that they are provided the same right of access as any other community organization. If sports organizations use schools at no cost, then Scouting should be afforded the same opportunity. If a community organization uses school facilities and pays a rental fee, then a Scouting unit should have the same expectation. The access law does not guarantee Scouting an absolute right to school access—unless other organizations enjoy that same right.

Responding to Access Issues

Many access issues are, at their core, essentially communications issues. Three common examples of access issues are presented and explored below. In addition, some tested approaches for building relationships at the unit level—where the challenges are real and ongoing—are presented for adoption and adaptation to local customs.

WRITTEN COMMUNICATIONS

Larry F. is a new Cubmaster. He enters the office of the school principal at 1:15 p.m. on Monday. School is dismissed at 3:30 p.m. He asks one of the secretaries in the office to distribute copies of pack recruiting fliers to all the boys in first through fourth grades. The fliers are part of the pack's fall recruitment drive. The "School Night for Scouting" meeting, planned to reach out to new prospective members, takes place three days later, on Thursday. The secretary declines to accept the documents. Larry, angry and frustrated, storms out of the office with the fliers still in hand.

Analysis of the Incident

Larry, as a parent, was familiar with materials coming home from school with his children. What he was not aware of is that the district has a policy that requires any information sent home through students to be submitted to the local district office two weeks before intended delivery. The secretary's unwillingness to accept the documents was consistent with the responsibilities of her job and with the school district policy. Had Larry not stormed out angrily, the secretary would have explained the procedures and given Larry the contact information. Larry's anger and frustration upset the secretary, who asked her supervisor to handle any future interactions with Larry.

Unit-Level Response

Larry's good intentions—reaching out to prospective new members—ran into an obstacle: the school's secretary and her correct enforcement of a school district policy on distribution of materials through "backpack mail." Another way of thinking about the obstacle is that it was the result of a lack of information. Larry had not been informed nor had he sought to inquire about whether there was a process required for distributing fliers, nor did he realize that planning ahead was required. Unit leaders who had worked with the school in prior years would have been valuable assets in helping Larry work effectively with the school and the secretary.

District-Level Response

The relationships committee in a local Scouting district needs to identify and communicate school district rules and protocols regarding distribution of materials. Providing this information in written form for new leaders as they begin work in Scouting can help avoid the misunderstanding and the frustrations that were evident in the vignette described above. Moreover, district personnel need to train Scouters regarding appropriate and inappropriate responses to school personnel. Scouters need to be informed that remaining cordial and polite while seeking understanding and information is essential as they interact with school officials.

Council-Level Response

The relationships subcommittee or team can ensure that each district supports unit leadership by ensuring that communications guidelines are understood and communicated to all leaders. In some cases, leadership at the council and board levels may have the opportunity to work with school districts to familiarize them with a policy that positively serves both schools and Scouting in their common mission of supporting young people in Scouting. The community-use policies in a number of school districts were formed in consultation with local council Scouting leadership to ensure that all parties understood rules and practices. Guidelines that are clearly communicated and clearly understood serve all parties well.

MEETING WITH YOUTH: BOY TALKS

Roger B., a new Scoutmaster with Boy Scout Troop 11, is looking to recruit new members for the troop. Troop 11 was fortunate to have a successful recruiting event; four new Boy Scouts joined during a crossover ceremony held during a local pack's blue and gold banquet. The Scoutmaster would like to have a meeting with all fifth-grade boys in the school for the last 30 minutes of the school day to tell them about Troop 11. Roger attempts to schedule this meeting directly with the school principal, who informs him that a meeting during the academic part of the day cannot be accommodated. Frustrated, Roger doesn't know where to turn.

Analysis of the Incident

Roger's frustration was the result of his expectations about school access and the reality of school access. Although laws and rules ensure access of Scout organizations to public schools and students, this access does not include disruption of the educational day. As described previously, the primary mission of schools is formal education guided by an approved curriculum. This is a mission the BSA supports and complements.

Unit-Level Response

It would have been ideal for Roger to consult with adults in the unit who were familiar with recruiting in the school. Further, the person who performed this function in the troop prior to Roger could have coached Roger, providing him the tools, expectations, and information he needed to succeed. In this case, that consultation before the fact did not occur. So, when Roger reported back to the previous Scoutmaster and the current committee chair about his frustration with scheduling a meeting for fifth-grade boys, two things happened: First, the previous Scoutmaster apologized to Roger for not briefing him more thoroughly about ways to recruit in the elementary school and clarified what should have been communicated when Roger first took on this new responsibility. Second, the committee chair noted that this issue of training for school

access should be on the agenda for the troop committee so the troop would have a system in place for educating new adult leaders about access to the local schools for recruiting.

