



BOY SCOUTS OF AMERICA®
FINANCE IMPACT



Positive Impact Manual

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FOREWORD

One of the great strengths of the Boy Scouts of America is its unique relationship with chartered organizations throughout the community. The Scouting program is provided for young people through a collaborative endeavor with approximately 120 community and religious organizations that adopt the Scouting program as a means of meeting their needs and objectives as they relate to youth. Organizations that use the Scouting program as part of their overall total program have similar aims, goals, and values as the BSA. Local councils should help educate United Ways through the allocation process on how Scouting impacts the community through collaboration with these community and religious organizations.

This booklet has been developed specifically to support the local council in developing United Way presentation for outcome measures funding for impact and evaluation. We realize that OUTCOMES MEASUREMENT is an emerging trend in some United Ways across the country, so we felt it important that councils be introduced to it.

Also, the information contained in this booklet will help Scout executives and professionals develop a new “mindset” of how we operate, and ways BSA terminology, terms, and concepts can be incorporated into outcome measures terminology dealing with funding requests and issues in the community.

You can also find a complete copy of ***Scouting's Positive Impact in the Community*** on the Finance Impact Department's home page: www.scouting.org/financeimpact

We wish you the best of success with your United Way presentation.

Special note: *The information contained in this booklet may be utilized in sections or segments as a working tool for building a United Way allocation presentation, foundation proposal, or a request for funding.*



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

INTRODUCTION

The United Way of America, in its national strategic plan, addressed the need for local United Ways to consider outcome measures as an effective method of evaluating their agencies. **Outcome measures are “problem-related, attainable, and measurable statements of a program’s intended effects on the knowledge, skills, behavior, or condition of those it is designed to help.”**

This new and emerging trend will, in some areas of the country, redefine the way organizations and agencies request and receive funding from local United Ways. In the past, BSA councils may have prepared one total request for United Way funding for Scouting as one “Comprehensive Youth Development” program. Today, and perhaps even more so in the future, BSA councils will be asked to break out Scouting programs and match them with community objectives . . . and *prove Scouting positively impacts the community.*

Because all youth are at risk at some point in their lives, the Boy Scouts of America is not a “recreational program” but a delivery system provider of service to the community by helping to build and develop youth positively in their neighborhoods, collaborating with schools, churches, and community organizations. The 1995 Louis Harris Interactive study results reported in *The Values of Men and Boys in America* and *One Year in the Life of a Cub Scout, Boy Scout, and Venturer, Summer Camp Outcomes Study, and Volunteers Outcome Study*, along with the information provided in this booklet, will help councils prepare United Way allocation presentations or other types of requests for funding by answering the question, *Does Scouting make a difference?*

This booklet contains valuable Scouting information that relates specifically to 1) United Way community objectives identified across the country, 2) BSA programs and activities, 3) values that each boy/youth receives in the Scouting program, and most important, 4) impact and outcome results of a boy/young adult’s positive participation in Scouting/Venturing for the betterment of the community.

United Ways’ most common **general** community objectives stated in this booklet are **I. Strong Families, II. Safe Environment, III. Meeting Basic Needs, IV. Personal Well-Being and Independence, V. Nurture Children and Youth for Success, and VI. Prepared Workforce/Education.**

United Ways’ most common **specific** community indicators (priority needs) stated in this booklet are **1) Crime, 2) Substance Abuse, 3) Environment, 4) Education, 5) Poverty, 6) Unemployment, 7) Child Abuse, 8) Literacy, 9) Health, 10) Elderly, 11) Cultural Diversity, 12) Homelessness, 13) Teen Pregnancy, and 14) Food.**

Note: These community objectives and indicators were identified from a review of different local council allocation presentations to United Ways currently involved in outcome measures funding and from marketing and research data of the United Way of America.

To enhance their presentations and funding requests, councils are encouraged to localize their presentations and help educate United Way professionals, volunteers, and allocation committees by adding specific unit, group, district, or council programs to those current BSA programs and activities found in this booklet.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

UNITED WAYS' MOST COMMON COMMUNITY OBJECTIVES, INDICATORS, AND PRIORITY NEEDS

<u>STRONG FAMILIES</u>	<u>SAFE ENVIRONMENT</u>	<u>MEETING BASIC NEEDS</u>	<u>PERSONAL WELL-BEING</u>	<u>NURTURING CHILDREN AND YOUTH FOR SUCCESS</u>	<u>PREPARED WORKFORCE</u>
Crime	Crime	Poverty	Education	Crime	Education
Substance Abuse	Substance Abuse	Elderly	Poverty	Substance Abuse	Unemployment
Education	Child Abuse	Homelessness	Unemployment	Education	Literacy
Poverty	Environment	Food	Child Abuse	Child Abuse	Cultural Diversity
Unemployment			Health	Literacy	
Child Abuse			Elderly	Health	
Literacy			Homelessness	Teen Pregnancy	
Elderly			Teen Pregnancy		
Homelessness					
Teen Pregnancy					

NOTE: For purposes of illustration in this booklet, the common specific community indicators were used once. Councils could use the common **specific** community indicators several times under the general common community objectives categories, using this guideline based upon the priorities of your United Ways.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND ACTIVITIES	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p>(Develop List of :)</p> <p>LOCAL UNITED WAY COMMUNITY PRIORITIES</p> <p>Identify specific United Way community needs, or priority needs, or needs assessments or community objectives. List below.</p>	<p>(Develop List of :)</p> <p>What are the resources dedicated to and consumed by the activities and programs?</p> <p>List below:</p> <p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>(Develop List of :)</p> <p>COUNCIL, DISTRICTS, UNIT PROGRAMS and ACTIVITIES</p> <p>If your council, districts, or units conduct different activities or programs that you feel qualify as helping meet United Way community objectives (using this format), then list below.</p>	<p>(Develop List of :)</p> <p>OBJECTIVES AND VALUES OUTCOMES</p> <p>What are the short term and intermediate values that a boy/youth receives while participating in a den/pack meeting, patrol/troop meeting, a camporee, a pinewood derby, a Venturing crew meeting, or another activity or program?</p> <p>List these values and outcomes below.</p>	<p>(Develop List of :)</p> <p>IMPACT STATEMENTS</p> <p>What is the purpose of Scouting?</p> <p>How do we answer the question, "So what?" in reference to how Scouting programs positively impact the community?</p> <p>What positive values does a youth in Scouting receive from being part of a unit, district, or council?</p> <p>What are the benefits of Scouting and Venturing? Why do they exist?</p> <p>List these impact statements below.</p>	<p>(Develop List of: Measurable)</p> <p>OUTCOMES OBJECTIVES</p> <p>What are the tangible results or outcomes of a boy/youth participating in Scouting or Venturing programs for one year? How and when will these results be measured? (By what dates?)</p> <p>What will he/she receive that a youth not participating in these programs would not receive?</p>



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS


STRONG FAMILIES

(Strengthening and Supporting Families)

United Way works to help people with the many problems and changes that can tear families apart—violence, drugs, job loss, divorce and death. United Way also helps reinforce and strengthen stable families. As a result, families are developing and maintaining secure and healthy relationships.




SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS


COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND ACTIVITIES	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p>STRONG FAMILIES</p> <p>CHILD ABUSE PREVENTION</p> <p>CULTURAL DIVERSITY</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>CUB SCOUTING</p> <p>Tiger Cub Scouts Getting to Know You Family Entertainment Know Your Family Making Your Family Special Caring for Your House and Household Family Games, Tricks, Puzzles</p> <p>BSA Family Book The <i>BSA Family Book</i> is designed to help all parents—those in the traditional model and those in a wide variety of other family arrangements. The <i>BSA Family Book</i> recommends that families schedule a weekly “family talk” time of an hour or 1 ½ hours.</p> <p>The family spends this period in discussions and activities focused on one of 14 topics.</p> <p>Several activities are suggested for each topic, including telling stories, discussions, art and craft projects, and making lists, charts, and scrapbooks. For example, the ideas for building self-esteem include discussing each family member’s talents and strengths and how he or she can further develop them.</p>	<ul style="list-style-type: none"> • Influence a boy’s character development and spiritual growth. • Develop good habits and attitudes of good citizenship. • Improve family understanding within the family. • Provide fun and exciting new things to do. <p>14 BSA family topics: Building self-esteem Love Organizing Developing responsibility Sharing Trusting Caring Preparing Planning Coping Giving Communicating Believing Developing talents Developing family roots and traditions</p>	<p>Tiger Cubs allows the first-grade boy and adult to build strong relationships with each other, the rest of the family, and with other members of the Tiger Cub den.</p> <p>10 months X an average of 4 family activities of one hour. 40 hours</p> <p>Average time spent by each first-grader and his adult partner during Tiger Cub program year. 60 hours</p> <p>The key to the program is the <i>BSA Family Book</i>. It is full of suggestions to enhance the children’s personal development and enrich the family’s life.</p> <p>The Boy Scouts of America has a deep interest in the strength of the family. Scouting’s aim is to develop boys and young men and women into participating citizens of good character who are physically, spiritually, and mentally fit. The organization recognizes that it is the responsibility of parents to teach their children; however, Scouting is an available resource that can help today’s families accomplish worthy goals while building and strengthening relationships among family members.</p>	<ul style="list-style-type: none"> • Building worth as a person. • Developing responsibility. • Developing communication skills. • Learning about family roots and traditions.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS


COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND ACTIVITIES	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p>STRONG FAMILIES</p> <p>CHILD ABUSE PREVENTION</p> <p>CULTURAL DIVERSITY</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>CUB SCOUTING Bobcat Cub Scouts</p> <p>Bobcat Rank Achievements: Promise Law of the Pack Meaning of the Cub Scout sign, handshake, motto, salute Complete parent's guide Meaning of Webelos</p> <p>Wolf Cub Scouts</p> <p>Wolf Rank Achievements: 1. Feats of skill 2. Your flag 3. Keep your body healthy 4. Know your home and community. 5. Tools for fixing and building 6. Start a collection 7. Your living world 8. Cooking and eating 9. Be safe at home and on the street 10. Family fun 11. Duty to God 12. Making choices</p> <p>And 22 electives</p>	<p>In Cub Scouting, boys, families, leaders, and chartered organizations work together to achieve the following objectives:</p> <p>Influence a boy's character development and spiritual growth.</p> <p>Develop habits and attitudes of good citizenship.</p> <p>Encourage good sportsmanship and pride in growing strong in mind and body.</p> <p>Improve understanding within the family.</p> <p>Strengthen a boy's ability to get along with others.</p> <p>Foster a sense of personal development by developing new interests and skills. Provide fun and exciting things to do. Do his best and be helpful.</p>	<p>BOBCAT AND WOLF TRAIL For second-grade boys (or 8 years old) and third-grade boys (or 9 years of age) working with parents to complete achievements and electives.</p> <p>Helps each boy review the values of Cub Scouting and begin on a journey of doing one's best. To learn the Promise, Law of the Pack, parent's conference (these six hours happen the first year when he joins).</p> <p>Cub Scouting supports cooperative and collaborative relationships between adults and children.</p> <ul style="list-style-type: none"> • Average one hour for the required 48 activities and 30 electives. 78 hours • Each Cub Scout would average 40 weekly den meetings. 40 hours • Each Cub Scout family would also participate in at least 10 monthly pack meetings. 10 hours • Participation in three to five outdoor experiences during the year with fellow Cub Scouts and den leaders. 6 hours • Each Cub Scout will participate in one sport/academic activity. 6 hours • Participate in three district/council events during the year (Scout show, Good Turn, sales event). 18 hours <p style="text-align: center;">Total: 158 hours</p> <ul style="list-style-type: none"> • Each Cub Scout family would also participate in at least 10 monthly pack meetings. • Participation in three to five outdoor experiences during the year with fellow Cub Scouts and den leaders (six hours each). • Each Cub Scout will receive one sport/academic recognition. • Participate in three district/council events during the year (Scout show, good turn, sales event). 	<p>Provide constructive growth in learning positive values with their parents.</p> <ul style="list-style-type: none"> • To work with their parents or adult partners building positive family relationships. • Working with other adults and peers to build cooperative skills. • Learn to develop life skills.

