



The Dulaney District Advancement Committee *Venturing News*

5 March 2020

Venture Crew Leaders of Dulaney District:

Most of the following is excerpted from the National Advancement News, September-December 2019 & January-February 2020 issues:

1. Volunteer Recognition:

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

- The Gallup Organization says one of the most important elements of a successful team is when a member answers “Yes” to “Have I received recognition or praise for doing good work?” (1)
- One favorite learning organization, the Disney Institute, says: “Recognition can be empowering, often propelling people to higher levels of engagement.” (2)
- The psychology blog *Exploring Your Mind* says, “If we are recognized and respected, our self-esteem blossoms. But be careful! Just as we accept it, it is also essential to know how to offer recognition to others.” (3)

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

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

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

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

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

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

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

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

Make sure you remember to recognize!

2. An Eagle, Summit, or Quartermaster Candidate's Statement of Ambitions and Life Purpose - A Time for Reflection:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. 2019 Guide to Awards and Insignia:

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

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



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

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

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

5. Eagle Scout Rank Advancement: Explanations and Amplifications:

Time Extensions and Positions of Responsibility

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

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

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

Boards of Review for “Unitless” Scouts

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

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

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

6. Dual Credit for Venturing Awards:

Venturers may receive multiple credit for requirements. Requirements completed toward ranks and merit badges while registered in Scouts BSA could be considered toward Venturing award requirements. For example, if the Backpacking merit badge was earned, the effort could also count toward the Ranger elective. Further, experiences such as the Red Cross Emergency Response course could be used for the Ranger first aid requirement and the first aid and lifesaving electives. Venturers may not receive multiple credit for something like a tabletop display or a presentation. These must be done separately and relate directly to each situation requiring them.

Some requirements may call for certification such as Scuba Open-Water Diver, American Red Cross Standard First Aid, or BSA Lifeguard. Current certifications such as these may be used regardless of when they were earned. For additional information see "[Fulfilling More than One Requirement with a Single Activity](#)" 4.2.3.6.

4.3.1.4 Scouts BSA Advancement in Venturing

All requirements through First Class must be completed while registered in a troop or as Lone Scout. Venturers who earned First Class when registered in Scouts BSA are qualified until their 18th birthday to continue with Scouts BSA advancement. If desired, they may maintain multiple (dual) registration in a troop and crew, and work on ranks in either unit.

Wherever the youth member is registered, the Scoutmaster and crew Advisor decide, with the youth, who will oversee the Scouts BSA advancement. If the Advisor does so but is unfamiliar with Scouts BSA, the district advancement committee should identify an experienced Scouter to assist. It is important for Venturing leaders to understand that Scouts BSA advancement procedures must be followed.

With the exception of the Eagle Scout rank, Quartermaster rank, and Summit Award service projects, any work done while a Venturer can count toward Scouts BSA, Sea Scout and Venturing advancement at the same time. The Eagle Scout and Quarter-master ranks, and Summit Award service projects must be separate and distinct from each other. Position of responsibility requirements for Scouts BSA ranks may be met by the Venturer serving in crew positions as outlined in the Scouts BSA Requirements book.

If the crew Advisor is overseeing the Scout’s advancement, then the crew committee conducts Star and Life boards of review. Otherwise the troop committee conducts those boards of review. Eagle Scout boards follow the local council’s established procedure.

7. SEA SCOUTS BSA

A. A Scouting Success Story as Big as Texas!

Sea Scout Ship 405 was named the fourth-best unit in Texas this past September. That same month, the ship also celebrated another milestone: the two-month anniversary of its charter!

Yep, you read that right. The ship won a major award after only two months, i.e., 60 days or 1,440 hours, of activity. (That sort of thing has happened before, but the last time was in 1912, the year Sea Scouts was founded.)



Ship 405, SSS *Ascension*, was chartered this summer at Georgetown, Texas, near Austin, and met for the first time on July 7, 2019. On September 6-8, 2019, the unit finished fourth at the Minto Rendezvous Skills Competition, an annual, regional competition, run this year by the Sam Houston Area Council at the Bovay Scout Ranch near Navasota, Texas.

