



# Black Warrior Council Eagle Scout Procedures Guide

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# Purpose

- The purpose of this document is to provide guidance to Life Scouts, parents/guardians, and Scouters in the BWC on the policies and procedures relating to the Eagle rank and to address commonly asked questions and issues.
- It is not intended to answer all questions.
- National BSA policies and procedures, as stated in national publications, have precedence over this BWC document.
- In the event of conflicting information between revisions of national documents, the most current publication will prevail, unless specifically stated herein.

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# Changes in the Guide

1. Edits to make the Guide gender neutral and, where appropriate, replacing Boy Scouts with Scouts BSA.
2. Review to ensure alignment with the 2021 edition of the Guide to Advancement.
3. January 1<sup>st</sup>, 2021 the National BSA has given the local councils authority to approve or deny time extensions for only a short amount of time for the extension.
4. Updated guidance on youth protection to reflect the January 2021 and prior enhancements.
5. Included a reference that Scoutbook, if a unit uses it, can auto-populate many fields on an Eagle Scout Rank Application.

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# The Journey From Life to Eagle

KEY FOCUS ITEMS			
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR	DISTRICT EAGLE REP
<p>Start working on your Eagle requirements early – you'll be 18 sooner than you think!</p> <p>Participate actively and demonstrate Scout spirit.</p> <p>Attend a Life to Eagle seminar.</p> <p>Complete Eagle-required merit badges – recognize some require tracking activity over time.</p> <p>Understand and fulfill position of responsibility requirements. Ask your unit leader for feedback.</p> <p>Start thinking about a Service Project. Talk to your Eagle Advisor, Unit Leader and parents/guardians about it.</p>	<p>Keep your eye on the clock; youth sense of time is untrained.</p> <p>Give the Scout space to grow and lead.</p> <p>Encourage participation.</p> <p>Ask whether feedback would be welcome and provide it if it is.</p>	<p>Attend Life to Eagle seminars and encourage attendance by others in the unit.</p> <p>Encourage Scout to grow and explore new interests.</p> <p>Recommend range of merit badges and instructors in addition to the required MBs. Only recommend registered, District-approved counselors with current YPT. Check with District Merit Badge Dean if any doubts.</p> <p>Offer to identify an Eagle Advisor and/or Project Coach for the Scout.</p> <p>Explain clearly and in advance the requirements for position of responsibility and provide regular feedback.</p> <p>Monitor Scout's progress. Determine whether the Scout intends to earn Eagle Rank.</p>	<p>- Conduct and participate in Life to Eagle seminars.</p> <p>Be available to answer questions from Scouts, parents/guardians and unit leaders.</p>

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# Time Requirements

KEY FOCUS ITEMS			
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR	DISTRICT EAGLE REP
<p>Participate actively</p> <p>Develop a plan for getting everything done. Allow for family, religious, school, sports and other activities.</p> <p>Track your progress and adjust if needed.</p>	<p>Discuss time management.</p> <p>Give Scout space. Intervene only if risk of failure is rising.</p> <p>Ask whether feedback is welcome and provide when it is.</p>	<p>Dialogue with the Scout regularly. Ask how the Scout is doing against the plan.</p> <p>Ask whether feedback is welcome and provide when it is. Remind Scout you are available for help.</p> <p>Focus on Scouts who are running out of time at Star, Life and especially Eagle rank.</p>	<p>- Guide unit leaders to BWC ARC for advice if a request for extension is needed.</p>

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# Record Keeping

## KEY FOCUS ITEMS

LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR
<p>Keep your Scouts BSA Handbook up to date.</p> <p>Get Blue Cards signed and keep them safe – make a copy as soon as signed.</p> <p>Give your Handbook and Blue Cards to unit advancement coordinator to update unit records.</p> <p>Obtain a copy of your Scoutbook Scouts BSA History Report or Internet Advancement 2.0 Unit Advancement Summary Report for an individual Scout to Identify and resolve any issues.</p>	<p>Recommend to their Scout that they ask the unit advancement coordinator for Scout’s Scoutbook Scouts BSA History Report or Internet Advancement 2.0 Unit Advancement Summary report for an individual Scout. Check it and ask for updates/corrections, if needed.</p> <p>Provide guidance to the Scout on how to maintain their advancement records.</p>	<p>Ensure unit advancement coordinator regularly updates unit records.</p> <p>Regularly recognize Scout accomplishments, not just at COH.</p> <p>Remind Scouts to file their Blue Cards and other advancement awards as soon as they get them.</p>

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# Scouts with Special Needs and Disabilities

KEY FOCUS ITEMS			
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR	DISTRICT ADVANCEMENT CHAIR AND/OR DISTRICT SPECIAL NEEDS COORDINATOR
<p>There are two advancement areas that are available to assist you as a Special Needs Scout at the Life Rank:</p> <p><b>Alternate Merit Badges</b></p> <p>If you cannot complete an Eagle-required Merit Badge, because of a permanent or long-term disability, you may substitute an alternate Merit Badge. Do as many Eagle-Required merit badges as possible and discuss alternate badges with your Scoutmaster.</p> <p><b>Registration beyond the age of eligibility.</b></p> <p>If you cannot complete all the Eagle Rank requirements by age 18, you can request to continue being registered as a youth.</p>	<p>-- Look carefully at the advancement requirements through First Class rank and for the requirements for Eagle- required merit badges.</p> <p>-Continue working closely with the Scout and unit leaders on the Scout's Individual Scout Achievement Plan. Update, if needed.</p> <p>-Talk with unit leaders about whether alternative merit badges might be appropriate. Work with unit leaders to complete the Application for Alternative Eagle Scout Rank Merit Badges.</p> <p>-Discuss with Scout's physician and other medical professionals whether registration beyond the age of eligibility would benefit the Scout. Help the Scout complete the process if the Scout asks for it.</p>	<p>Continue providing the Scout and parents/guardians with guidance and support.</p> <p>Work with the Scout and parents regarding progress on the Individual Scout Achievement Plan.</p> <p>Help the Scout and parents apply, if needed, for alternative merit badges or registration beyond the age of eligibility.</p>	<p>Be a resource for the Scout, parents/guardians and unit leaders.</p> <p>Help the Scout, parents/guardians and unit leaders understand the application for alternative merit badges and registration beyond the age of eligibility.</p> <p>Work with the Council Advancement Committee to process any applications for either alternate advancement requirements or alternative merit badges.</p>