District-Level Response

Upon hearing about Roger's frustrations, the district executive and the membership chair met and agreed to modify the district's required roundup training to include general information about school access issues and specific information about not requesting access to students during formal instructional periods of the school day. The district executive also briefed Troop 11's unit commissioner about the issue so he could support and assist Roger. The district executive also scheduled a meeting with the school principal to apologize for the request and for the lack of information provided to new Scoutmaster Roger. The district executive was clear that Roger was simply doing what he thought was appropriate and that the responsibility for the problem resided in inadequate training of the Scoutmaster about this issue.

Council-Level Response

The district executive reported this issue to his director of field services, who had heard of several similar incidents across the council. The council's vice president for membership tasked the training chair to address the limits of school access in subsequent training conducted throughout the council.

USE OF SCHOOL FACILITIES

Pack 108's annual pinewood derby was a growing success. Five years earlier, with a membership of 26 Cub Scouts, the derby could be easily set up and completed in a single evening. With a strong program in place, membership in the pack had grown to nearly 80—10 strong dens of active Cub Scouts. Running the pinewood derby on a school evening during a pack meeting was going to keep children up too late. The pack committee chair investigated options and found that the school was available on Saturdays—at a cost: \$200 for the building, and double overtime for the custodian who needed to open up the building, or a total of nearly \$500. The pack committee was furious: "How can they do that to us? Don't they realize that they are ruining things for the boys?" The pack committee secretary began composing a letter of objection to the school district superintendent, ready to share a piece of her mind over the way the school is treating the Cub Scouts.

Analysis of the Incident

Unfortunately, there is a business element to operating schools, and there is a cost associated with opening a building on the weekend. Per the law, it would be expected that any non-school entity using the building outside of normal operating times would be required to pay for the use of the facility. Even local council camps require a user fee, so a school is not dissimilar in that regard.

Unit-Level Response

The question that needs to be considered at the unit level is whether or not investing pack funds for using the school's community room makes sense. There is a sense from the vignette above that the decision to move to a Saturday had been made previously, and that the additional costs were an unexpected consequence of the move—after the change to a Saturday had been confirmed.

As program plans are made in the future, knowing the costs associated with the weekend use of the school facility will help units make the most informed decisions possible. The response of the pack committee secretary, while understandable, is made without recognizing that any non-school organization that uses the facility must pay the same user fees. There is no persecution of the Cub Scouts—it is a charge that all users need to pay to help the school recover the costs of using the facility. While this issue does relate to access to facilities, Scouting is not being treated differently from other organizations. If Scouting were held to a different standard, action by local council leadership addressing this disparity would be warranted.

District-Level Response

One of the sessions during training for Cub Scout leaders involves planning and considering alternatives. While Cubmasters focus on making plans for pack meetings and den leaders concentrate on planning den meetings, there are opportunities during basic training sessions for new Cubmasters to address planning concerns for other pack events. A district trainer recounted her meeting with a new Cubmaster during a training session. The new Cubmaster stated that her pack of 80 members needed seven hours to carry out a pinewood derby event. The district trainer was able to introduce her to a parent who coordinated the pinewood derby in a pack of a similar size and was able to lead a fun, organized event that was completed in 90 minutes. The district-level response, then, is largely one of being aware of local best practices and helping leaders to find alternative resources.

Similarly, some pack-level events can be held in parks, in picnic shelters, and even in malls. While tradition has often meant that we do the same thing the same way time after time, creative use of resources—and communicating those ideas through open forums at roundtable meetings—can help packs negotiate a perceived barrier to access or identify workable alternatives.

Council-Level Response

Council-level training events could be developed to help unit leaders find alternatives to using the local school for events such as the pinewood derby. Helping units run events with greater efficiency would be an excellent training course for a local council University of Scouting.

If the access issue is present and is documented to be an instance of Scouting being treated differently from other community organizations, a thoughtful review of practices is in order before action. Contact your district professional and the Scout executive for guidance, recommendations, and action. The suggestions in the following section are grounded in developing relationships that focus on the shared desire to meet the needs of young people.