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COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND ACTIVITIES	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES							
<p style="text-align: center;">STRONG FAMILIES</p> <p style="text-align: center;">CHILD ABUSE PREVENTION</p> <p style="text-align: center;">CULTURAL DIVERSITY</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>CUB SCOUTING</p> <p>Bear Cub Scouts Den Meeting Pack Meetings Family Camping Youth Protection God and Family</p> <p>Bear Rank Achievements:</p> <ol style="list-style-type: none"> 1. Ways We Worship 2. Emblems of Faith 3. What Makes America Special 4. Tall Tales 5. Sharing Your World With Wildlife 6. Take Care of Your Planet 7. Law Enforcement Is a Big Job 8. The Past Is Exciting and Important 9. What's Cooking 10. Family Fun 11. Be Ready 12. Family Outdoor Adventures 13. Saving Well/Spending Well 14. Riding Right 15. Games, Games, Games 16. Building Muscles 17. Information Please 18. Jot It Down 19. Shavings and Clips 20. Sawdust and Nails 21. Build a Model 22. Tying It All Up 23. Sports, Sports, Sports 24. Be a Leader <p>Plus 24 Elective Subjects</p>	<p>In Cub Scouting, boys, families, leaders, and chartered organizations work together to achieve the following objectives:</p> <p>Influence a boy's character development and spiritual growth.</p> <p>Develop habits and attitudes of good citizenship.</p> <p>Encourage good sportsmanship and pride in growing strong in mind and body.</p> <p>Improve understanding within the family.</p> <p>Strengthen a boy's ability to get along with others.</p> <p>Foster a sense of personal achievement by developing new interests and skills. Provide fun and exciting things to do. Do his best and be helpful.</p>	<p>BEAR TRAIL (Third grade or 9 years old) The second-year Cub Scout working toward the Bear rank may select 79 achievements from the choice of 114. He earns Arrow Points by completing 10 electives from the 109 listed in his Bear Book.</p> <p>Average time to achieve the Bear rank and Arrow Points working with parents at home:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">100+ hours.</td> </tr> <tr> <td style="text-align: right;">40 weekly den meetings 40 hours</td> </tr> <tr> <td style="text-align: right;">10 monthly pack meetings 10 hours</td> </tr> <tr> <td style="text-align: right;">Outdoor experiences 24 hours</td> </tr> <tr> <td style="text-align: right;">Sports/academics 6 hours</td> </tr> <tr> <td style="text-align: right;">District/council events 18 hours</td> </tr> <tr> <td style="text-align: right;">Total: 198 hours</td> </tr> </table> <p>BearTrail/Third-grade Summary In a woodworking project, the Cub Scout learns what makes his work good, how to properly use and care for tools (an ethic), patience for boring activities like sanding wood (delay gratification), and how to cooperate with other boys in sharing tools and space.</p> <p>For the boy, it is the project that is important. For development, it is the character qualities that are developed while doing the project that are important.</p> <p>For children at this age, there is little difference between work and play. What is important is learning how to do things, from which they develop confidence in themselves and in the world around them. If they do not master skills at this age, they develop feelings of inferiority.</p>	100+ hours.	40 weekly den meetings 40 hours	10 monthly pack meetings 10 hours	Outdoor experiences 24 hours	Sports/academics 6 hours	District/council events 18 hours	Total: 198 hours	<ul style="list-style-type: none"> • Develop resilience as a result of caring relationships with peers and adults.
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<p>STRONG FAMILIES</p> <p>CHILD ABUSE PREVENTION</p> <p>CULTURAL DIVERSITY</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>BOY SCOUTING</p> <p>RANK ADVANCEMENT:</p> <p>Tenderfoot Scout Rank: Wkly Meeting/Monthly</p> <p>Second Class Scout Rank: Wkly Meeting/Monthly</p> <p>First Class Scout Rank: Wkly Meeting/Monthly</p> <p>Star Scout Rank: Service Project</p> <p>Life Scout Rank: Service Project</p> <p>Eagle Scout Rank: Community Service Project</p> <p>Family Camping: Camping Skills</p> <p>Family Life Merit Badge: Service to Community and Others</p> <p>Citizenship Merit Badge: Service to Community and Others</p> <p>Community, Nation, World</p> <p>God and Family: Service to Church and Family</p> <p>Honor Camping Society: Order of the Arrow; Brotherhood of Cheerful Service</p> <p>Youth Protection: Video Training and Awareness</p>	<p>Scout Oath: Duty to God Duty to Others Duty to Self Do Your Best Patriotism Help Other People at All Times Physically Strong Mentally Awake Morally Straight</p> <p>Scout Motto: Be Prepared</p> <p>Scout Slogan: Do a Good Turn Daily</p> <p>Scout Law: Trustworthy Loyal Helpful Friendly Courteous Kind Obedient Cheerful Thrifty Brave Clean Reverent</p>	<p>Influences a boy's character development and spiritual growth through mentoring. Fosters understanding within the family.</p> <p>Develops good habits and citizenship for 10 months of meetings at one hour, 40 hours for Scouts of each rank.</p> <p>Scouts and parents spend quality time together through monthly campouts that average more than 96 hours per boy.</p> <p>Importance of strong family and being a participating citizen. 10 hours.</p> <p>Strengthens Scout's involvement with church and family. Average time spent on citizenship merit badges is 10 hours. The aim is to develop boys into participating citizens who are physically, spiritually, and mentally fit.</p> <p>Parenting skills. Focus on men being nurturers. Teaches men how to take care of children.</p> <p>Through parents' guide, adults are informed on how to protect their children, and how to respond to their children's needs.</p>	<ul style="list-style-type: none"> • Develop personal leadership • Helping other people • Obedience • Respect for property • Being trustworthy and reverent • Strengthen personal involvement with family



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<p>STRONG FAMILIES</p> <p>CHILD ABUSE PREVENTION</p> <p>CULTURAL DIVERSITY</p> <p>LEADERSHIP • BSA</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>VENTURING</p> <p>Ethics Forum Constructive Controversy Activities God-Community World Program Problem-Solving Training <i>Venturing Leader Manual</i> Crew Officers Seminar Venturing Methods Adult and Youth Leadership Training Youth Leadership Skills Course Emergency Preparedness First Aid Training Community Service Six Experience Areas Youth Protection Training Moments in Common Adult Training Teen Mentoring</p> <p>Bronze Award: Experiencing, acquiring skills, sharing knowledge with others</p> <p>Gold Award: Personal development, service leadership</p> <p>Silver Award: Leadership skills development, emergency preparedness, ethics forum and ethical controversies</p> <p>Ranger Award: Conservation, Leave No Trace, personal fitness, communications, first aid, lifesaver, navigation, wilderness survival</p>	<p>Conflict Resolution Mediation Consensus Building Moral Development Leadership Skills Mentoring Family Protection Preparedness Service to Others Intellectual Development Safe Environment</p> <p>Drug Abuse Prevention Beginning of teen's advancement/development trail.</p> <p>Reinforces need to share knowledge with others. Improved self-esteem.</p> <p>Improved self. Service inside or outside of Scouting. Real leadership inside or outside of Scouting.</p> <p>Weekend leadership skills course. Family protection. Conflict resolution. Understanding others.</p> <p>Taking care of our environment. Ability to communicate with others. Personal health and self-esteem.</p>	<p>Youth planning and implementing provides safe, developmental program for young men and women ages 14-20.</p> <p>Challenging, youth-led program provides an environment where youth learn personal and team skills valuable to them as they become adults.</p> <p>Venturers become well-trained through programs and training resources for other groups and organizations such as day care centers, youth groups, retirement homes, etc.</p> <p>Emergency preparedness Community support Good citizenship Family oriented Values and morals Alternative to gangs Crime prevention Future leaders Capable young people Self-sufficient young people Address adolescence development issues</p>	<ul style="list-style-type: none"> • Develop interpersonal skills • Build cooperative relationships between youth and adults. • Provide mentoring opportunities for both adults and teenagers. • Educate in respecting the beliefs of others.



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STRONG FAMILIES CHILD ABUSE PREVENTION CULTURAL DIVERSITY	MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT	SCOUTREACH PROGRAMS Partnerships with neighborhood organizations and churches. Tailor BSA programs to fit minority family needs and values. ACTIVITIES Develop mentoring programs to fill void that may exist. Provide minority youth/communities with a vehicle to enter mainstream USA. Provide at-risk youth with positive alternatives to the gang problem.	Same as Cub Scouting, Boy Scouting, Venturing	Enhances the BSA cultural program. Targets minorities, economically deprived, at-risk and hard-to-reach communities. The three major minority groups targeted are: African, Asian, and Hispanic (Latinos) Americans. <u>Incorporated into total Scouting program:</u> 40 weekly meetings 10 monthly pack meetings 50 troop meetings Outdoor experiences District/council events	<ul style="list-style-type: none"> • Learn to recognize, resist, and report child abuse. • Reinforce values taught at home.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

SAFE ENVIRONMENT


(Building Vital and Safe Neighborhoods)

United Way works to ensure all people can actively participate in and contribute to community life without fear of crime or violent acts.

As a result, people of all backgrounds can interact with and support one another without racism, hatred, or prejudice in their neighborhoods and cities in a safe environment.




SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p style="text-align: center;">SAFE ENVIRONMENT AND NEIGHBORHOODS</p> <p style="text-align: center;">CRIME</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>CUB SCOUTING</p> <p>Den Meeting</p> <p>Pack Meeting</p> <p>Scoutreach</p> <p>Family Camping</p> <p>Day Camping</p> <p>Chartered Organization Relationships</p> <p>BSA Camps</p> <p>Service Projects: Conservation</p>	<p>Parenting Skills: Focus on men being nurturers. Teaches men how to provide a caring environment for children.</p> <p>Positive Gangs</p> <p>Caring Environment</p> <p>Better Community And Neighborhoods</p>	<p>Each Cub Scout/Webelos Scout would average 40 weekly den meetings. 40 hours</p> <p>Each Cub Scout/Webelos Scout family would participate in at least 10 monthly pack meetings. 10 hours</p> <p>Participate in 3-5 outdoor experiences during the year with fellow members and den leaders. (6 hours each) 24 hours</p> <p>Participate in 3 district/council events during the year (Scout show, Good Turn, and service project). (6 hours each) 18 hours</p> <p style="text-align: center;">Total: 92 hours</p> <p>THE DEN The den is a metaphor for a caring environment. It is not only protection, but it is also preparation for the future.</p> <p>In Cub Scouting the setting is cooperative. The effort of one boy to achieve a standard of excellence does not take away from others. In the Cub Scout den, success in a game, craft, or other activity almost always depends on every boy doing something to make it possible.</p>	<ul style="list-style-type: none"> Encourage youth to spend quality time with their families.




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<p style="text-align: center;">SAFE ENVIRONMENT AND NEIGHBORHOODS</p> <p style="text-align: center;">CRIME</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>BOY SCOUTING</p> <p>Patrol Meeting: Activities, Skills, Leadership Training</p> <p>Troop Meeting: Demonstrations, Contests, Songs, and Ceremonies</p> <p>Monthly Campout: Learning Adventure</p> <p>Summer Camp: Living Together and Learning</p> <p>Crime Prevention Merit Badge</p> <p>Drugs A Deadly Game: Youth Training and Awareness</p> <p>Chartered Organization: Working Partnership between Community Sponsor and Scouting</p> <p>Leave No Trace Camping Skills</p> <p>Youth Protection: Video Training</p> <p>High-Adventure Bases: High-Adventure Activities</p> <p>Service Projects: Service to Others</p> <p>Conservation: Programs and Awards</p> <p>Positive Adult Leadership</p>	<p>Positive alternative to gangs</p> <p>Youth empowerment</p> <p>Problem-solving skills</p> <p>Better neighborhoods</p> <p>Stronger communities</p> <p>A positive sense of youth destiny</p>	<p>Being with friends, having responsibility—making democratic decisions. Each Scout would average 40 patrol meetings. (40 hours)</p> <p>Teaches code of ethics and values that will last a lifetime. Each Scout would average 40 troop meetings. (40 hours)</p> <p>Personal growth; teamwork. Each Scout would average six campouts of 24 hours. (144 hours)</p> <p>Scout learns teamwork, living together, patience, doing his share, solving problems, leadership skills. Six days of 12 hours. (72 hours)</p> <p>Service to others.</p> <p>Provides safe environment on a weekly basis. Forty meetings of 40 hours.</p> <p>Wilderness adventure, teaching teamwork, trust, communications, and problem solving. Ten days (160 hours)</p> <p>Teaches sound environmental living. Eight hours per year.</p>	<ul style="list-style-type: none"> • Learn teamwork • Trust • Communication skills • Problem-solving skills



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<p style="text-align: center;">SAFE ENVIRONMENT AND NEIGHBORHOODS</p> <p style="text-align: center;">CRIME</p>  <p style="text-align: center;">VENTURING · BSA</p>	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>VENTURING</p> <p>Crew meetings</p> <p>Monthly activity</p> <p>Yearly superactivity</p> <p>Summer camp</p> <p>Leadership training</p> <p>BSA high adventure bases</p> <p>Drugs: A Deadly Game national youth training and awareness</p> <p>Youth Protection</p> <p>Service projects</p> <p>Conservation</p> <p>Emergency preparedness</p> <p>Ethics in action</p>	<p>Positive gangs Peer helping</p> <p>Mentoring Safe environment Team building Positive experiences Service to others Self-esteem Problem-solving skills Decision-making skills</p> <p>Respect for others Respect for environment Building</p> <p>Disaster preparation</p> <p>Prevention of drug abuse</p> <p>Role models</p> <p>Youth empowerment</p> <p>Ethical behavior</p>	<p>Crime prevention</p> <p>Respect for others and property</p> <p>Reduction of crime and violence</p> <p>Survival</p> <p>Alternative to isolation</p> <p>Positive social interaction</p> <p>Appreciation for diversity</p> <p>Child abuse prevention</p> <p>Community service</p> <p>Better leaders</p>	<ul style="list-style-type: none"> • Learn skills to cope with and solve social problems by dealing with issues affecting the environment. • Learn to interact with others. • Acquire a sense of belonging. • Develop respect for self and others.



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<p style="text-align: center;">SAFE ENVIRONMENT AND NEIGHBORHOODS</p> <p style="text-align: center;">CRIME</p>	MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT	<p style="text-align: center;">SCOUTREACH</p> <p>Crime prevention</p> <p>Drugs: A Deadly Game program</p> <p>Youth Protection</p>	<p>Positive gangs</p> <p>Bridging the differences between cultures</p> <p>Eliminating prejudice</p> <p>Uniting culturally diverse communities</p> <p>Solving community problems and needs</p> <p>Youth education on abuse</p>	<p>Enhances the BSA cultural program.</p> <p>Targets minority, economically deprived, at-risk and hard-to- reach communities.</p> <p>The three major minority groups targeted are: African, Asian, and Hispanic (Latinos) Americans.</p> <p>Promote Scouting as a positive alternative to the gang problem, incorporated into the unit meetings and or activities.</p> <p>Five hours per youth of family group meetings or discussions.</p> <p>Eight hours of specialized training, including videos, pamphlets, and posters.</p>	<ul style="list-style-type: none"> • Develop basic family values. • Learn to become a role model. • Develop respect for cultural diversity.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS


MEETING BASIC NEEDS

(Supporting Vulnerable and Aging Populations)

United Way works to prevent hunger and homelessness and to help disadvantaged and aging people become more independent by providing basic needs and access to education, employment, and affordable housing. As a result, people can become active, contributing members of our community. Those who need food, clothing, and shelter will receive it.




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<p> MEETING BASIC NEEDS FOOD HOMELESSNESS POVERTY </p> 	<p> MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT </p>	<p> CUB SCOUTING Scouting for Food Good Turn Cub Scout "attitude" Standard BSA values Service projects </p>	<p> Show a boy/youth how to be helpful and do his best Providing service to others </p>	<p> COMMUNITY BUILDING AND CIVIC VIRTUE The healthy development of boys cannot happen without a community that nurtures their growth. Each community chooses a path of development for its children. One path focuses on a commitment to the needs of the self. Self-fulfillment and self-gratification are the standards of values. The goal is to get as much as one can for oneself. The other path focuses on a commitment to the needs of the community. The goal is to be of service to them and to make the community a better place. In this path the individual "goes beyond" or transcends himself. Cub Scouting builds communities by creating a place where boys learn to be committed to community values (the Cub Scout Promise and the Law of the Pack), by active service to the well-being of others (service projects, responsibilities to den and pack members), and by applied learning skills (in the Cub Scout program). Six hours Five hours of participation in the Scouting for Food Good Turn. </p>	<ul style="list-style-type: none"> • Learn citizenship skills by participating in Good Turn projects.




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MEETING BASIC NEEDS FOOD HOMELESSNESS POVERTY 	MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT	BOY SCOUTING Scouting for Food Good Turn: Community Service Life Skills Cooking: Outdoor Education and Activities Wilderness Survival: Outdoor Education and Activities Camping: Outdoor Education and Activities Service Projects	Self-reliance Service to others Preparedness Teamwork Personal health and nutrition Education skills Life skills for self-reliance Service to others	Annual Good Turn—The cornerstone of Scouting's citizenship and character-building efforts (5 hours per year). Teaches self-sufficiency and survival skills (10 hours per year) Teaches self-sufficiency and survival skills (12 hours per year). Teamwork/living together (216 hours per year). Education and service to others (15 hours per year). A main focus of Scouting is a commitment to the special needs of each community. The maximum goal is to make the community a better place to live and provide service to others. They are mostly individual and troop-sponsored service projects.	<ul style="list-style-type: none"> • Develop civic and citizenship skills by participation in community service.



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MEETING BASIC NEEDS FOOD HOMELESSNESS POVERTY  VENTURING · BSA	MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT	VENTURING Crew service projects Emergency preparedness projects Scouting for Food Teen volunteers Ethics in action Problem-solving model Venturing Silver Award advancement program Career exploration First aid training Communications training	Personal survival skills Service to others Helping others Better citizens Job coping skills development Goal setting and career planning Mentoring Positive teen-adult relationships	Better communities Safer communities Food collection for the needy Citizens trained in first aid Housing Prepared for work Good citizens Better employees Positive impact on unemployment and underemployment	<ul style="list-style-type: none"> • Develop skills that will help them to react to changing circumstances and environment • Personal growth • Responsibility • Teamwork • Obligation to others • Learn to be a good citizen



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MEETING BASIC NEEDS FOOD HOMELESSNESS POVERTY	MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT	SCOUTREACH PROGRAMS: Reinforcing the Scout motto "Be Prepared" Scout slogan, "Do a Good Turn Daily" ACTIVITIES: Scouting for Food Service projects Mentoring	Develops basic needs Hope Self-esteem Service to others Citizenship Character development Self-respect Personal pride Achievement	Incorporated with all Cub Scouting, Boy Scouting, and Venturing meetings and activities. Weekly meetings. Personal qualities with positive urban role model. Helps youth with a positive identity. Develops values, self-esteem, pride, and respect of others and property. Develops teamwork with youth, Scouting units, families and communities. 5 hours People helping people. 15 hours	<ul style="list-style-type: none"> • Learn basic family values. • Build self-worth. • Become a successful role model. • Build a personal partnership with neighborhood organizations. • Respect cultural diversity.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS


PERSONAL WELL-BEING AND INDEPENDENCE

(Healthy Living)

United Way helps people safeguard their health, prevent illness, and recover from debilitating diseases, injury, or abuse. This includes education on healthy life styles and on preventing and treating diseases such as cancer, heart disease, arthritis, and diabetes, as well as counseling for mental and chemical health. As a result, people are achieving physical and mental well-being.