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# THE EAGLE SCOUT SERVICE PROJECT WORKBOOK

KEY FOCUS ITEMS		
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR
<p>Download the most current version of the workbook.</p> <p>Read the entire workbook with special focus on page five of the Workbook – “Message to Scouts and Parents or Guardians.”</p> <p>Read and understand the “Five Tests of an Acceptable Eagle Scout Service Project” on Proposal Page A.</p> <p>Ask your Eagle Adviser and Unit Leader questions to clarify any concerns.</p> <p>Be neat and organized. Show that the project is important to you. Organization saves you time.</p> <p>Keep a back-up copy on something separate from your device (CD or flash drive) just in case.</p> <p>Protect your Project Proposal signature page. Make a copy and place it in a safe location</p>	<p>Read page five on the Workbook on “Message to Scouts and Parents or Guardians.” And ask questions to clarify any concerns.</p> <p>Be available to help if Scout ask for it. Assist the Scout in being neat and organized.</p> <p>Remind the Scout about making a back-up copy. Be prepared. Accidents happen</p>	<p>Help the Scout find the current workbook file.</p> <p>Help the Scout with ideas on how to organize their materials.</p> <p>Encourage the Scout to enter information using a computer.</p> <p>Remind the Scout to protect their Project Proposal signature page as it demonstrates the time when the Scout can start work on their project.</p> <p>Encourage the Scout to print and discuss workbook sections in draft form.</p>

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# CONTACT INFORMATION

KEY FOCUS ITEMS			
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR	DISTRICT EAGLE REP
<p>Get complete contact information for the key people that will help you.</p> <p>Be neat. Use the fillable/savable version whenever possible.</p>	<p>- Help the Scout if the Scout asks for it.</p>	<p>Give the Scout a "cheat sheet" with contact information on unit Scouters.</p> <p>Help the Scout find resources, especially if they are doing a project that requires special skill like carpentry, plumbing, etc.</p> <p>Encourage the Scout to fill in the workbook using a computer, if possible.</p>	<p>- Provide your complete contact information to the unit or Scout, as appropriate.</p>

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# TRACKING SERVICE PROJECT HOURS

KEY FOCUS ITEMS			
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR	DISTRICT EAGLE REP
<p>Start tracking your hours from the moment when you first begin thinking about project ideas.</p> <p>Include time invested by potential beneficiaries, your parents/guardians, Scout leaders and other adults you worked with to select and accomplish a project</p> <p>Give a list of service hours earned to your unit advancement coordinator so that the Scouts helping you can get credit for service hours.</p>	<p>Remind the Scout occasionally about tracking the hours they and others invest on the project.</p> <p>Offer to take the Scout to appointments if the Scout does not drive.</p>	<p>Encourage the Scout to keep a careful count of the hours they and others invest in the project starting with their initial planning steps.</p> <p>Make sure the hours, when project is complete, get entered into the unit's Service Hour record on the BSA Journey to Excellence Service Hour Reporting website so participating Scouts are recognized for their service.</p>	<p>- Talk with the Scout, when reviewing the project proposal, about counting their hours.</p>

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# Sample Tracking Log

Date	Activity Description	Eagle Candidate	Scouts	Other Youth	Registered Adults	Other Adults	Total

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# SELECTING A PROJECT

KEY FOCUS ITEMS			
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR	DISTRICT EAGLE REP
<p>Participate in other Scouts Eagle Projects to learn what they do.</p> <p>Talk to other Scouts, leaders, family and friends about project ideas.</p> <p>Look on the internet. NESA has notable Eagle projects and Adams Service Project winners for multiple years.</p> <p>Check with your unit's Chartered Organization. What help do they need?</p> <p>Attend a District Life to Eagle seminar.</p> <p>Your religious organization, school, local parks authority, municipality or local charities are a good source of project ideas.</p> <p>Read your local community newspaper or newsletter. News articles are great sources for project ideas.</p> <p>After you find a beneficiary, talk with your unit leader to ensure you are on the right track.</p>	<p>If the Scout asks, suggest project ideas.</p> <p>Help the Scout contact people if they ask for your assistance.</p>	<p>Discuss the Scout's interests and initial ideas. Suggest possible projects and sponsors.</p> <p>Maintain a list of possible project locations with contact information.</p> <p>Counsel the Scout about scope (not too big and not too small) and choosing a project that the Scout will feel passionate about.</p> <p>Review the "Five Test" on Proposal, page A, for an acceptable Eagle Project.</p> <p>Help the Scout research project ideas.</p> <p>Help the Scout "right-size" their project. Help the Scout develop a game plan.</p>	<p>- DER should have a clear understanding of an acceptable Eagle Scout Service Project.</p>