Building Relationships

Council and district relationship chairs can play an important role in building a working relationship between school personnel and the local Scouting community. A positive relationship, grounded in shared values and respectful of the role of the school staff, is the first thing Scouters need to appreciate and act on. As a counterpart to the appreciation for schools and school staff, helping school staff and leadership understand what Scouting does for young people is of value as well. Commitment to meeting the needs of youth is shared by both constituencies.

A paradigm shift in how we think about schools is desirable as we consider access issues specifically and our relationship with schools generally. Rather than thinking of schools as service providers (i.e., a source of children and a meeting place), it is helpful to consider schools as clients who would gain much from supporting the services we provide. As stated previously, schools and Scouting have much in common and have a shared mission to offer programming that benefits children. In Scouting, we have a specific instructional methodology that serves the needs of children in a different way than schools do. It is far better to think of ourselves in partnership with schools and how we can help them meet their youth development goals by partnering with us, rather than seeing us in competition with one another.

PROVEN PRACTICES AT THE UNIT LEVEL

Adopt-a-School

The BSA's nationwide Adopt-a-School program offers a comprehensive undertaking that connects Scout packs, troops, and crews with schools in their communities. Participating Scouts then work, within clearly defined guidelines, with school administrations and offer the volunteer services that most efficiently meet their schools' needs. Each unit offers its partner school a minimum commitment of one year, building a meaningful relationship and leading to significant changes in the school.

For information on the BSA's Adopt-a-School initiative, visit <http://adoptaschool.scouting.org/>.

Parent Teacher Association /Parent Teacher Organization Support

Reaching out directly to PTA/PTO-type organizations to provide volunteers for school fairs and carnivals has been helpful in building relationships between Scouting and school support and advocacy groups such as this one. In numerous cases, generous, freely provided service was instrumental in PTAs serving as chartered organizations for Cub Scout packs.

Teacher and School Staff Relationships

Scouting is often a mystery to school staff and personnel. Reaching out to these individuals is not only a courtesy to show appreciation for services rendered but also part of building positive, long-term relationships. Following are a few successful examples of ways relationships have been started and sustained:

- School staff pinewood derby. Cub Scout packs that meet at schools provide teachers and other staff members with pinewood derby kits. Teachers are invited to race their cars in a special heat reserved for school staff members.
- Popcorn. Cub Scout packs that meet at the school budget for gifts of popcorn for teachers to show their support and build connections.
- Teacher expertise. Den leaders reach out to teachers for their expertise as it pertains to Cub Scout and Webelos advancement opportunities. Art teachers and science teachers have knowledge about and passion for their disciplines, and they are usually happy to share what they know with an interested audience.

Organization or Club Day

Many PTAs/PTOs host a meeting before the start of the school year during which all school-related organizations are offered a forum to showcase their program to parents and children. Scouting units are a natural fit for an event such as this. If this type of event does not exist, pack leadership can take the lead in scheduling such an event and providing Scout service to support the endeavor.

PROVEN PRACTICES AT THE DISTRICT AND COUNCIL LEVELS

Board and District Relationships

To a great extent, council success is grounded in the quality of your executive board and district committee membership. An effective board influences the amount of money that is raised, the quality of the leadership that is hired, and the resources that can be harnessed. School district leadership already shares a variety of dispositions with Scouting leadership. Involving school district administrators and school board members helps to develop and sustain relationships. The use of the BSA's North Star Award provides tools to recognize those in the community who support Scouting's initiatives, and that recognition can be a helpful first step in recruiting for future board membership and leadership.

For information about the North Star Award, see www.scouting.org/filestore/pdf/North_Star_Award.pdf.

Board of Review Service

The highest rank in Scouting, the Eagle Scout rank, requires a board of review. Inviting school district leadership to participate in these boards on a consistent basis provides an excellent opportunity to profile the good that Scouting provides for youth and the community. In one community, Scouting's access to schools was denied for a period, but eventually the administration reversed that decision and resumed its support for Scouting. A principal involved as a board of review participant was highly impressed by an Eagle candidate who had formerly attended her school. She invited the new Eagle Scout to come to her school and talk to all boys in the school about what he had accomplished in Scouting and the adventures he had experienced.

Youth Recruiting Where School Day Access to Youth Is Denied

If school access isn't a problem, good for you. But maintaining this relationship and cultivating it for the future is important. Don't take it for granted.

Simultaneous with efforts to regain school access, a council with an access challenge must develop a strategy of alternative methods for inviting youth and families to join without the use of schools. Even councils and districts without school access problems should be using additional recruiting methods.