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<p style="text-align: center;"> PERSONAL WELL-BEING AND INDEPENDENCE SUBSTANCE ABUSE HEALTH ELDERLY TEEN PREGNANCY </p> 	<p> MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT </p>	<p> CUB SCOUTING Scouts with disabilities: Understanding Cub Scouts with Disabilities Single-Parenting: Meeting the Challenge of Single Parenting Drugs: A Deadly Game Program Den visit to nursing home during December Good Turn. </p>	<p> Develop habits and attitudes of good citizenship Strengthen a boy's ability to get along with others Educate children on the dangers of drug abuse Show a boy how to be helpful and do his best </p>	<p> This pamphlet is designed to help Cub Scout leaders develop a sensitivity for different disabilities and to consider methods of adapting the program to help all Cub Scouts succeed in doing their best. It also includes a list of available program support. (Time is the same as Cub Scouts with disabilities.) This pamphlet helps single parents understand and become part of the neighborhood Scouting support network. Monthly pack meeting with all families. 10 hours Community activities with son/den/pack. 24 hours Orientation with other parents. One hour Working with son on advancement at home. Total: 75 hours Prevention of drug abuse and experimentation with alcohol, drugs, inhalants, etc. Two hours </p>	<ul style="list-style-type: none"> Learn empathy for youth with disabilities.




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<p style="text-align: center;"> PERSONAL WELL-BEING AND INDEPENDENCE SUBSTANCE ABUSE HEALTH ELDERLY TEEN PREGNANCY </p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>BOY SCOUTING</p> <p>Troop leadership: leadership position</p> <p>Physical fitness: outdoor activity, merit badges</p> <p>Merit badges: advancement</p> <p>Hiking: advancement</p> <p>High adventure: adventure</p> <p>CPR training: training for youth</p> <p>Survival training: training for youth</p> <p>Safe Swim Defense: training for youth</p> <p>Ideals: Scout Oath</p> <p>Drugs: A Deadly Game</p> <p>11th edition of <i>Boy Scout Handbook</i></p> <p>Scoutmaster—Positive role model</p>	<p>Mentoring</p> <p>Self-esteem</p> <p>Personal fitness</p> <p>Confidence</p> <p>Self-reliance</p> <p>Lifesaving skills</p> <p>Survival skills</p> <p>Personal hygiene</p> <p>Respect for others</p> <p>Teamwork</p> <p>Personal health</p> <p>Emergency training</p> <p>Leadership</p> <p>Caring for others</p> <p>Sexual responsibility</p> <p>Independence</p> <p>Saying "no" to drugs. Educate youth and parents on the dangers of drug abuse, how to say "no" and what to do. Educate parents on the signs of drug abuse. A positive sense of destiny for youth.</p>	<p>Learns and practices leadership skills. 120 hours per year</p> <p>Has physical fitness and develops good health habits. (24 hours per year).</p> <p>Emergency training for CPR, survival, lifesaving and Safe Swim Defense. 6 hours per year</p> <p>Personal behavior guides and standards that a boy commits himself to by applying in his everyday life.</p> <p>Scouts view 16-minute video and discuss. Create family discussion related to drug abuse, tobacco, and alcohol. Parents learn that it can happen to anyone's kids. Drug awareness. 2 hours</p>	<ul style="list-style-type: none"> • Learn independence by practicing leadership skills. • Develop good health habits. • Learn swim safety skills.



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<p>PERSONAL WELL-BEING AND INDEPENDENCE</p> <p>SUBSTANCE ABUSE</p> <p>HEALTH ELDERLY</p> <p>TEEN PREGNANCY</p> <div style="text-align: center;">  <p>VENTURING · BSA</p> </div>	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>VENTURING</p> <p>Weekly crew meetings</p> <p>Monthly crew activity</p> <p>Leadership skills course</p> <p>Ethics forum</p> <p>Constructive controversy program</p> <p>Cooperative games</p> <p>God/community/nation/world program</p> <p>Problem-solving model</p> <p>Mentoring</p> <p>Drugs: A Deadly Game</p> <p>Silver Award advancement program</p> <p>Ranger advancement program</p> <p>Council activities for teens</p> <p>Summer camp</p> <p>Youth Protection training</p>	<p>Leadership development</p> <p>Ethical decision making</p> <p>Personal development</p> <p>Personal fitness</p> <p>High self-esteem</p> <p>Emergency preparedness</p> <p>Survival skills training</p> <p>Service to others</p> <p>Drug abuse prevention</p> <p>Child abuse prevention</p> <p>Positive peer relationships</p> <p>Teen leadership</p> <p>Teen community contributions</p> <p>Mentoring</p> <p>Positive teen-adult relationships</p>	<p>Ethics forums for teenagers</p> <p>Controlled/safe activities</p> <p>Meaningful contribution by teens</p> <p>Team building</p> <p>Good citizens</p> <p>Physically fit teens</p> <p>Responsible teens</p> <p>Outdoor activities</p> <p>First aid-trained teens</p> <p>Youth capable of making good decisions</p> <p>Service to the needy</p>	<ul style="list-style-type: none"> • Learn leadership skills. • Develop planning cooperation. • Priority setting. • Community service skills.



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PERSONAL WELL-BEING AND INDEPENDENCE SUBSTANCE ABUSE HEALTH ELDERLY TEEN PREGNANCY	MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT	SCOUTREACH PROGRAMS Drugs: A Deadly Game Youth Protection Community service projects	Develop for each youth in a caring environment a sense of: Sexual responsibility Hope Self-esteem Personal identity The values embodied in the Scout Oath and Law Self-sufficiency Ethical decision making Values reinforcement	Enhances the BSA cultural program. Incorporated in all Cub Scouting, Boy Scouting, and Venturing meetings and activities. Targets minorities economically deprived, at-risk, and hard-to-reach communities. The three major minority groups targeted are African, Asian, and Hispanic (Latinos) Americans. Provide minority youth with an awareness of the challenges and dangers in their own neighborhood. Materials for instruction are available in English, Spanish, Hmong, Cambodian, Laotian, Vietnamese, Korean, and Chinese.	<ul style="list-style-type: none"> • Reinforce basic family values. • Build worth as a person. • Become successful role models. • Respect cultural diversity.




SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

NURTURE CHILDREN AND YOUTH FOR SUCCESS

(Helping Children and Youth to Succeed)


United Way works to help children from earliest childhood through teen years through good nutrition, parenting, health care, mentoring, education, and youth development activities. As a result, children and youth are developing to their full potential, growing up in safe, healthy environments that promote learning.

SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS


COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND ACTIVITIES	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p>NURTURE CHILDREN AND YOUTH FOR SUCCESS</p> <p>LITERACY</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>CUB SCOUTING</p> <p>Tiger Cub Activities</p> <p>Discover Nature and Energy</p> <p>Prepare for Emergencies</p> <p>Know Your Community</p> <p>Helping Others</p> <p>Go See It</p> <p>Fitness and Sports</p> <p>Parenting</p> <p><i>Boys' Life</i> magazine (circulation 1.3 million)</p>	<p>Cooperative settings have been proven to lead to:</p> <ol style="list-style-type: none"> 1. Reduced feelings of isolation, anxiety, and loneliness. 2. The experience of caring for and of being cared for. 3. The ability to solve conflicts productively. 4. An understanding of empathy for others. 5. High-quality social skills. 6. Self-confidence. 7. Higher achievement. 8. Moral and ethical behavior. <p>Reading skills.</p> <p>Focus on men being nurturers. Teaching men how to take care of children.</p>	<p>During the program months of September through May annually, each boy and adult partner has a choice of 168 individual activities and 112 group activities, which include all family members.</p> <p>10 months X an average of 4 individual activities of one hour. 40 hours</p> <p>10 months X two months' activities of one hour. 20 hours</p> <p>Average time spent by each first grader and his adult partner during Tiger Cub program. 60 hours</p> <p>Cub Scouts are involved in 60 hours of age-appropriate reading in each of the Wolf, Bear, and Webelos books.</p> <p>Two to four hours of monthly reading of magazine developed expressly for Cub Scout-age youth.</p> <p>Combat illiteracy.</p>	<ul style="list-style-type: none"> • Acquire the ability to solve conflicts productively. • Develop empathy toward others. • Build self-confidence. • Understand moral and ethical behavior.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND ACTIVITIES	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p>NURTURE CHILDREN AND YOUTH FOR SUCCESS</p> <p>LITERACY</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>BOY SCOUTING</p> <p>Scouting values – ethical decision making</p> <p>Leadership training</p> <p>Troop meeting</p> <p>Scoutmaster’s conference Adult and older youth mentors</p> <p>Advancement committee board of review</p> <p>Merit badge counseling</p> <p>Scoutmaster’s minute</p> <p>Merit badge programs</p> <p><i>Boys’ Life</i> magazine (circulation 1.3 million)</p> <p>Awards and scholarships</p>	<p>Talk about experiences Develop self-reliance, self-discipline, self-confidence, self-respect</p> <p>Personal growth - set goals</p> <p>Express satisfaction/be supportive</p> <p>Improved self-esteem</p> <p>Enhances ability to work with adults, to help others</p> <p>Stimulates personal growth</p> <p>Personal growth</p> <p>Develop reading skills</p> <p>Recognitions</p>	<p>Reflection 4 hours per year</p> <p>Youth/adult interaction 40 hours per year</p> <p>Discuss relationships, family, school, likes and dislikes, goal setting 1 hour per year</p> <p>Personal growth/set goals 1 hour per year</p> <p>Youth/adult interaction 1 hour per year</p> <p>Scouts will acquire 30 hours of reading skills per year through continuous usage of the <i>Boy Scout Handbook, Fieldbook</i>, and 121 merit badge pamphlets.</p> <p>Scouts will acquire 12 hours of reading skills per year from reading monthly publication.</p>	<ul style="list-style-type: none"> • Develop reading skills.

SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p style="text-align: center;"> NURTURE CHILDREN AND YOUTH FOR SUCCESS LITERACY </p> <div style="text-align: center;">  <p>VENTURING · BSA</p> </div>	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>VENTURING</p> <p>Leadership skills training</p> <p>Advancement program</p> <p>Recognition program</p> <p>Crew, council, area, and national activities</p> <p>Crew meeting</p> <p>Crew activities</p> <p>Ethics in action programs Scholarship program</p> <p><i>Venturing Leader Manual</i></p>	<p>Capable leaders Good citizens Self-esteem Personal development</p> <p>Service oriented</p> <p>Program and training resources for other groups, e.g., retirement home</p> <p>Safe environment Social process Citizenship skills Planning and goal -setting skills Peer helping Mentoring Values system</p> <p>Comprehensive skills Teen crisis intervention</p> <p>Childhood/child care Peer helping Literacy skills development</p> <p>Comprehensive skills</p>	<p>Awards and scholarships</p> <p>Good citizens</p> <p>Venturing leader training</p> <p>Leaders</p> <p>Leadership roles</p> <p>Opportunities for teens</p> <p>Help youth deal with pressures and stress</p> <p>Emergency preparedness</p> <p>People with values and ethics</p> <p>Ethics forums for the community</p>	<ul style="list-style-type: none"> • Challenge young men and women to think of themselves in new ways, leading to positive personal outcomes. • Learn new skills that will improve them as people. • Democratic decision making. • Negotiating. • Relationship building.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
NURTURE CHILDREN AND YOUTH FOR SUCCESS LITERACY	MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT	SCOUTREACH PROGRAMS Merit badge programs (121) ACTIVITIES Meetings Training and sessions Leadership development Problem solving <i>Boys' Life</i> magazine (circulation 1.3 million)	Develop a sense of: Hope Self-esteem Personal identity Wholesome models Respect for human life Awareness of diversity, history, and culture of other people Reading skills Career skills	Enhances the BSA cultural program. Incorporated into all Cub Scouting, Boy Scouting, and Venturing meetings and activities. Targets minorities, economically deprived, at-risk and hard-to-reach communities. The three major minority groups targeted are: African, Asian, and Hispanic (Latinos) Americans. Combat illiteracy.	<ul style="list-style-type: none"> • Self-esteem. • Recognize successful role models. • Learn to build partnerships with neighborhood organization. • Respect cultural diversity.




SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

PREPARED WORKFORCE AND EDUCATION


(Promoting Self-Sufficiency)

United Ways strive to help an increasing number of people who seek employment opportunities and provide opportunities to participate in community affairs to those who wish to be involved.

SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS


COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p>PREPARED WORKFORCE AND EDUCATION</p> <p>UNEMPLOYMENT</p> <p>EDUCATION</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>CUB SCOUTING</p> <p>Academic program Art Citizenship Chess Communicating Computers Geography Heritages Math Music Science Wildlife Conservation</p> <p>Sports program Badminton Baseball Basketball Bicycling Bowling Fishing Golf Gymnastics Marbles Physical Fitness Skating Skiing Soccer Softball Swimming Table Tennis Tennis Ultimate Frisbee Volleyball</p>	<p>Encourage good sportsmanship and pride in growing strong in mind and body.</p> <p>Foster a sense of personal achievement by developing new interests and skills.</p> <p>Show a boy how to be helpful and do his best.</p>	<p>These programs provide Tiger Cubs, Cub Scouts, and Webelos Scouts the opportunity to become more proficient in 20 sports and 11 academic areas.</p> <p>The program includes scholarship and sportsmanship emphasis and encourages a boy to "do his best" while involving a parent whenever possible. Tiger Cubs must participate with a partner. The program gives Tiger Cubs, Cub Scouts, and Webelos Scouts an opportunity to pursue a learning process at home or as part of a den, pack, or community effort. And they have fun at the same time.</p>	<ul style="list-style-type: none"> • Help children learn how to do things. • Develop confidence in themselves and in the world around them.

SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p style="text-align: center;"> PREPARED WORKFORCE AND EDUCATION UNEMPLOYMENT EDUCATION </p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>CUB SCOUTING</p> <p>WEBELOS SCOUTING</p> <p>Activity Badges Aquanaut Artist Athlete Citizen Communicator Craftsman Engineer Family Fitness Forester Geologist Handyman Naturalist Outdoorsman Readyman Scholar Scientist Showman Puppetry Music Drama Sportsman Traveler</p>	<p>In Cub Scouting, boys, families, leaders, and chartered organizations work together to achieve the following objectives:</p> <p>Encourage good sportsmanship and pride in growing strong in mind and body.</p> <p>Foster a sense of personal achievement by developing new interests and skills.</p> <p>Provide fun and exciting new things to do.</p> <p>Prepare him to be a Boy Scout.</p>	<p>WEBELOS SCOUT TRAIL</p> <p>Webelos is fourth and fifth-grade boys (or those 10 years of age).</p> <p>Activity badges are an integral part of the Webelos den program and are part of the requirements for earning the Webelos badge and the Arrow of Light Award.</p> <p>Activity badges are part of monthly den meetings. A Webelos Scout will qualify for 10-20 activity badges during his 18-24 month tenure. The 23 activity badges offer 192 quality activities for a selection of 114 if all are earned.</p> <p>20 months of weekly den meetings of one hour. 20 months of monthly pack meetings with parents and other dens participating receiving recognition for activity badges, Webelos, and Arrow of Light Awards.</p> <p>Each Webelos Scout with parent or other adult will also participate in three to six overnight campouts and/or day hikes (learning skills of self-reliance, social integration, personal well-being as well as cooking, first aid, etc.). Good Turn projects.</p>	<ul style="list-style-type: none"> • Help children learn how to do things. • Develop confidence in themselves and in the world around them.




SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p>PREPARED WORKFORCE AND EDUCATION</p> <p>UNEMPLOYMENT</p> <p>EDUCATION</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>CUB SCOUT LEADERSHIP</p> <p>Leadership training.</p> <p>Every boy deserves a trained leader and every leader deserves to be trained.</p>	<p>In Cub Scouting, boys, families, leaders, and chartered organizations work together to achieve the following objectives:</p> <p>Encourage good sportsmanship and pride in growing strong in mind and body</p> <p>Foster a sense of personal achievement by developing new interests and skills</p> <p>Provide fun and exciting new things to do</p> <p>Prepare him to be a Boy Scout</p> <p>Mentoring</p>	<p>CUB SCOUT LEADERSHIP</p> <p>Each leader will invest time in the following ways:</p> <p>Orientation for parents and new pack leadership. Fast Start training in the Cub Scout pack 1 hour</p> <p>Basic training available by group, self-study, and personal coaching 4 hours</p> <p>Supplemental training (annual pow wow) 6 hours</p> <p>Monthly program roundtables 10 hours</p> <p>Quarterly supplemental training updates 2 hours each</p> <p>Monthly pack leaders meeting 8 hours</p> <p>Monthly pack meeting with all families 10 hours</p> <p>District/council community activities (Good Turns, Scout shows, sales event, etc.) 30 hours</p> <p>Weekly den meetings, including preparation/holding evaluation (Average 48 during the year) 98 hours</p> <p style="text-align: right;">Total: 169 hours</p>	<ul style="list-style-type: none"> • Teach learning skills and hands-on experiences for volunteers. • Teach professional and occupational skills needed to work with culturally diverse youth groups and adults.




SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND ACTIVITIES	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p>PREPARED WORKFORCE AND EDUCATION</p> <p>UNEMPLOYMENT</p> <p>EDUCATION</p> 	<p>MONEY</p> <p>STAFF</p> <p>STAFF TIME</p> <p>VOLUNTEERS</p> <p>VOLUNTEER TIME</p> <p>RESOURCES</p> <p>FACILITIES</p> <p>SUPPLIES</p> <p>EQUIPMENT</p>	<p>BOY SCOUTING</p> <p>Advancement: education</p> <p>Merit badges: education</p> <p>Junior leader training</p> <p>Community service: service projects</p> <p>Environmental Good Turn: service projects</p> <p>Conservation projects: service projects</p> <p>President's Summit for America's Future</p> <p>Leadership training: adult training</p> <p>Supplemental training: adult training</p> <p>Wood Badge: adult advanced training</p> <p>Challenging Outdoor Physical Encounter (COPE)</p> <p>Team building</p>	<p>Supplemental education</p> <p>Service</p> <p>200 million hours of community service</p> <p>Training</p>	<p>Develop skills (20 hours per year).</p> <p>Leads to careers and lifelong hobbies. Scout discovers abilities he didn't know he currently possesses (10 hours per merit badge).</p> <p>Service to others (10 hours per year).</p> <p>Develops citizens who practice sound environmental living and conservation of natural resources (8 hours per year).</p> <p>Basic training for all adults and monthly supplemental training (30 hours).</p> <p>Leadership skill training for Scouts (12 hours per year).</p> <p>Adult leader training (84 hours per year). Develops leadership skills, problem solving, communication, self-esteem, trust, teamwork, and decision making. (6 hours per year).</p>	<ul style="list-style-type: none"> Developing life skills learned through 121 different career and hobby fields called merit badges. Develop supplemental skills in youth development.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
<p> PREPARED WORKFORCE AND EDUCATION UNEMPLOYMENT EDUCATION </p>  <p>VENTURING • BSA</p>	<p> MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT </p>	<p> VENTURING Crew officers' seminar Crew meeting and activities Leadership skills course Silver Award program Bronze Award program Ranger Award program Quartermaster Award program Ethics in action program Mentoring </p>	<p> Good leaders Self-reliance Self-esteem New skills Communication skills Planning and goal setting Decision-making skills Preparedness New experiences Service to others Community service Conservation </p>	<p> Leadership skills development (24 hours/year) Service to the community and others (20 hours/year) Develop good citizenship skills (100 hours/year) Adult training including Youth Protection training (24 hours/year) Emergency preparedness (10 hours/year) Ethics programs (10 hours/year) Decision on a career Making right choices Hands-on career exploration activities Formulation of value system Making ethical decisions </p>	<ul style="list-style-type: none"> • Provide experience in running their own meetings. • Help prepare them to lead and work effectively with others in the workplace. • Learn and practice the basics of job readiness, punctuality, appropriate dress, and attitude. • Practice ethics and values.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES (AREAS OF IMPACT)	BSA INPUTS	BSA PROGRAMS AND ACTIVITIES	<i>(Initial and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
PREPARED WORKFORCE AND EDUCATION UNEMPLOYMENT EDUCATION	MONEY STAFF STAFF TIME VOLUNTEERS VOLUNTEER TIME RESOURCES FACILITIES SUPPLIES EQUIPMENT	SCOUTREACH PROGRAMS Eagle Scout rank achievement (scholarships) (Highest achievement a Scout can earn as a youth) Merit badge clinics Career fairs (job exposure) Venturing programs First aid training Leadership development Service projects	Self-sufficiency Life skills Career education Cultural awareness Helping other people Personal leadership Self-awareness Service to others	Enhances the BSA cultural program. Targets minorities, economically deprived, at-risk and hard-to-reach communities. The three major minority groups targeted are: African, Asian, and Hispanic (Latinos) Americans. Provide minority youth with an awareness of the various educational opportunities through Scouting. Scoutreach: supplemental educational program. Increasing the amount of minority participation in Scouting. Expose youth to applied learning skills and advanced educational opportunities.	<ul style="list-style-type: none"> • Reinforce development of basic family values. • Build worth as a person. • Recognize successful role models. • Build partnerships with neighborhood organizations.