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# PROJECT SAFETY

KEY FOCUS ITEMS			
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR	DISTRICT EAGLE REP
<p>Read the “Sweet 16 of BSA Safety and the “Guide to Safe Scouting” on- line.</p> <p>Follow Youth Protection guidelines when meeting with adults and copy a parent/guardian or unit leader on all messages and texts.</p> <p>Download and read the “Service Project Planning Guidelines” and “Age Guidelines for Tool Use and Working at Elevations or Excavations. Use them to shape your project to reduce risk.</p> <p>Think about what could go wrong in all aspects of your project – use your imagination.</p> <p>Discuss risks (what could go wrong and safety hazards) with your beneficiary, unit leaders Eagle Advisor or Project Coach and the DER. Listen carefully to the advice and change your plan if needed.</p> <p>Ensure the beneficiary has called “Miss Utility” if the project requires digging and make sure this was done before you break ground.</p> <p>Develop a contingency plan for adverse weather.</p>	<p>Ask “what could go wrong?” Advise the Scout to think broadly about risk.</p> <p>Visit the site with the Scout – look around for things the Scout might not notice.</p> <p>Ensure the Scout talks with beneficiary, unit leaders and DER about safety.</p> <p>Accompany the Scout to meetings with other adults while planning the project or ensure that appropriate unit leader coverage will be available.</p>	<p>Encourage use of Guide to Safe Scouting. Look for risks when talking with the Scout about project ideas.</p> <p>Guide Scout to manage risk.</p> <p>Ensure the Scout talked with the beneficiary about risks and safety.</p> <p>Talk with parents/guardians if the Scout is not making changes needed to ensure safety. Escalate to other leaders if the parents/guardians and/or Scout resist.</p> <p>Remind the Scout that anybody can stop their Eagle Project if they observe an unsafe situation.</p> <p>The candidate should plan for safe execution, but it must be understood that minors cannot, and must not, be held responsible for safety concerns.</p> <p>Be familiar with Service Project Planning Guidelines and its companion, Age Guidelines for Tool Use and Work at Elevations or Excavations (4.2.3.3)</p> <p>Ensure the Scout develops a safety plan that reflects risks specific to their project.</p> <p>Make sure that unit leader coverage follows Guide to Safe Scouting requirements.</p>	<p>Discuss with Scout the ways to build safety into their plan. Encourage using the Guide to Safe Scouting. Give Scout feedback to improve safety aspects of their project proposal.</p> <p>Ensure the Scout has discussed safety aspects of the project plan with the beneficiary and unit.</p> <p>Help unit leaders if the Scout and/or parents/guardians resist making changes to reduce risk.</p>

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# PROJECT PROPOSAL

KEY FOCUS ITEMS		
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR
<p>Go through each section; make sure you understand what is needed and how you will apply it to your project.</p> <p>Neatly write up your project proposal. If possible, use a computer to fill in the workbook. Keep a copy.</p> <p>Practice talking about your proposal with family or friends so you can do it confidently with the beneficiary and leaders.</p> <p>Use complete sentences. If a section doesn't apply, put "N/A" so that leaders, advisors and the Board of Review know it wasn't filled in on purpose.</p>	<p>Be a sounding board if the Scout asks.</p> <p>Continue providing positive encouragement.</p>	<p>Review the Proposal sections with the Scout and provide guidance on things to do and things to avoid.</p> <p>Be a resource for the Scout as they work through the details of the proposal.</p> <p>Encourage the Scout to use a computer to fill in the information.</p> <p>Make sure the Scout has access to the technical help the Scout needs.</p> <p>Review the document "Navigating the Eagle Scout Service Project" with the Scout and emphasize its importance when the Scout meets with the project beneficiary.</p> <p>The candidate should plan for safe execution, but it must be understood that minors cannot, and must not, be held responsible for safety concerns.</p>

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# APPROVAL OF THE PROJECT PROPOSAL

KEY FOCUS ITEMS			
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR	DISTRICT EAGLE REP
<p>Describe the project to your beneficiary and Scout leaders.</p> <p>Bring paper and pen to each discussion to record feedback.</p> <p>Make changes to your proposal based on the feedback from each reviewer.</p> <p>Collect all the signatures with the DER being last. Keep a copy.</p>	<p>Remind the Scout to pay attention to any feedback and bring paper and pen to write it down.</p> <p>Coach the Scout that feedback is a normal part of a proposal review process. It is designed to help improve the project, not criticize the Scout.</p>	<p>Provide an honest but diplomatic review of the Scout's Proposal. Give the youth feedback on the project scope, the probability for success and a positive experience.</p> <p>Pay special attention to the safety aspects of the project.</p> <p>Remind the Scout that it is their project and that the Scout needs to demonstrate leadership.</p> <p>Verify that the Scout gave the beneficiary a copy of "Navigating the Eagle Scout Service Project".</p>	<p>Approves the project on behalf of the Council/District.</p> <p>Review the project and pay critical attention to the scope, probability for success, and a positive experience. Talk with the Scout about showing leadership and remind the Scout to record all hours.</p> <p>Pay special attention to the safety aspects of the project. Ask the Scout to explain how he will organize and carry out the project.</p> <p>Remind the Scout that he needs to discuss any changes with the beneficiary before implementing the project.</p> <p>Offer to be a resource for the Scout if questions/issues arise.</p>