Use many possible methods to invite boys and girls to join. Consider this: In a nationwide study, 88 percent of non-Scout parents reported that no one had talked to them about getting their sons involved in Cub Scouts. Also, most non-Scout parents know little about how or when their child can join. Most youth simply are not invited to join!

Consider the following methods for a strong membership recruitment plan:

1. Recruit and convene a blue-ribbon task force of council, district, and unit Scouters to determine the council's recruiting options. Have the task force present a full report of ideas and recommendations to the council membership committee for refinement, approval, and implementation. In some councils, this task force may evolve into a steering committee to give councilwide leadership to the fall roundup.
2. Use school access issues to "rally the troops." Use commissioners and others to obtain pack, troop, team, and crew buy-in for recruiting youth.
3. Obtain endorsements from mayors, popular community figures, and even the governor.
4. Involve local media personalities on your committee or task force.
5. Make recruiting a year-round effort. Don't just rely on a fall roundup in August and September.
6. Send direct mail invitations to join to youth prospects.
7. Identify alternate sign-up locations for a coordinated "night for joining Scouting."
8. Plan on having a booth at the school open house/meet the teacher night to talk with parents and briefly share information about Scouting.
9. Distribute yard signs and place in the yard of every chartered organization in the council. (Available through Supply Group.)
10. Give every Cub Scout, Boy Scout, Varsity Scout, and Venturer several "buddy cards" for them to give their friends, inviting them to a Joining Night. Peer-to-peer influence is powerful.
11. Set up and publicize a 1-800 number that youth can be encouraged to call.
12. Consider renting schools for a coordinated, "join Scouting" night.

13. Set up “super Saturdays” at high-traffic shopping centers, supermarkets, and hardware stores. Use unit displays, distribute fliers, and have Scouts available to help carry packages to people’s cars.
14. Place how-to-join info on the homepage of the council website.
15. Place short articles in local community, company, subdivision, and city newspapers/newsletters on a regular basis and increase frequency during periods of organized recruiting.
16. Get joining info into church newsletters and bulletin inserts.
17. Place “join Scouting” fliers, displays, and announcements at local community events and civic functions.
18. Distribute joining information at community Good Turn projects.
19. Have units make telephone calls or send text messages to prospects.
20. Contact all churches and church groups. Conduct Joining Nights in large congregations. Visit Sunday schools and Hebrew day schools. Promote the Whole Family of Scouting so that sisters and brothers can both benefit from Scouting.
21. Develop pack, troop, team, and crew information sheets for unit use.
22. Use display cases, bulletin boards, and business, church, and school marquees.
23. Develop Joining Night fliers.
24. Have all Cub Scouts wear their uniform to school the day of Joining Night and publicize on a peer-to-peer basis. Peer-to-peer relationships are powerful.
25. Use business window or counter displays.
26. Pursue opportunities to speak to conferences of churches and community organizations.
27. Mobilize parents and volunteers to hand out Joining Night fliers as children board school buses.
28. Promote and support troop and crew open houses. Train volunteers to conduct them.
29. Facilitate Webelos-to-Scout, Scout-to-Venturer, and Scout-to-Sea-Scout transition plans.
30. A Scouting event in highly visible public locations and a major outdoor event at fall or spring roundup time can excite new members as well as encourage new youth to join.
31. Develop a Cub Scout pack resource CD, flash drive, cloud storage, or website with sample contact letters, telephone protocols, a sample Joining Night agenda, text for marketing items, important forms, and other materials. Great resources can be found at <http://scoutingwire.org/marketing-and-membership-hub/>.
32. Councils have the ability to print out names and addresses of Cub Scout, Boy Scout, Varsity Scout, and Venturer members who have dropped. Invite them to rejoin a pack, troop, team, or crew.
33. Find out about and use the latest membership resource materials of the BSA (recruiting tools, marketing resources, school relationship materials, etc.) by going to www.scoutingwire.org and clicking on Marketing and Membership.
34. Begin your recruiting campaign in the spring, with other recruiting events in early fall. This takes advantage of the warm weather to give new Scouts an early chance at outdoor programs. It gives new families a great experience immediately after joining (day camp, parent-child weekends, and Tiger Cub days). New unit leaders can get trained before the kickoff of fall programs, and units get off to a great start.
35. Ask Venturers and Sea Scouts to compile a list of all their friends and send them an invitation to join.
36. Many of your volunteers are a part of a social network. By creating a council/district social networking page, you will open new communication channels to your key internal audience. You can use your page to promote recruitment events and get your volunteers talking about Scouting. These conversations will then show on their page, which provides the viral sharing to their friends who may not know about Scouting.