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

SAMPLE BLANK COUNCIL/DISTRICT/UNIT WORKSHEETS



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES AND INDICATORS	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Short and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
STRONG FAMILIES					



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES AND INDICATORS	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Short and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
SAFE ENVIRONMENT					



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES AND INDICATORS	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Short and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
MEETING BASIC NEEDS					



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES AND INDICATORS	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Short and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
PERSONAL WELL-BEING AND INDEPENDENCE					



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES AND INDICATORS	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Short and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
NURTURE CHILDREN AND YOUTH FOR SUCCESS					



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

COMMUNITY PRIORITIES AND INDICATORS	BSA INPUTS	BSA PROGRAMS AND <u>ACTIVITIES</u>	<i>(Short and Intermediate Term)</i> BSA OBJECTIVES	BSA OUTPUTS	<i>(Long Term)</i> Sample BSA MEASURABLE OUTCOME OBJECTIVES
PREPARED WORKFORCE AND EDUCATION					



SAMPLE BSA LOGIC MODEL FOR OUTCOMES PRESENTATIONS

GLOSSARY



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

GLOSSARY

UNITED WAY/EDUCATIONAL TERMINOLOGY

At-risk youth:	Individuals who are deprived of basic needs and support from families, friends, or community.
Building neighborhoods:	A focus of the positive development of children and families in their communities.
Caring environment:	Environment in which young people feel wanted and cared for by others.
Collaboration:	Act of working together with others in a joint endeavor.
Conflict resolution:	The ability to hear and understand different points of view and reach constructive conclusions and solutions.
Constructive curiosity:	A curiosity to learn about the world around you and understand the benefits or drawbacks that result from actions/decisions.
Constructive growth:	Growth and development that aids the well-being and understanding of the individual.
Contributing members of society:	Persons whose actions contribute to the good of their community.
Donor choice:	An additional feature that many United Ways provide to donors with the authorization and the support of local employers.
Empowerment:	To enable an individual or others to develop to their full potential.
Engaging people:	To involve others in doing things for themselves.
Exploratory behavior:	Behaviors that lead to learning and understanding of the individual.
Nurturing environments:	An environment that encourages individual growth through supportive challenges and directives that lead to motivation for additional growth.
Outcome objectives (measures):	Problem-related, attainable, and measurable statements of a program's intended effects on the knowledge, skills, attitudes, behavior, or condition of those it is designed to help.
Performance measures (standards):	Projected standards against which success in meeting the desired objective is measured.
Re-engaging parents and children:	Reintroducing parents and children in joint activities and experiences.
Responsible participation:	Persons who consider the impact of their actions/decisions on their surroundings.
Safeguarding children's welfare:	Making decisions and plans based on the desire to provide beneficial outcomes for our children.



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

BSA METHODS AND TERMINOLOGY

CUB SCOUTING/BOY SCOUTING:

Cooperative and collaborative relationships

Cub Scout dens:

Small family-like groups of same-age neighborhood boys, which meet weekly, working on age-appropriate projects. It is a place where a boy learns to work with others while still being himself. In the comfortable setting of the den, even the shyest boy soon becomes involved in belonging to a positive support group.

Boy Scout patrols:

A small group of boys of different ages, which meets monthly, working on age-appropriate projects relating to hobbies, career interests, applied life skills, and guided discoveries, and positive mentoring with peers.

Cub pack meetings:

Monthly meetings, which involve adults enhancing parenting skills with their sons and their friends, while joining with neighbors in sharing and caring activities.

Scout troop meetings:

A weekly meeting of Boy Scout patrols interacting together under the positive direction of the youth leadership of their peers, with guidance from trained adult leaders serving as role models.

Capacity for accomplishment

Cub Scout advancement:

A plan designed to be used by parents to create a learning environment in their home with their son. This plan helps parents awaken their son's curiosity, stimulate his desire to try new things, and encourage him to carry the learning process beyond the classroom. The plan allows boys to work at their own pace and everyone does their best. Therefore, all boys are winners!

Boy Scout advancement:

A series of surmountable obstacles that allows a boy to progress and achieve at his own pace as he meets each challenge. He is rewarded for each achievement, which helps him gain self-confidence, self-reliance, and the ability to work with and help others.

Cub Scout achievements:

Requirements for a boy to earn various ranks through applied learning skill levels.

Cub Scout electives:

Additional achievements that give boys some choices to make, because their needs and interests are different than others. Plus, making a choice is a valuable skill.

Cub Scout outdoor program:

An introduction to activities for age-appropriate youth that develop social skills and interdependence in outdoor settings with supervised adults.

Boy Scout outdoor program:

A setting in which Scouts share responsibilities and learn to live with one another. It becomes a laboratory for Scouts to learn ecology and practice conservation of nature's resources.



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

BSA METHODS AND TERMINOLOGY (continued)

Positive interdependence

- Cub Scout uniform:** A method that gives a boy a sense of belonging, of being part of something beyond himself. The wearing of the uniform encourages the bridging of people and helps everyone feel equal. When one boy sees another in the uniform, he knows that the other boy believes in some of the same things he believes in.
- Boy Scout uniform:** A method that distinguishes a boy with a positive youth image in the community. The wearing of the uniform shows a Scout's commitment to the aims and purposes of Scouting in a world brotherhood of youth that believe in the same ideals. It also provides a way for a boy to wear the achievements that show what he has accomplished. This builds self-esteem.
- Personal growth:** As Cub Scouts and Boy Scouts plan their activities and progress toward their goals, they experience personal growth. Boys grow as they participate in community service projects and do Good Turns for others.
- Leadership development:** Boys are encouraged to learn and practice leadership skills. Every Boy Scout has the opportunity to participate in both shared and total leadership situations. Understanding the concepts of leadership helps a boy accept the leadership role of others and guides him toward the citizenship aim of Scouting.

VENTURING:

Voluntary association

between youth and adults:

Because Venturing is voluntary, youth are receptive to new ideas, experiences, and relationships. For the Venturer, these relationships provide care, a connection to new ways of thinking and acting, and a new identity as a responsible adult.

Ethical decision making:

By asking young people to be responsible for themselves, for a program of activities and experiences, and for other people, Venturing provides numerous opportunities for making decisions and ethical choices. With the influence of capable adults and structured activities, youth learn to make effective and ethical decisions.

Crew activities:

Venturing activities are interdependent group experiences in which success is dependent on the cooperation of all.

Recognition of achievement:

This recognition might come through formal awards, but is also achieved through the acknowledgement of a young person's competence and abilities by peers and adults.

Democratic process:

Venturing crews provide exposure to democratic ideals and skills that are needed throughout life.



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

CONCLUSION

The information contained in this booklet is the result of extensive research and collaboration by the national BSA Program Group divisions: Cub Scouting, Boy Scouting, Venturing, Finance Support, Scoutreach, Marketing and Communications, and the Custom Communication Division. Graphics and layout were developed by the BSA Custom Communication Division. Special support for the development of this material had been from local councils and individuals currently involved with United Way outcome measures funding. We greatly appreciate their input.

When United Way community objectives are matched with current Scouting/Venturing programs and activities, the facts are clear. Scouting and Venturing clearly define community objectives and needs.

Through the many facets of the Scouting/Venturing program, boys, girls, and young adults are provided with opportunities to develop the necessary skills for life such as how to become a participating citizen in the community . . . and much more! The breakout of Scouting/Venturing programs and activities by individual skill, lesson, activity badge, merit badge, rank advancement, training module, workshop, or service project, truly demonstrates the *positive impact* that Scouting and Venturing have in the community. This positive impact also affects the lives of boys, girls, young adults, and adult leadership who are involved in the program for one year.

Local councils are encouraged to selectively utilize various parts of information contained in this booklet in developing United Way allocation presentations, funding requests to foundations, service clubs, businesses, or individuals. Also, councils may wish to add specific district and council programs and activities to their requests for funding using the materials demonstrated in the preceding pages to fit local United Way presentations format.



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

APPENDIXES

Includes: **(Sample Outcome Measures Surveys: Council Research Kit)**



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

THE MISSION OF THE BOY SCOUTS OF AMERICA

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

- Scout Oath:** On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.
- Scout Law:** A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.
- Purpose:** The purpose of the Boy Scouts of America, incorporated on February 8, 1910, and chartered by Congress in 1916, is to provide an educational program for boys and young adults to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness.
- Chartered organizations:** Community-based organizations receive national charters to use the Scouting program as part of their own youth work. These groups, which have goals compatible with those of the BSA, include religious, educational, civic, fraternal, business, and labor organizations, governmental bodies, corporations, professional associations, and citizens' groups.
- Tiger Cubs:** A school-year program for first-grade (or 7-year-old) boys and their adult partners that stresses simplicity, shared leadership, applied learning experiences about the community, and family understanding. Each boy/adult team meets for family activities, then twice a month all the teams meet for Tiger Cub den activities.
- Cub Scouting:** A family and home-centered program for boys in the second through fifth grades (or 8, 9, and 10 years old). Fourth- and fifth-grade (or 10-year-old) boys are called Webelos Scouts and participate in more advanced activities that begin to prepare them to become Boy Scouts. Cub Scouting's emphasis is on quality program at the local level, where the most boys and families are involved.
- Boy Scouting:** A program for boys 11 through 17 designed to achieve the aims of Scouting through a vigorous outdoor program and peer group leadership with the counsel of an adult Scoutmaster.
- Varsity Scouting:** An active, exciting program for young men 14 through 17 built around five program fields of emphasis: advancement, high adventure, personal development, service, and special programs and events.
- Venturing:** Designed for young men and women who are 14-20 and have completed the eighth grade to gain insight into a variety of programs that offer leadership experience, character education, life skills, and service learning experiences. Venturing promotes the conditions necessary for the growth and development of adolescent youth.
- Volunteer leaders:** Volunteer adult leaders serve at all levels of Scouting in approximately 310 local councils, 28 areas, and four regions, and nationally with volunteer executive boards and committees providing guidance.
- Membership:** Since 1910, more than 96 million.
- Scoutreach:** A division of the Boy Scouts of America that gives leadership and emphasis to urban and rural Scouting programs. Primary areas of concern are the African American, Asian American, and Hispanic (Latinos) American communities and neighborhoods.



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

HOW THE BOY SCOUTS OF AMERICA COLLABORATES WITH COMMUNITY ORGANIZATIONS

The Scouting program is designed as a grass roots movement that utilizes existing local resources to provide its program to young Americans. In fact, one of the greatest strengths of local councils is the unique and long-standing collaborative relationships it has with business, industry, community, education, labor, and religious organizations.

These organizations are chartered by the BSA to organize and operate Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Venturing crews as a means of meeting their objectives of serving local youth. These collaborative relationships allow Scouting to more efficiently expand its program by utilizing existing meeting facilities.

Because local councils take advantage of these available resources, there is no need for the BSA to become "edifice oriented" by providing meeting facilities for its youth and adult members. The local council owns and operates only a Scout service center to administer local Scouting and camping property to provide a quality and safe environment for Scout camping. Keeping council-owned and-operated properties to a minimum allows councils to better invest the charitable dollars given to support local Scouting.