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# PROJECT PLAN

KEY FOCUS ITEMS		
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR
<p>Complete applicable sections. Work carefully through each section. Use complete sentences. If something doesn't apply, use "N/A."</p> <p>Ask for help if you need it. A more complete plan ensures a better executed project</p> <p>Keep beneficiary's representative informed of your progress.</p> <p>Do a detailed project budget. Don't shortchange this part. Identify funding sources and expected contributions.</p> <p>Manage beneficiary expectations.</p> <p>Record comments after Project Plan review by the beneficiary and Project Coach or Eagle Advisor.</p>	<p>Be a resource if the Scout has questions.</p> <p>If the Scout seems to be struggling, ask the Scout who could help or what the Eagle Advisor or Project Coach recommended.</p> <p>Offer to review the revenue and expenses.</p>	<p>Review the Scout's <u>draft</u> Plan and offer suggestions for strengthening the document to help the Scout avoid common problems and ensure success.</p> <p>Be a resource if the Scout has questions. Recommend resources if needed.</p> <p>Keep in touch with Scout to make sure planning meets scheduled dates.</p> <p>Mentor the Scout as necessary</p> <p>Review revenue, expenses, and the fundraising plan for potential problems.</p>

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# EAGLE SCOUT SERVICE PROJECT FUNDRAISING APPLICATION

KEY FOCUS ITEMS		
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR
<p>Share your plan with beneficiary and obtain its approval.</p> <p>Complete the fundraising application if you will need more than \$500 from sources BWC must approve.</p> <p>If less than \$500 from other than approved sources, the Unit approves.</p>	<p>Periodically ask Scout how the Scout is doing and how you can help.</p> <p>Give Scout feedback on budgeting for fund raising and probability they will receive hoped for contributions.</p> <p>Understand any fund-raising contractual requirements and sign contracts on Scout's behalf.</p>	<p>Confirm with the Scout that their project requires a major fundraising component. Encourage the Scout to develop a fundable scope.</p> <p>Guide the Scout to sources of funds that are known and low risk. Discuss the details of providing receipts and protecting donations.</p> <p>Ensure Scout shares their fund- raising plan with beneficiary.</p> <p>Ensure that the fundraising application is transmitted to BWC and the Scout receives approval.</p>

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# CONDUCT THE PROJECT

KEY FOCUS ITEMS		
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR
<p>Have fun, stay calm.</p> <p>Expect the unexpected. Don't be surprised if something you haven't thought of turns up or if you need to make adjustments on the fly. That's part of leadership too.</p> <p>Make sure you delegate and communicate.</p> <p>Write down your notes about conducting the project as soon as possible, preferably before going to bed. That way you'll be better prepared to do your report.</p> <p>Take photos. Pictures are worth 1,000 words.</p> <p>Designate a safety person.</p>	<p>Be there to support if you can.</p> <p>Give the Scout space so the Scout can lead their project.</p>	<p>Be there to support if you can.</p> <p>Discuss contingency plans and project go/no-go situations.</p> <p>Discuss the Scout's "management plan" and "management team".</p> <p>Remind the Scout to record their notes immediately, and then start their workbook write-up.</p> <p>Remind adults to refrain from taking charge as it is the Scout's responsibility to lead the effort.</p> <p>Remind the Scout to have their parents/guardians or someone else take photos to help document their project.</p>

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# PROJECT REPORT

KEY FOCUS ITEMS		
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR
<p>Using your notes from the day of the project, write up your report as quickly as possible. If you do it when conducting the project is fresh in your mind, it will be easier.</p> <p>Use complete sentences. If something doesn't apply, use "N/A."</p> <p>Be as complete as you can. The Board of Review needs this info. If you skimp and write only short sentences, the Board will need to ask about it. Good reports lead to easier Boards.</p> <p>Use your imagination. How could you have done the project differently? What could you have planned for but didn't? What did you learn?</p> <p>Make sure you type the report neatly. Make it look like you care. Pick out some good photos for the report.</p>	<p>If the Scout asks, provide him/her feedback.</p> <p>If the Scout seems to be struggling with writing the report, ask open-ended questions about what the Scout was expecting, what was experienced and how the Scout felt when planning and then doing the project.</p>	<p>Be a resource if the Scout needs help writing the report.</p> <p>Encourage the Scout to use a computer to record their Project Report.</p>

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# APPROVAL OF THE PROJECT

KEY FOCUS ITEMS	
LIFE SCOUT	UNIT LEADER/EAGLE ADVISOR
<p>Take your project report to the beneficiary. Talk about how the project went. Get their feedback. Then ask them to sign the project report.</p> <p>After the beneficiary signs, contact your unit leader to get his/her signature.</p>	<p>Talk with the Scout about how the Scout views the project and what was learned. Ask how the beneficiary feels about the project.</p> <p>Sign and date the report.</p>

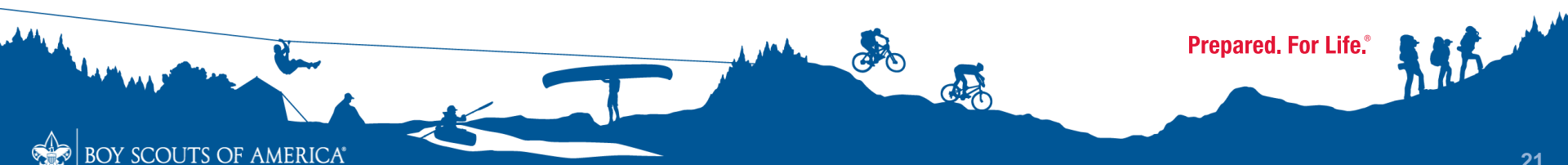
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# EAGLE SCOUT CANDIDATE REFERENCES