Also, the majority of your Boy Scouts, Venturers, and Sea Scouts probably are a part of a social network. Get them involved in promoting Scouting and their unit recruitment events on their pages—they can also send invitations for events such as their troop’s or crew’s open house.
37. A Web banner or banner ad is the digital equivalent of advertising in a newspaper or magazine. Work with your local media, as well as your council board members, to place a Scouting banner ad on their website that links to your council recruitment Web page. Visitors will then find more information about the benefits of Scouting as well as how to join. Web banners are available through scoutingwire.org/membership.

38. An email template is an easy way to share the message of your Scouting recruitment events with other parents in your community. Engage the parents of current Scouts to become ambassadors of Scouting. Suggest that they send the email to everyone on their contact list: sports team families, school/PTA families, etc. An engaged and enthusiastic Scouting parent is one of the keys to recruitment.

39. Many councils have used the services of an outside social-planning website for creating, sending, and managing online invitations (e-vites). Through an e-vite, prospective guests receive an email with information pertaining to the recruitment event.

The e-vite differs from the email template in that you can track who will be attending, who is not attending, or who is thinking about it. This allows you to follow up accordingly after the event.

40. Texting is a great way to have our youth engaged in inviting their friends to join Scouting. We suggest that your council develop a competition within troops and crews to see how many youth can be recruited via text messaging—be sure to ask new youth how they heard about the event.

The key is to have the text sent from a youth. Encourage your youth leaders to start the messages, and see how viral they can become.

BE DILIGENT. Membership committees should be diligent in your school relationship plans. You should also be diligent in developing your member recruitment plan and following the plan with the same discipline as a finance campaign. Don't wait until you are about to be denied school access to begin good school relationships. *Begin now to treat them as one of your most important customers.*

Conclusion

Appropriate access to schools is among the most important elements of the BSA's outreach to youth. If you are experiencing or have experienced frustration in attempting to access schools to help build and sustain the Scouting program in your community, do not despair. Although legal protection is important, understanding, training, and forming enduring relationships with staff and school administrators are vital. School access issues often can be resolved at the unit, district, and council levels by understanding schools from the perspective of those who administer and teach in them. Moreover, training Scouters in effective methods of communicating with school personnel nearly always bears rich fruit with regard to school access. Finally, building, maintaining, and sustaining relationships of mutual respect and appreciation with school administrators, staff, and educators, especially those in your local community, is perhaps the single most important key to school access.

Year-Round Service to Chartered Organizations

Chartered organizations are the lifeblood of the Boy Scouts of America. Every Scouter should be familiar with this statement in our congressional charter: “. . . the purpose of this corporation shall be to promote, through organization, and cooperation with other agencies . . .” (section 3 of the Charter and Bylaws of the Boy Scouts of America.)

This statement of purpose has enabled the Boy Scouts of America to succeed with one of Baden-Powell’s original ideas. He offered the program to other youth organizations in England as a resource and method whereby they could fulfill their own missions of enabling boys to become useful citizens. But, in the end, he had to accept the responsibility for founding a world-wide movement that was self-sustaining; i.e., not “owned and operated” by others.

The Boy Scouts of America is unique both in world Scouting and among all other youth organizations within the United States by virtue of this statement in its charter. The Boy Scouts of America offers its program to any community-based organization whose purposes are compatible with its own if it agrees to fulfill the requirements as stated in the application for a charter.

The word “charter” that is used so widely in the Boy Scouts of America is not always well understood. Informally, the term “franchise” helps to explain what is meant by “chartering” an organization. “Franchise” implies local ownership while still using the corporation name and resources. Scouters may find this analogy useful when explaining the charter concept.

Because the chartered organization concept is so basic to the success of the Boy Scouts of America, every effort must be made to educate the leadership of chartered organizations. This is best achieved by working together with the council or district relationships chair and local Scouting professionals.

Consider using the New-Unit Development tools located on the Marketing and Membership Hub.

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.

Registering or reregistering a unit is only the beginning of a year-round relationship between that organization and the Boy Scouts of America.