Charters

Two kinds of charters are issued by the Boy Scouts of America: one to community organizations and the other to BSA local councils. The first enables community groups to use the Scouting program under their own leadership as a service to their children, youth, and families. The other empowers local councils to help chartered organizations effectively use the Scouting program and to expand the use of the program to other community groups.

How Community Organizations Use the Scouting Program

Schools and community and religious organizations and groups, with the help of the BSA, organize Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Venturing crews for children and youth. They manage these units and control the program of activities to support the goals and objectives of the chartered organizations.

How the BSA Supports the Community Organizations

To support approximately 124,000 Scouting units owned and operated by chartered organizations, 310 BSA councils provide professional counseling and administration, commissioner service, training for leaders, camping and outdoor facilities, program materials and literature, planning tools, and other program aids. Councils also maintain records on units and their membership, provide rank certificates and merit badge cards, and maintain service centers where badges, insignia, literature, and other helps can be obtained.



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

LOCAL COUNCIL RESEARCH SURVEY KIT

Introduction to Research

Understanding the wants and needs of current and potential customers is the key to successful marketing; time and effort must be taken to uncover market information. This falls under the category of *marketing research*. The mission of marketing research is to provide information to help make better decisions. In general, the major sources of research information can be classified as:

1. **Secondary Research** ⇒ Refers to a type of data previously collected for some project other than the one in mind. A variety of secondary data sources that cover specific markets are available at local libraries, on the Internet, etc. Some examples include the *U.S. Census Report*, the *U.S. Statistical Abstract*, *County Business Patterns*, and local newspapers.
2. **Primary Research** ⇒ Refers to data collected specifically for the project at hand. Therefore, this type of research typically entails a "customized" format in which specific objectives are to be accomplished. Primary research data is much more expensive to collect than secondary data. Thus, a primary research study should not be conducted until all useful secondary sources have been exhausted.

⇒ **Two Types of Primary Research Qualitative Research**

Encompasses research data that *cannot* be projected to the entire population because a relatively small sample is used. Focus groups and in-depth interviews are the most common types of qualitative research.

⇒ **Quantitative Research**

Encompasses research data that *can* be projected to the entire population. Questionnaires via mail, telephone interviews, or the Internet are the most commonly used quantitative data collection methods.

The primary research process is expensive and time consuming. You may choose to obtain the services of a qualified research company to conduct your research studies. If you do obtain the services of a marketing research professional, make sure that your specific research objectives are communicated prior to the design phase of the study.



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

A good way for local councils to ensure that their marketing research OUTCOME objectives have been properly communicated to the supplier is to request a flowchart of the study prior to data collection planning. This is especially important in quantitative studies in which a flowchart should always be approved prior to the actual questionnaire design.

Flowcharting serves as a good checklist of all the issues that need to be investigated in the study. It also provides a good basis for discussing the research process with your supplier.

Research Objectives

Some research objectives your council might consider to support your marketing plan include the following:

- Determine the number of boys between the ages of 6 and 18 by zip code in your council territory
- Project five-year growth/decline of TAY in your council area by zip code
- Ascertain the racial breakdown of boys in our council area by zip code
- Project five-year growth/decline of TAY by race in your council area zip codes
- Identify gaps between TAY and current unit placements by zip code
- Determine the proportion of former Scouts and Eagle Scouts in your council area
- Measure awareness of specific programs (i.e., Tiger Cubs, Cub Scouts, Boy Scouts, Venturing) among parents
- Identify perceived strengths and weaknesses of BSA programs among parents, youth, and volunteers
- Learn the particular reasons that some youth in your area choose not to participate in BSA programs in your council area



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Marketing research involves a mix of science and art, and in order to be useful, the results of any research project must adhere to proven research designs. Simple errors or omissions in project administration can lead to false or misleading conclusions. Therefore, take the time to seek out the advice of research professionals in your area. These individuals may be educators, professionals in research firms, or professionals serving a research function in another organization.

LOCAL COUNCIL RESEARCH PROCESS

The goal of local council research should be to supplement the data collected in national studies such as the *Values of Men and Boys in America*; *Cub Scout, Boy Scout, and Venturer Panel Studies*; *Camp Outcomes Study*; and the *Volunteers Outcome Study* conducted by Louis Harris Interactive for the Boy Scouts of America.

This packet contains a set of eight different mail survey forms that you may want to utilize in your local community. Each of the survey instruments in this packet is on a single sheet of coated, copy-ready paper, though some are two-sided.

The goal of each survey is to obtain feedback from important customer segments and community groups regarding their perceptions of Scouting programs. More specifically, the surveys will provide insights into the degree to which these groups believe Scouting is impacting boys and the community as a whole.

As you prepare to conduct a survey in your community using this packet, follow the steps outlined below.



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STEP 1

Determine whom to survey (population base) and the sampling design.

There are two general sampling types by which you may carry out the sampling process; one is a random sample and the other is a non-random sample.

⇒ **Random Sample**

The sample of respondents is drawn to be representative of the population. Each member of the population has a known chance of being chosen to respond to the survey due to a systematic selection process. By using a random sample, you can project the study findings to the total population from which the sample is drawn, and have a high level of confidence that the findings are statistically valid. Therefore, when possible, a random sample should be utilized.

A random sample can easily be drawn from your membership (i.e., youth or parents) by selecting every "nth" record from your membership database. For example, if you have 10,000 Cub Scouts on your database and you want to draw a sample of 1,000 for your survey, you could select every 10th name.

⇒ **Non-random Sample**

In cases that it is not possible or not practical to utilize a random sample, non-random selections may be made. In a non-random sample, the selection of respondents is not done on a probability basis. Instead, respondents are selected based on some other criteria, such as attendance at a particular event or their availability at your council office or supply store. Also, respondents are often selected simply because they have shown a willingness to participate. While this sample selection method will not result in findings that can be projected to the entire population, it will provide some general "directional" information about a particular group.



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STEP 2 Determine the desired sample size

When conducting surveys that utilize random samples, a key consideration is the necessary **sample size**. In general, the larger the sample size, the more accurate your results will be. A good rule of thumb, however, is to use no fewer than 400 total responses for each of your survey populations (e.g., youth, parents, volunteers, etc.). A sample size of 400 yields an overall margin of error of +/- 5 percent, which is the typical industry standard. However, if you know you want a study group that is a relatively small segment of the entire population (e.g., Asian Americans, Eagle Scouts, etc.), you will need to increase the size of your sample or over-sample these particular groups. If over-sampling is utilized, the total data set will require weighting in order to adjust for the bias this process introduces.

STEP 3 Determine the required mailings for your desired response rate

For any given population you choose to survey, only a certain proportion will receive and take the time to respond. For most general populations, this proportion is between 20 and 40 percent. Experience has indicated that among Scouting-oriented populations, the response rates tend to come in around 30 percent. Keep in mind that by using incentives, such as a Scouting magnet or a chance to have their name submitted for a drawing for a grand prize, you can help increase the response rate. Ideas for improving your response rate are outlined in step 4.

The response rate will be a key variable in deciding how many surveys you will need to send out to achieve the desired sample size. Use this formula:

$$\text{Total Mailing} = \frac{\text{Desired Sample Size}}{\text{Expected Response Rate}}$$

Thus, if you want a sample size of 400 and you anticipate a 30 percent response rate, you would need to mail 1,333 surveys.



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STEP 4

Distribute/mail surveys (*data collection*)

The key to a successful mail survey is to facilitate social exchange with the respondents. Essentially, there are three ways of doing this.

⇒ **Reward the respondent**

- Show positive regard for the respondent by adding a personal touch to the mailing.
- Use stamps, rather than bulk postage machines.
- Include personalized, stamped, return envelopes, not business reply envelopes.
- Include an introductory letter emphasizing the respondent's key role in the study and giving verbal appreciation.
- This should also be done with a follow-up thank-you postcard or letter upon completion of data collection.
- Provide respondents with a tangible reward such as study results, a promotional item, etc.

⇒ **Reduce cost—in terms of time and money—to the respondent**

- Present the questionnaire in a clear, concise format.
 - Use blank spaces to avoid a crowded, disorganized appearance.
 - Establish a vertical flow to eliminate confusion and to provide the respondent a sense of progress.
 - Sectionalize the questionnaire using subheadings.
 - Alphabetize lists.
- Make sure the questions and directions are easy to understand.
- Eliminate any chance of embarrassing the respondent with highly personal or intrusive questions.
- Eliminate any direct monetary cost to the respondent (e.g., include a postage-paid return envelope).



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⇒

Establish trust/rapport with the respondent

- Provide a token of appreciation in advance (e.g., a pre-notification letter, a promotional item, etc.)
- The letter mailed with the survey must gain the trust of the respondent and emphasize anonymity.

STEP 5

Tabulation and analysis of data

Software packages such as SPSS and AB Tab can be utilized for data processing. Spreadsheets are often helpful for data entry. The statistical tools you use rarely need to be more complex than calculating simple averages or cross tabulating one variable against another. Cross-tabulations should always be used to help identify any differences in responses among various segments of respondents (e.g., males compared to females).

NOTE: If you need assistance with data tabulation, consider contacting a local resource such as school of business marketing departments at colleges/universities, local research firms, or local data processing companies.

Once the data has been tabulated, an analysis can be conducted and a detailed report should be written. A written marketing research report should meet the following criteria.

⇒

Complete

A report is complete when it provides all of the necessary information in terms that the audience can understand.

⇒

Accurate

Make sure the report correctly communicates the data to the reader. Be very cautious of mishandling or misinterpreting data, illogical reasoning, and inept phrasing.



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⇒

Clear

Clarity is produced by clear, logical thinking and precision of expression.

⇒

Concise

Although your report must be complete, only include topics relevant to your objectives. Be brief in explanations of methodology, etc. Use the fewest words possible.

A typical marketing research report will include the following sections.

1. Title page
2. Table of contents
3. Executive summary
 - a. Introduction
 - b. Findings
 - c. Conclusions/recommendations
4. Introduction to research report
5. Body
 - a. Methodology
 - b. Findings
 - c. Study limitations
6. Conclusions/recommendations
7. Appendix
 - a. Copy of the questionnaire
 - b. Tabulations of data



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Preparing an official presentation of the summary report

The key to delivering the results of your research study via oral presentation is to know your audience. Tailor the presentation to meet their needs, using terms that they will understand. It is often helpful to present marketing research findings using visual aids such as graphics. Use graphics to highlight comparisons or relationships between variables and market segments.



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

COMMUNITY ORGANIZATION SURVEY ON THE BOY SCOUTS OF AMERICA

Please respond to the following questions with regard to your local Boy Scouts of America programs. These programs include Cub Scouting, Boy Scouting, and Venturing.