KEY FOCUS ITEMS		
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT COMMITTEE/BoR CHAIR
<p>Talk with your parents/guardians about who might be good references.</p> <p>Look for references that can discuss different parts of your life. Avoid having all relatives or all Scout leaders. The Board will benefit from hearing about you from multiple perspectives.</p> <p>Talk to the references and make sure they have the time and desire to write a letter of recommendation for you.</p> <p>Put their complete contact details on the ESRA. (Requirement 2; Name, Address, phone number, e-mail)</p>	<p>Provide the Scout with feedback about potential references.</p> <p>Encourage the Scout to get a variety of references. The Board benefits from multiple perspectives.</p> <p>Encourage the Scout to talk with potential references to make sure they can help.</p>	<p>Send out the requests for letters of recommendation once you get contact details from the Scout.</p> <p>Follow up if you do not get a timely response. Enlist DER for help if needed.</p> <p>Make sure that neither the Scout, the parents/guardians, unit leaders or anyone else who is not on the Eagle Board of Review have access to or involvement with the confidential reference letters.</p>

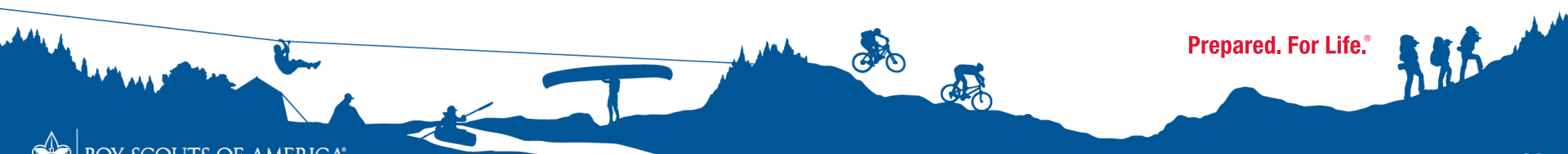


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# EAGLE SCOUT RANK APPLICATION

KEY FOCUS ITEMS		
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR
<p>Download the form and save it to your hard drive.</p> <p>Carefully fill in all the information. Use the right date for when you joined Scouts – it usually is right after your first meeting, not when you earned Scout.</p> <p>Make sure your position of responsibility is listed on the ESRA and that you were registered in the unit (particularly important for Venture or Sea Scout members) during your service.</p> <p>Write down a project name that includes the beneficiary and project scope.</p> <p>Make sure you put down the TOTAL number of hours for the project and that the number of hours recorded on the ESRA is the same as the total number of hours in the Eagle Scout Service Project Workbook. Use whole numbers.</p> <p>When you are confident everything is okay, submit to your unit leader.</p>	<p>Encourage the Scout to fill in the ESRA, using a computer, if possible.</p> <p>Help the Scout figure out the date they joined Scouts. The date you signed the application to join BSA is the one you want. If the Scout was a Cub, it usually is right after they bridged. If the Scout was not a Cub, it was usually at their first or second meeting.</p>	<p>Be a resource – answer questions if the Scout has them.</p> <p>Help the Scout obtain unit advancement reports to ensure they are consistent with the information recorded on the ESRA.</p> <p>Confirm that the Scout successfully completed their assigned duties for their position(s) of responsibility.</p> <p>Review the Scout's completed form and back-up documents to ensure the information recorded is complete and accurate.</p>



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# THE EAGLE SCOUT PACKAGE

KEY FOCUS ITEMS	
LIFE SCOUT	UNIT LEADER/EAGLE ADVISOR
<p>Gather your most recent completed and signed ESRA, Scoutbook Scouts BSA History Report or Internet Advancement 2.0 Unit Advancement Summary for an individual Scout, Statement of Ambitions and Life Purpose, Listing of Honors and Awards, and your Eagle Scout Service Project Workbook</p> <p>Check to ensure your unit leaders will bring your ESRA together with the BWC verification to the Board of Review or will provide it to you for inclusion in the package.</p> <p>Leave other things such as rank advancement cards, blue cards, etc. in a safe place at home.</p>	<p>Review the Eagle Candidate's completed/ signed ESRA, Scoutbook Scouts BSA History Report, Internet Advancement 2.0 Unit Advancement Summary for an individual Scout, Statement of Ambitions and Life Purpose, Listing of Honors and Awards, Eagle Scout Service Project Workbook and back-up documents to ensure the information recorded is complete.</p> <p>Provide the Scout feedback. Identify any corrections needed on the ESRA.</p> <p>If the unit needs more than one copy of any documents in the package, make sure you obtain the package from the Scout and make the copies.</p> <p>Communicate to the Scout who will be responsible for bringing the Scout's ESRA together with the BWC verification page to the Board of Review.</p>

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# EAGLE SCOUT CANDIDATE - UNIT LEADER CONFERENCE

KEY FOCUS ITEMS	
LIFE SCOUT	UNIT LEADER/EAGLE ADVISOR
<p>Talk openly and honestly with your unit leader.</p> <p>Ask questions and ask for advice as needed.</p> <p>Discuss any concerns you have about your Trail to Eagle, so far, or the future.</p>	<p>Ask the Scout questions about their experience and plans for the future.</p> <p>Focus on open-ended questions that give the Scout opportunities to talk.</p> <p>Keep the discussion positive.</p> <p>Remember that this is not a test. A Scout cannot “fail” a unit leader conference. The Scout completes the requirement solely by participating in the discussion.</p>