These are the items located under New-Unit Development:

- [The Annual Charter Agreement](#)
- [New Unit Sales Kits: Strengthening Youth Through Scouting](#)
- [Unit Performance Guide](#)
- [Chartered Organizations Resource Guide](#)
- [Leadership Statements of Support](#)
- [Testimonial Videos: Families Like Mine](#)
- [Videos for Parents: Faith in Scouting](#)
- [Proof: How Scouting Does Work](#)
- [Recruiting and relationships resources](#)

Marketing and Sales Skills

These are also important. The membership and/or relationships committee must be able to do the following:

- Analyze and describe the demographics of the community—economics, youth population, organizational structure.
- Know the institutional life of the community—who joins what.
- Be sensitive to the values of people and organizations.
- Know the purposes and priorities of chartered organizations and prospective chartered organizations.

The Boy Scouts of America has an extraordinary support system that should be brought to the attention of heads of organizations. **Registering or reregistering a unit is only the beginning of a year-round relationship between that organization and the Boy Scouts of America.** There should be regularly scheduled contact with heads of chartered organizations and chartered organization representatives by the professional.

- *Personal visits*—at least twice a year, once prior to charter renewal
- *Phone contacts*—at least four times a year
- *Mailings*—at least every other month (this includes postal mail and email)

Issues and subjects to be discussed might include:

- Needs and concerns of the chartered organization
- Scout Sunday and Scout Sabbath information
- Unit leader training opportunities
- Participation of the chartered organization representative in district committee meetings, the council annual business meeting, and council and district events/dinners
- Youth Protection training for all adults and personal safety awareness for youth
- Unit Good Turns for the chartered organization
- Council and district activities

A wealth of community resources becomes available to the chartered organization through Scouters who serve as commissioners, trainers, merit badge counselors, and skill specialists, to name a few. As a result, a true sense of community support envelops the organization. The head of an organization wants success. Scouting must be presented as contributing to that success in a variety of ways, such as:

- Community outreach
- Service to youth and the community
- Fulfilling the organization’s purposes and objectives

In short, by virtue of the support system, the chartered organization leaders know that others care about them.

The Boy Scouts of America is one of the greatest youth organizations in the world. If Scouters understand all its intricacies, especially the relationship with chartered organizations, and what Scouting has to offer in human terms, then growth in delivery of a quality program can and will be achieved.



The Membership Cycle

Membership growth is a year-round responsibility and must be approached in a systematic manner. Traditionally, a major membership recruitment effort has been held in the fall. Plans must also be made to recruit systematically in the spring months so that youth have the opportunity to participate in Cub Scout or Boy Scout camps or other summer trips.

New-unit organization must be carefully planned so that the program is readily available to those who are eligible. Enough units must be functioning to handle the influx of newly recruited members. The majority of new Cub Scout packs, Boy Scout troops, Varsity Scout teams, Venturing crews, and Exploring posts and clubs should be organized in the spring. *It is recommended that 70 percent of the new-unit business be completed prior to the end of June.*

JANUARY

- Staff growth planning conference
- District commitment to goals at council/district Key 3 meeting
- Assemble final draft of council growth plan for council executive board's approval
- Visit prospective chartered organizations for new units
- Recruit district fall recruiting chairs

FEBRUARY

- Webelos-to-Scout transition
- Initiate a recovery plan for dropped youth
- Council growth plan presentation to the executive committee and a full board presentation at the next scheduled meeting.
- Plan spring recruitment efforts
- Together plan kickoff for new units

MARCH

- Conduct career and hobby interest surveys for Venturing and Exploring

APRIL

- Together plan unit organization completed
- Spring recruiting effort
- Superintendents' breakfast and principals' luncheons

MAY

- New-unit follow-up details
- Hold fall roundup planning conference
- Summer camp new-Scout recruiting plan

JUNE

- Complete new-unit organization
- June recognition for unit retention/new units

JULY

- Plan Joining Night for Scouting and open houses
- Complete new-unit organization

AUGUST

- Roundup training and kickoff with unit goals and report meetings
- Pack planning conferences

SEPTEMBER

- School talks or other communication about Join Scouting events
- Hold Joining Nights for packs, troops, teams, crews, posts, and clubs

OCTOBER

- Follow up with interested families who were unable to attend the event.
- Follow up with units that need a second recruiting event to meet their membership goals and complete all Joining Night events. Send thank you's to all who helped support efforts.
- Begin charter renewal plan.