There are ships in Texas that are more than 50 years old—one is in its 95th year—and Ship 405 sailed past them in the annual state-wide competition. How in the name of the Dread Pirate Roberts did this happen?

Ship 405 Skipper Michael McAlister said the ship had some help from a troop. The youths in the new ship were somewhat familiar with Sea Scouts, as the core group already was in Scouts BSA Troop 405. The troop and the ship share the same chartering organization, Christ Lutheran Church. Eventually, youth from four troops made up the new ship; there are 15 active youth.

“When I think about that, it reminds me of a saying my dad had: ‘You can’t sell anything out of an empty wagon,’” McAlister, who doubles as Skipper of Ship 405 and Scoutmaster of Troop 405, said. “What helped us was to have a good foundation and not the ‘empty wagon.’” Troop members already had studied sailing, first aid, swimming, knot-tying, life-saving and other skills that apply to Sea Scouts during their normal Scouts BSA advancement work.

The core crew of the ship are Scouts who have been around each other for several years, ranging in rank from first class to Eagle. And in each of the past three summers, troop members have participated in an event with Sea Scouts. Austin has a series of lakes and rivers surrounding the city, so when the opportunity came to start a new ship, many of the youth already had some sailing experience.

Michael McAlister sees similarities in program between troops and ships. “Personally, I believe that Sea Scouts is the best complement for a district to enhance the Scouting experience for the community,” the skipper said.

“This program takes so many skills learned in (traditional) Scouting and carries them further into more advanced uses and methods. It is the perfect outlet for an Eagle or a Life Scout to learn more and take that advanced learning back to their troop to be better teachers to the young Scouts of that unit. I know my son takes tidbits he sees as boatswain back to his PLC meetings and incorporates some of it into the troop. It has worked well, and all of our Sea Scouts remain active with the troop.”

When asked, other youths said the most fun of starting a new ship was the actual process. They chose the name of the ship, *Ascension*, i.e., the act or process of moving or rising up, a logo, a T-shirt design, and the other things that come with building a winning attitude.

“I like that we have the freedom to create the rules and start from scratch. I like to fix the boats up, and it is satisfying to watch them go from a beat-up donor boat to something we can sail,” said boatswain Conor McAlister. Added crew member Noah Bollinger, “When I joined the ship, I wasn’t too interested. But gaining the ability to approach stuff head-on in Sea Scouts changed my perspective on how setting up the new ship was completely different from a troop. And that it was one of the greatest things I’ve taken part in in Scouts.”

These building blocks paid off at Minto, which had 24 areas of competition, including heaving line, Rules of the Road, paddle-less canoe rowing, nomenclature, knot-tying, putting together a small sailboat while blindfolded, first

aid and a skit. The best competition, according to Ship 405 was the Flotsam Flotilla, where participants before the competition put together “boats” that were made of cardboard, glue, bailing twine, and a plastic cover. Some “boats” negotiated the water with the deft touch of a mariner, and others took on copious amounts of water and fell into Davey Jones’ Locker at the Bovay pool. Ship 405, which received the Innovation in Design Award from race officials, was able to complete the course and finished fourth in the Flotsam Flotilla.

“Minto was a fun experience for us, and as Skipper I am very proud of how well they performed,” Michael McAlister said. When pressed about what the leaders have done to make it fun, it was the boats.

b. Quartermaster project: Helping birds and their habitats on the Texas Gulf Coast:

According to records from the national BSA office, more than 52,000 youth earned the Eagle Scout rank in 2018. Scouts BSA youth who work on their Eagle rank have to have an Eagle Project, the main idea of which is to show leadership in a service venture that does not benefit Scouting.

Sea Scouts work on the Quartermaster rank, which is their highest rank, and have to have a similar service project. Only 40 or so Sea Scouts earn the Quartermaster award each year.

Youth in the Boy Scouts of America can work on both after achieving the proper rank advancements, but most work on Eagle. Sea Scouts have until their 21st birthday to obtain Quartermaster; Scout BSA members have until their 18th birthday to earn Eagle.