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# PRE-VERIFICATION REVIEW

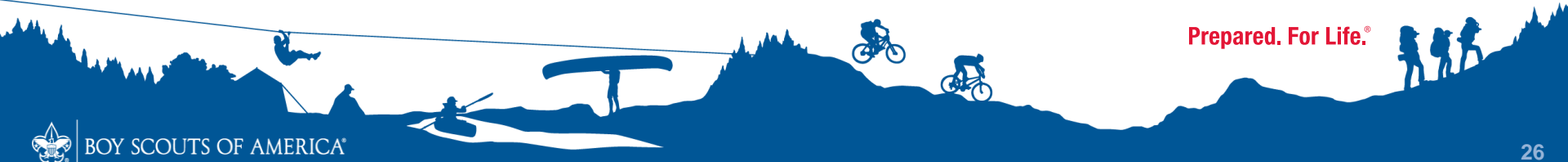
KEY FOCUS ITEMS		
LIFE SCOUT	UNIT LEADER/EAGLE ADVISOR	DISTRICT EAGLE REP
<p>Talk with your unit leader and identify who will send your ESRA to the District Eagle Representative.</p> <p>If you are to provide the ESRA and Scoutbook Scouts BSA History Report or Internet Advancement 2.0 Unit Advancement Summary Report for an individual Scout to the District Eagle Representative, contact the DER and arrange to get them to him/her.</p> <p>Promptly make any corrections the DER requests.</p> <p>Do NOT send it to BWC yourself.</p>	<p>Carefully review the completed/ signed ESRA and Scoutbook Scouts BSA History Report or Internet Advancement 2.0 Unit Advancement Summary Report for an individual Scout.</p> <p>Provide the Scout feedback. Identify any corrections needed on the ESRA and help Scout with fixing them.</p> <p>If the unit is responsible for providing the DER with the ESRA and Internet Advancement Member Summary Report, e-mail them to the DER.</p> <p>Work with other Scouters to make any corrections identified by the DER.</p> <p>Send the ESRA, initialed and dated, by the DER to BWC if, in your District, the DER doesn't do this.</p>	<p>Carefully review the completed/ signed ESRA and Scoutbook Scouts BSA History Report or Internet Advancement 2.0 Unit Advancement Summary Report for an individual Scout.</p> <p>Provide the Scout or Unit feedback. Identify any corrections needed on the ESRA.</p> <p>When the ESRA is correct, initial and date the second (signature) page.</p> <p>Send, or have the Unit send, the ESRA to Council.</p>

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# EAGLE SCOUT BOARD OF REVIEW PREPARATIONS

KEY FOCUS ITEMS		
LIFE SCOUT	DESIGNATED EAGLE BOARD CHAIR	DISTRICT EAGLE REP
<p>Make sure you provide the unit or Board with your the completed/signed ESRA, verified page 2 of ESRA from BWC, Statement of Ambitions and Life Purpose, Listing of Honors and Awards, and your Eagle Scout Service Project Workbook.</p> <p>Review all the materials so you can talk about them confidently.</p> <p>It is preferred that you be in a full field uniform for the board of review. Wear as much of it as you own. If wearing the uniform is impractical for whatever reason, you should be clean and neat in appearance and dressed appropriately, according to your means, for the milestone marked by the occasion.</p>	<p>Coordinate with Scout, Scout- specific DER, Unit Leader and others to schedule the Eagle BoR; date, time, location, etc.</p> <p>Bring Council verification to Board of Review</p> <p>Similarly, bring all the letters of character reference (unopened) to the Board of Review.</p> <p>Make sure that all members of the Board review the Eagle Candidate’s ESRA, Statement of Ambitions and Life Purpose, Listing of Honors and Awards, the Eagle Scout Service Project Workbook and letters of reference.</p> <p>Ensure that new Board members that haven’t done an Eagle BoR before understanding the process and their responsibilities.</p>	<p>Make sure that Council has signed and dated ESRA before the Board of Review can commence.</p> <p>Ensure the Eagle Package contains the Scout’s ESRA, Statement of Ambitions and Life Purpose, Listing of Honors and Awards, and their Eagle Scout Service Project Workbook.</p> <p>Ensure the unit allowed enough time for character references to reply. Ask what efforts were made to follow up with non-responsive references.</p> <p>If this Eagle BoR is a Board Under Disputed Circumstances, be sure to inform the BWC AC Chair</p> <p>Be available to answer any Board member questions.</p>

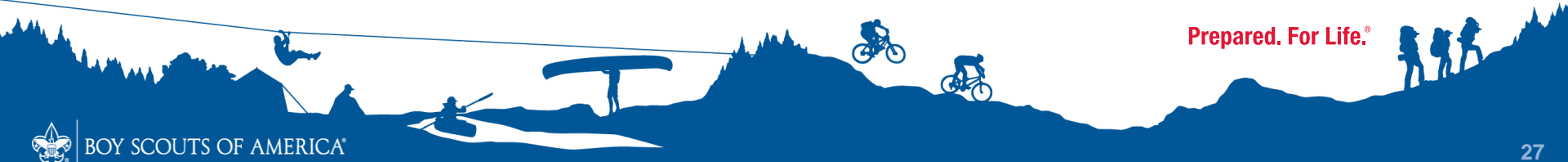


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# CONDUCTING THE EAGLE SCOUT BOARD OF REVIEW

KEY FOCUS ITEMS			
LIFE SCOUT	UNIT LEADER/EAGLE ADVISOR	EAGLE BOARD CHAIRPERSON	DISTRICT EAGLE REP
<p>Answer all questions completely.</p> <p>If you don't understand a question, ask for clarification.</p> <p>Do your best to describe key points like how you showed leadership on your project, showed Scout spirit, and live the Oath and Law.</p>	<p>- Unit Leaders should introduce the Scout at the appointed time, and then leave the room; remaining available for questions, or the post- Eagle BoR 'photo op'.</p> <p>-- If a Board of Review asks a Unit Leader to remain as an observer, the Unit Leader must remain silent and may not participate in any way.</p>	<p>Ensure the Board composition meets the Guide to Safe Scouting requirements for coverage by registered leaders.</p> <p>Present the Council- approved verification notice to the DER, assuring him/her that the Board of Review can be held.</p> <p>Explain the overall process, and any 'special' elements of the proceedings that may be unit/Scout-unique.</p> <p>Provide the Character Reference Letters to the other Board members.</p> <p>Suspend the Board if challenging issues arise to give the Board time to get additional information and obtain guidance from BWC AC, if needed.</p>	<p>Monitor the discussion and ensure that it remains positive, focused and avoids "retesting" the Scout.</p> <p>Keep detailed notes if there is any indication that the decision may be something other than unanimous, in favor of the Scout.</p>