NOVEMBER

- New-unit emphasis plan committee recruited and activated
- Join Scouting event follow-up completed
- Conduct membership inventory as part of unit charter renewal

DECEMBER

- Charter renewal completed
- Recognition for membership and unit growth



Membership Events

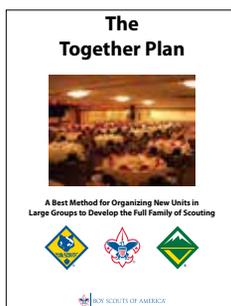
Boy-Fact Survey. This is a survey taken in the school system with the cooperation of the principals, teachers, and the superintendent of schools. Completed survey forms will indicate the interests of potential members.

Data can be used for the new-unit campaign.

Recruiting Stations. Set up recruiting stations at council shows and expositions, malls and shopping centers, county fairs, etc., to promote the following:

Bring-a-Friend Night for unit meetings is a good event to build up your recruit-of-the-month plan.

Use Eagle Search, and NESAs and alumni lists to recruit adults who were previously involved in Scouting.



The Together Plan (formerly “New-Unit Campaign”). This is a method of organizing units on a group basis. The membership and relationships committee should spearhead the program. One of two approaches is used. The traditional campaign is one in which various community organizations are urged to attend a special kickoff break-

fast, luncheon, or dinner where the Scouting program and its benefits to the chartered organizations are explained. Representatives from each interested community group are present and decide if they can adopt Scouting as their youth program, and commit to a schedule.

The other approach is similar, except only organizations with similar interests and functions are invited. For example, if all United Methodist churches in the district come together at one time to discuss organizing Scouting units, this, too, is a together plan, but with a more specific approach. The program here can be focused on the needs of a particular type of community organization.

The together plan should be kicked off according to your council and/or district strategic plan schedule so that appropriate follow-up can be made on commitment cards.

Career/Hobby Survey. Conducted through the school system, this survey addresses the interests of young adults. The survey results give the district the facts needed to make approaches to potential participating organizations.

Surveys should be conducted in local high schools and middle schools to determine needs of potential Venturers and Explorers.

Playground Roundup. At a local playground, have a fun-filled demonstration of Scouting skills and other activities. At the end of the program, invite the participating Scout-age boys to join.

Recruitment Toward Cub Scout and Boy Scout Camp. These special emphases are aimed specifically at nonmember youth who are graduating from kindergarten and the fifth grade.

Spring recruiting efforts should be conducted to enable new members to participate in summer activities, such as Cub Scout day camp, resident camp, and other summer events.

Resources for Recruitment Events. [The Marketing and Membership tab](#) at [Scoutingwire.org](#) is your one-stop shop for all of the recruiting resources for Cub Scouting.

Webelos Scout Den/Boy Scout Joint

Activities. Troops should be encouraged to invite Webelos Scouts to visit a troop meeting and to attend a troop campout in order to encourage them to join their troop.



Join-in-Camporee. Invite prospective Boy Scouts (especially boys who will complete the fifth grade) to visit as a day guest of the district camporee.

Webelos-to-Boy Scout Transition. Cooperate with the commissioner staff to help every Cub Scout pack successfully graduate each Webelos Scout into an active Boy Scout troop. Seek the cooperation of those responsible for the program function in the district. Continue this year-round program to make sure former Webelos Scouts attend summer camp.



Take a carload of Webelos Scouts and prospective Boy Scouts to summer camp for a look around at activities. Make prior arrangements with the camp management to see if some special activities can be planned for them while they are there.

The Venturing and Sea Scouting Together Plan Luncheon.

If the activity interest survey indicates that a large number of young people are interested in certain areas, a luncheon may be held with community organizations that could organize Venturing crews or Sea Scout ships in these areas. Heads of various businesses, industries, and community organizations are invited to hear the story of Venturing and Sea Scouting. Afterward, they are encouraged to organize Venturing crews or Sea Scout ships.



Exploring Cultivation Event. This event is designed to identify and “sell” businesses, schools, industries, professions, institutions, and community groups on the Exploring program.



Join Scouting Events. The program focuses the attention of the community on helping youth connect and join Scouting. Special incentives may be offered to youth and leaders for recruiting new members during these periods, which are in the spring (to recruit in time to participate in summer activities) and the fall.

Conduct a community organization survey—list all the potential chartered organizations in the district, their leaders, their facilities, their leadership potential, and their apparent interest in young people and community-based activities. Use the New Unit Planning Resources Worksheet, No. 522-222.