One youth who finished his Quartermaster Project in 2019 was Sea Scout Asher Saet of Sea Scout Ship 502 of Foundry United Methodist Church in the Sam Houston Area Council. Asher, 19, graduated from Cypress Woods High School in Northwest Houston, and is a sophomore engineering major at Georgia Tech in Atlanta, GA and needs only one more activity to earn his Quartermaster award.

For this recognition, Asher worked on July 13, 2019, with members of the Gulf Coast Bird Observatory and the American Bird Conservancy to clean Bryan Beach in Freeport, Texas, on the coast of the Gulf of Mexico, about 100 miles southeast of Houston.

How did you come up with the American Bird Conservancy and the Gulf Coast Bird Observatory?

“I talked to different people to get ideas. I wanted to make it worthy. I got the idea of doing a beach clean-up from the Ship 502 committee chair, who had a contact with the American Bird Conservancy; and I wanted to do something with a beach. The bird conservancy contact got back to me in a timely manner. She was very interested in me helping out. We were emailing back and forth about the schedule and what I wanted to accomplish with the Quartermaster project. She also invited another individual from the Gulf Coast Bird Observatory to participate.”

How did you obtain materials for the project?

“I solicited materials from different businesses in the area. I got some supplies from a local home improvement store and a grocery store, which were all donated. From the local home improvement store I got trash bags, gloves and general supplies needed to make this clean-up a success. Then the store contributed snacks, water, and hand sanitizer. The store also gave me \$50 worth of gift cards for supplies and prizes. I had assembled an information packet, went to the stores and talked to the managers. It took them a while to decide whether they would help.

The local home improvement store gave me a shopping cart and told me to get what I needed, and they would meet me at the register where the supplies would be rung up as donated. That was really cool.”

Who participated in your project and how did you get them interested?

“I used social media and an online donation platform. We did a lot of advertising on Facebook. I told the Ship 502 members about it, and they told their friends. Someone from the local high school Key Club – where I went to school -- got wind of it, and they put out the information.

“I also had to get clearance from the city of Freeport to do this. I contacted the city manager and told her I was planning to clean up Bryan Beach on July 13, and she was very supportive and very grateful. She was the one who granted my dumpster access so we could take trash off the beach. The Gulf Coast Bird Observatory and the American Bird Conservancy also published the event in their newsletters. There were about 30 people at the beach clean-up.”

What are things you learned?

“Balloons are a big hazard to the environment. Sea birds will, a lot of times, mistake them for food, eat them and die. The idea was to clean up the beach so that sea birds could use it as their nesting habitat and nesting grounds. People who found balloons were given extra recognition by the Conservancy.

“I learned about various bird species that make their home on Bryan Beach. I also learned about some of their nesting habits and why the beachhead was important for us to clean up. So, we cleaned up the beachhead as well as behind the dunes.”

How was leadership practiced during this project?

“I served as the primary person for planning and executing the project. I came up with the list of things needed as well as the schedule. I had to make a budget, and I had to advertise. During the event, I was in charge of making decisions on where to put people. I directed the Gulf Coast Bird Observatory and American Bird Conservancy representatives where to put people in place on site. I signed people in so I could record their volunteer hours.”

How was the Quartermaster project approved?

“After I was set on the idea, I contacted the Soaring Eagle District advancement chair. (All Eagle and Quartermaster projects have to be approved on the district level.) He met with me, and he did say he wanted to see more detail, like what parts of the beach we were to clean. He did sign off on the project in the first meeting. I put in what my goals were and what I had hoped to accomplish. I also talked to our ship’s Skipper and the committee chair. And I had to get the signature from the bird conservancy representative as the beneficiary.”

Any surprises along the way?

“I wasn’t expecting the companies to approve funding and support my project, and they did. They had a great appreciation for Scouting. I had a plan to have a car wash and earn the funds, but I did not have to actually do that. As far as unexpected variables, this project was pretty clean.

Yours in Scouting;

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