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# SUSPENDING OR CONCLUDING THE EAGLE SCOUT BOARD OF REVIEW

KEY FOCUS ITEMS		
LIFE SCOUT	EAGLE BOARD CHAIRPERSON	DISTRICT EAGLE REP
<p>Listen carefully to the Board's decision.</p> <p>Ask questions if there is anything you don't understand.</p>	<p>Explain the decision to the Scout, clearly and completely. If favorable, invite the Scout to have their parents/guardians come into the room to share in the celebration.</p> <p>Make sure the ESRA and Handbook, if Scout brought it, are signed in the right places.</p> <p>Prepare the Eagle package, confirm procedure for transporting approved documents to Council and identify who will deliver it to BWC.</p> <p>If the decision is negative, give the Scout a written explanation promptly. Counsel about ability to appeal.</p> <p>Confirm the procedure for handling reference letters.</p> <p>For a favorable decision, collect all the letters of reference, and retain them until National verifies approval of the decision; then shred.</p>	<p>Announce and congratulate the Scout if there is a favorable decision.</p> <p>If there is a sense of the possibility of an unfavorable decision, suggest that notes be taken (or discussions even recorded) to provide a record of what occurred during the Eagle BoR.</p> <p>Ensure that if the Board's decision is unfavorable, the Board members – led by the Board Chair – understand that there is only one Board of Review, and that if there is adequate time before the Scout turns 18, 'remedying the shortfall' is an option. If not, a denial of rank advancement is the only option.</p> <p>If the decision is unfavorable, collect of all the letters of reference, as well as any notes/discussion transcriptions, and retain them for use in the event the Scout files an appeal.</p>

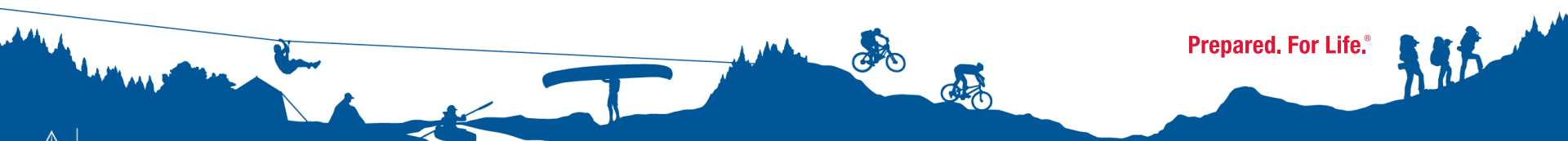
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# EAGLE SCOUT BOARD OF REVIEW – APPEALS

KEY FOCUS ITEMS				
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER/EAGLE ADVISOR	DISTRICT EAGLE REP	BWC AC (APPEALS COORDINATOR OR DESIGNEE)
<p>If the Board decision was negative, make sure they gave you a written explanation.</p> <p>Read the explanation carefully. Decide whether you want to appeal.</p> <p>If you do want to appeal, send a written request (e-mail is sufficient) appealing the decision to your District Advancement Chair, copy the BWC AC Chair and BWC AC Appeals coordinator.</p>	<p>Provide the Scout with guidance, advice and support.</p> <p>Be available for questions, and supportive of data/ information needs conveyed by the NCAC ARC Representative (District Advancement Chair)</p>	<p>Work with the Committee Chair and EBOR Chair to ensure the Scout receives a written explanation in a timely manner as to why his advancement has been denied.</p> <p>Answer questions and consult with the District Eagle Rep and the BWC AC.</p>	<p>- Serve as a resource for the Scout. Answer questions or obtain guidance from the BWC AC.</p>	<p>Form an Appeals Board comprised of District or Council AC members (only), totaling 3 or 5 people.</p> <p>Train/inform the Appeals Board members on how the Appeals process works, and the importance of finding the right balance between getting enough information and bringing closure to the case.</p> <p>Lead the gathering of information/data, conducting interviews, etc. that help form a complete picture.</p> <p>Keep the Scout/Family and the Council AC Chair (or Coordinator) abreast of progress on resolving the case.</p>