“Sign-Up” Night. “Sign-up” nights have been a keystone for Boy Scout recruiting for years, and for good reason: They work! Sign-up nights give parents and youth an opportunity to get to know Scouting at a personal level, face to face. Questions are answered, interest is built, and parents see how Scouting is for families like theirs, no matter what that family may look like. What’s more, families often enroll their boys right there on the spot. It’s a win-win situation. See the [Sign-Up Night Unit Playbook](#).

Troop Open House. A troop open house can be an effective way to recruit new Scouts into a troop, especially in the spring when outdoor activities are on the horizon. Select a date, and set up a rally and troop camping display on the school grounds. Make a presentation to the fifth- and sixth-grade boys to spark their interest, and allow them to participate hands-on as much as possible. Give them an invitation to attend a troop open house with their parents, and have each boy fill out an activity interest survey. Prior to the open house, make a follow-up phone call to the parent of each boy. The open house should be a short, lively program with an explanation of troop activities and a calendar of future troop events. Invite the parents, as well as the new Scout, to become a part of the troop. For more details on how to conduct a troop open house, see the Troop Open House brochure, No. 520-706.

Venturing Open House. This is a meeting of parents and Venturing-age youth with all members and leaders of the crew. The open house is planned to invite new youth to join, as well as make existing members feel good about what they do in the crew as they start a new program year. The meeting emphasizes the crew’s program and specialty through visuals and hands-on activities. Visit www.venturing.org for details.

Team Open House. Teams can also conduct open houses to recruit new members, similar to a troop open house (see previous description).

Exploring Open House. Posts and clubs hold an annual open house to invite youth to join.

Mini-Together Plans. In some areas, it will be possible to organize this on a like-organization basis; i.e., just for Methodist churches, Rotary clubs, or businesses. In other areas, it will be used to organize a small number of units (five–eight) with a variety of chartered organizations.



VENTURING® · BSA

Hold a district relationships conference to continue the cultivation of present chartered organizations. Other community organizations can be invited to participate also. Discuss membership, leadership, religious emblems programs, and support available from the district.

Membership Inventory. Conduct a telephone survey to every unit to reveal unregistered youth. This may be an important November/December task.

School Classroom/Get-Acquainted-With-Scouting Meeting. Visit school classrooms to interest youth in Scouting. Follow up in the next night or two with a get-acquainted-with-Scouting meeting for a new unit.

In each classroom, give youth a colorful flier promoting the meeting and indicating that their “ticket of admission” is an adult. Tell each class that no youth will be admitted without at least one adult (parent, neighbor, older brother or sister, godparent, foster parent, other relative, or adult friend). Youth influence adults to attend. You will have a group of people to work with at the get-acquainted meeting.

In high schools, use resources available at www.venturing.org and the [Marketing and Membership Hub](#). Post fliers in libraries when possible.



Resources

LITERATURE

- *[*District Operations Handbook*](#), No. 34739
- [Annual Charter Agreement](#), No. 524-182 (online only)
- [The Chartered Organization Representative Guidebook](#), No. 04-113 (online only)
- [New Unit Planning Resources Worksheet](#), No. 522-222 (online only)
- [Council and District Growth Plan Workbook](#), No. 513-943 (online only)
- *[New-Unit Application](#), No. 524-402
- *[Selecting District People](#), No. 34512
- *[Selecting Quality Leaders for Cub Scouts](#), No. 523-500
- *[Selecting Quality Leaders for Boy Scouts](#), No. 523-981
- [The Together Plan](#), No. 522-990 (online only)
- [Troop Open House](#), No. 520-706 (online only)
- [Venturing recruiting posters](#) (available on the BSA Brand Center)

AUDIOVISUALS

- [Commissioner Service and District Operation Support DVD](#), No. AV-06DVD08 (SKU 605671)
- *[This Is Scouting DVD](#), No. 36118 (Log in to my.Scouting.org to take this course online.)
- *[Youth Protection Guidelines DVD](#), No. 100-023 ([Facilitator's Guide](#))

ADDITIONAL RESOURCES

- [Unit Performance Guide](#)
- [Scouting Wire](#)
- [Marketing and Membership Hub](#)

The BSA National Service Center is dedicated to supporting you with the tools, resources, and expertise you need. For help with questions or additional resources, please call the Member Care Contact Center at 972-580-2489.

Notes



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