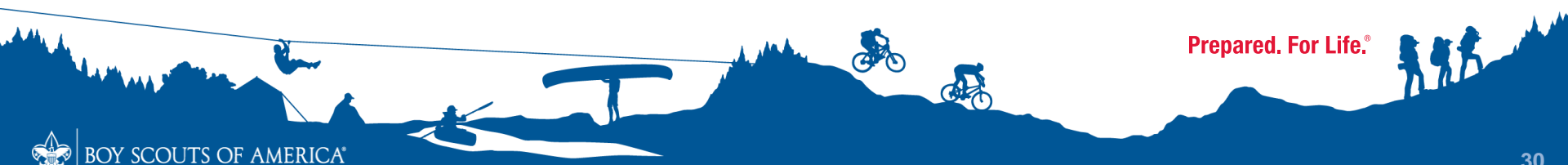


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# GUIDANCE FOR THE DISTRICT EAGLE REPRESENTATIVE

KEY FOCUS ITEMS			
LIFE SCOUT	PARENTS OR GUARDIANS	UNIT LEADER	DISTRICT EAGLE REP
<p>After Unit Leader, Committee member and Project Beneficiary has signed the Eagle Scout Service Project proposal, contact the DER to request approval of your proposal.</p> <p>Contact may be made by any means according to Youth Protection procedures.</p> <p>Take notes during meeting with DER.</p> <p>After getting unit leader signatures on your ESRA, submit it along with your Scoutbook Scouts BSA History Report or Internet Advancement Unit Advancement Summary Report for an individual Scout to the DER for approval.</p>	<p>- Provide the Scout with guidance, advice and support.</p>	<p>Serve as a resource for the Scout. Answer questions or obtain guidance from the District ARC or DER.</p> <p>Review ESRA for accuracy and completeness. Return to Scout or submit it with the Internet Advancement Member Summary Report to DER for pre-verification review.</p>	<p>Serve as a resource for the Scout and Unit leaders.</p> <p>Answer questions or obtain guidance from the BWC AC.</p> <p>Review and approve Eagle Scout Service Project proposal.</p> <p>Complete ESRA Pre- Verification Review.</p> <p>Any contact with the Scout must be conducted according to Youth Protection procedures.</p>



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# TIME EXTENSIONS

- This section of the Eagle Scout Procedures Guide (ESPG) is intended to provide insight into the purpose, process and mechanics associated with the provision offered by National to Scouts who are running out of time to earn Eagle but feel strongly that the reason is something beyond their control and ‘not their fault’. GTA 9.0.4.0 addresses “Time Extensions”, and the “Requests for Extension of Time to Earn Eagle” Form.
- Per GTA 9.0.4.0, there is a provision for additional time to earn Eagle for Scouts who have ‘suffered’ a set-back of some sort that precludes their ability to complete all the Eagle Requirements before their 18<sup>th</sup> birthday. The GTA does a nice job of explaining the rarity of such a decision and the 3 ‘tests’ that each recommendation will be subjected to, so there’s no need to repeat that here. What’s offered below is a high- level description of the process as executed within BWC.

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# TIME EXTENSIONS (CONT.)

## • Process Overview:

- Scout or family sends an email to the Council Advancement Chair, District Executive or Council Program Director copying the Unit Committee Chair and/or Advancement Chair. (In the event he/she is not known to the Scout/family, send the email to the District Advancement Chair, District Executive and Unit Leader. One or more will know how to reach the right person at Council and ensure key District folks are 'in-the-know'.)
- The District Advancement Chair or Council AC Chair will forward the email to the Council Appeals Coordinator
- The Council Appeals Coordinator will call the Scout/Family to explain the extension process, answer questions, gather contact info, and emphasize the importance of the Scout not waiting for an answer, but rather pressing forward to complete the remaining Eagle Requirements ASAP while the extension request is being processed and reviewed.
- The Council Appeals Coordinator forms a team of BWC AC members to research the specifics of the extension request and prepare a recommendation for subsequent submission to Council.
- The extension request team conducts interviews, gathers 'evidence' pertinent to the case and prepares a 'draft' recommendation. The "evidence" and recommendation are forwarded to the BWC Advancement Chair for review.
- Case team explains their recommendation to the Scout/Family, allowing them an opportunity to provide stronger rationale/evidence supporting the request, and/or

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# TIME EXTENSIONS (CONT.)

- **to rescind the request if they wish. Case team makes it clear that BSA National makes the final decision, and there is no guarantee that National will ‘side’ with BWC’s recommendation – in either ‘direction’.**
  - BWC Advancement Chair reviews the recommendation and artifacts ‘with fresh eyes. The letter may be returned to the extension request team if more information is required or forwarded to the BWC AC Chair for final review and processing.
  - Council AC Chair, reviews the recommendation and collected artifacts, resolves any questions he/she has (if any), modifies the formal recommendation (if necessary) and presents it to the Council Executive for signature and submission to Council.
  - Council reviews the recommendation and artifacts, renders a decision, and communicates it to the Council Executive who in turn passes it to the Council AC Chair.
  - The Council communicates the official decision to the Scout/Family, and if an extension is approved, provides the Scout/Family with the extension request approval documentation. The Scout/Family are advised to safeguard the extension request approval documentation as the Scout will need to submit it with the Eagle Scout Rank Application.

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# TIME EXTENSIONS (CONT.)

- **Things to keep in mind:**

- Scout absolutely must ‘press-on’ with their pursuit of Eagle rank requirements, even if the Scout will turn 18 while the case is still being researched. Any hint of a relaxation of interest, could be all Council needs to deny the extension.
- Well-meaning interested parties should refrain from inquiring about the status of the case. Leave that to the Scout/family, and anyone they have designated to serve in that role. Some of these cases involve sensitive personal matters and the extension request team strives to honor Scout/family privacy as much as possible.
- While time is of the essence, there are reasons why cases could take some time to be resolved. Several factors can contribute to unfortunate ‘processing’ delays, some of which are offered below:
  - The limited pool of people who can serve on these case teams; per the GTA, all parties must be members of the Council AC, all of whom are volunteers, and some may already be working on another extension request.
  - The reality that most members of the AC have several other positions within Scouting, all of which are ‘equally important’, certainly to their constituents.
  - The availability of people who are considered to have insights/information that will help with the recommendation.
  - Difficulties in getting official information from Scoutbook or Internet Advancement 2.0; especially for Scouts who are in units that are less diligent in keeping Scoutbook or Internet Advancement 2.0 up to date.
  - Be patient. There is no ‘appeal’ process for this, so extension request teams and others involved in the process DO want to get it right the first time.

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