1. What is your level of familiarity with the Boy Scouts of America program in your community?

(PLEASE CHECK ONE.)

- 1 Very familiar 3 Somewhat unfamiliar
 2 Somewhat familiar 4 Very unfamiliar

2. How strongly do you agree or disagree with the following statements about the Boy Scouts of America?

(PLEASE CIRCLE ONE FOR EACH.)

	STRONGLY			STRONGLY	
	AGREE			DISAGREE	
Scouting is effective in developing character in youth in our community.	5	4	3	2	1
Scouting is a real benefit to disadvantaged youth in inner-city neighborhoods.	5	4	3	2	1
Scouting encourages stronger family relationships.	5	4	3	2	1
Youth who participate in Scouting learn important leadership skills.	5	4	3	2	1
Our community benefits because of Scouting programs.	5	4	3	2	1
Boys who participate in Scouting are better prepared to handle the challenges of life.	5	4	3	2	1
Youth who participate in Scouting are less likely to become involved in crime/vandalism.	5	4	3	2	1
Scouting programs provide youth with the opportunities to experience new things and learn new skills.	5	4	3	2	1



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3. To what extent do you feel that Scouting equips youth to be . . . (PLEASE CIRCLE ONE FOR EACH.)

	<u>GREAT EXTENT</u>			<u>LITTLE/NO EXTENT</u>	
Effective leaders	5	4	3	2	1
Self-confident	5	4	3	2	1
Family oriented	5	4	3	2	1
Environmentally conscious	5	4	3	2	1
Benevolent (concerned for others)	5	4	3	2	1
Productive citizens	5	4	3	2	1



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The last few questions are for classification purposes only. (PLEASE CHECK ONE FOR EACH OF THE FOLLOWING.)

4. What is your sex? 1 Male 2 Female
5. Were you involved in Scouting as a youth? 1 Yes 2 No
6. Are you married or single? 1 Married 2 Single
7. Do you have children under 18 who live
in your home? 1 Yes 2 No
8. In what range does your age fall?

1 Under 25
2 25 to 34
3 35 to 44
4 45 to 54
5 55 to 64
6 65+
9. What is the highest level of education
that you have achieved?

1 Less than high school diploma
2 High school diploma
3 Some college/trade school
4 Undergraduate degree
5 Advanced college degree
10. For what type of organization do you work?

1 Retail
2 Manufacturing
3 Wholesale
4 Governmental
5 Agricultural/Farming
6 Health care
7 Educational
8 Social services
9 Financial insurance services

Other: _____

Thank you very much. We appreciate your opinion!



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

VOLUNTEER SURVEY

Please respond to the following questions with regard to your **local** Boy Scouts of America programs. These programs include Cub Scouting, Boy Scouting, and Venturing.

1. Are you a current or former registered volunteer for the Boy Scouts of America?
 - 1 Yes, current volunteer
 - 2 Yes, former volunteer—Please skip to question 4
 - 3 Have not volunteered for Scouting—Please skip to question 4

2. What volunteer position do you currently hold? (PLEASE CHECK ONE.)

1 District committee member	4 Crew Advisor	7 Den leader
2 Cubmaster	5 Assistant Cubmaster	8 Webelos den leader
3 Scoutmaster	6 Assistant Scoutmaster	9 Unit commissioner
		10 Other _____

3. Please indicate how long you have been a registered volunteer for the Boy Scouts of America. (CHECK ONE.)

1 Less than 1 year	3 2 to less than 5 years
2 1 to less than 2 years	4 5 years or longer



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4. How strongly do you agree or disagree with the following statements about Scouting programs? (CIRCLE ONE FOR EACH.)

	STRONGLY <u>AGREE</u>			STRONGLY <u>DISAGREE</u>	
	5	4	3	2	1
Scouting programs are effective in developing character in youth in our community.	5	4	3	2	1
Scouting is a real benefit to disadvantaged youth in inner-city neighborhoods.	5	4	3	2	1
Scouting encourages stronger family relationships.	5	4	3	2	1
Youth who participate in Scouting learn important leadership skills.	5	4	3	2	1
Our community benefits because of Scouting programs.	5	4	3	2	1
Youth who participate in Scouting are less likely to become involved in crime/vandalism.	5	4	3	2	1
Scouting encourages boys to be responsible for their actions.	5	4	3	2	1
Scouting programs provide youth with opportunities to experience new things and learn new skills.	5	4	3	2	1



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5. To what extent do you feel that Scouting equips youth to be . . . (CIRCLE ONE FOR EACH.)

	<u>GREAT EXTENT</u>			<u>LITTLE/NO EXTENT</u>	
	5	4	3	2	1
Effective leaders	5	4	3	2	1
Self-confident	5	4	3	2	1
Family oriented	5	4	3	2	1
Environmentally conscious	5	4	3	2	1
Benevolent (concerned for others)	5	4	3	2	1
Productive citizens	5	4	3	2	1

6. (IF YOU ARE OR HAVE BEEN A REGISTERED VOLUNTEER FOR SCOUTING) To what extent has volunteering in Scouting been a benefit to you personally?
 1 A great extent 2 Some extent 3 Not much 4 Not at all

The last few questions are for classification purposes only. (PLEASE CHECK ONE FOR EACH OF THE FOLLOWING.)

7. What is your sex? 1 Male 2 Female
8. Were you involved in Scouting as a youth? 1 Yes 2 No
9. Are you married or single? 1 Married 2 Single
10. Do you have children under 18 who live in your home? 1 Yes 2 No



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11. In what range does your age fall?
- 1 Under 25
 - 2 25 to 34
 - 3 35 to 44
 - 4 45 to 54
 - 5 55 to 64
 - 6 65+
12. Are you of Hispanic origin or descent?
- 1 Yes
 - 2 No
13. How do you identify yourself?
- 1 American Indian/Aleut
 - 2 Black/African American
 - 3 White/Caucasian
 - 4 Asian or Pacific Islander
 - 5 Other (specify) _____
14. What is the highest level of education that you have achieved?
- 1 Less than high school diploma
 - 2 High school diploma
 - 3 Some college/trade school
 - 4 Undergraduate degree
 - 5 Advanced college degree

Thank you very much. We appreciate your opinion.



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

BOY SCOUT/CUB SCOUT SURVEY

FOR EACH QUESTION, PLEASE CHECK ONLY ONE ANSWER.

1. How long have you been involved in Scouting (including Cub Scouts)?

- ₁ First year
- ₂ Second year
- ₃ Third year
- ₄ Fourth year
- ₅ Fifth year
- ₆ Six or more years

2. Are you a Tiger Cub Scout, Cub Scout, Webelos Scout, or a Boy Scout?

- 1 Tiger Cub Scout
- 2 Cub Scout
- 3 Webelos Scout
- 4 Boy Scout—What is your rank? _____

3. Thinking about the time you have spent in Scouting this year, and please rate items A through E below. (CIRCLE ONE FOR EACH—"GREAT," "OKAY," OR "NOT GOOD.")

- A. Den/troop meetings..... ₁ GREAT ₂ OKAY ₃ NOT GOOD
- B. Camping or hiking trips ₁ GREAT ₂ OKAY ₃ NOT GOOD
- C. Adult Scouting leaders care about me ₁ GREAT ₂ OKAY ₃ NOT GOOD
- D. Learning new skills/merit badges ₁ GREAT ₂ OKAY ₃ NOT GOOD
- E. Being with good friends..... ₁ GREAT ₂ OKAY ₃ NOT GOOD

4. Do you agree or disagree with each of the following, A through F? (CIRCLE "AGREE" OR "DISAGREE" FOR EACH.)

- A. Scouting teaches me to be honest..... ₁ AGREE ₂ DISAGREE
- B. Scouting teaches me to get along with others..... ₁ AGREE ₂ DISAGREE
- C. Scouting teaches me to be a leader..... ₁ AGREE ₂ DISAGREE



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- D. Scouting teaches me to care for the environment₁ AGREE ₂ DISAGREE
- E. Scouting teaches me to help others₁ AGREE ₂ DISAGREE
- F. Scouting gives me opportunities to learn new skills₁ AGREE ₂ DISAGREE
5. If a friend asked you about joining Scouting, would you tell him that he should join? (CIRCLE "YES" OR "NO".)
- ₁ Yes ₂ No
6. Do you plan to stay in Scouting next year? (CIRCLE "YES" OR "NO".)
- ₁ Yes ₂ No
7. Overall, has Scouting been more fun, less fun, or about the same as you expected before you joined?
- ₁ More fun than I expected ₂ Less fun than I expected ₃ About what I expected

Thank you!



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

VENTURER SURVEY

FOR EACH QUESTION, PLEASE CHECK ONLY ONE ANSWER.

1. How long have you been involved in Venturing?

- 1 First year
- 3 Third year
- 5 Fifth year
- 2 Second year
- 4 Fourth year
- 6 Six or more years

2. Do you hold a leadership position in your crew? 1 Yes 2 No

3. Thinking about the time you have spent in Venturing, please rate items A through E below. (CIRCLE ONE FOR EACH—"GREAT," "OKAY," OR "NOT GOOD.")

- A. Venturing crew meetings.....1 GREAT 2 OKAY 3 NOT GOOD
- B. Camping or hiking trips1 GREAT 2 OKAY 3 NOT GOOD
- C. Adult Venturing leaders care about me1 GREAT 2 OKAY 3 NOT GOOD
- D. Learning new skills1 GREAT 2 OKAY 3 NOT GOOD
- E. Being with good friends1 GREAT 2 OKAY 3 NOT GOOD

4. Do you agree or disagree with each of the following, A through F? (CIRCLE "AGREE" OR "DISAGREE" FOR EACH.)

- A. Venturing teaches me to be honest.....1 AGREE 2 DISAGREE
- B. Venturing teaches me to get along with others1 AGREE 2 DISAGREE
- C. Venturing teaches me to be a leader1 AGREE 2 DISAGREE
- D. Venturing teaches me to care for the environment.....1 AGREE 2 DISAGREE



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E. Venturing teaches me to help others.....₁ AGREE ₂ DISAGREE

F. Venturing gives me opportunities to learn new skills....₁ AGREE ₂ DISAGREE

5. If a friend asked you about joining Venturing, would you tell him/her that he/she should join? (CIRCLE "YES" OR "NO".)

₁ Yes ₂ No

6. Do you plan to stay in Venturing next year? (CIRCLE "YES" OR "NO".)

₁ Yes ₂ No

7. Overall, has Venturing been more fun, less fun, or about the same as you expected before you joined? (CIRCLE ONE.)

₁ More fun than I expected ₂ Less fun than I expected ₃ About what I expected

Thank you!



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

PARENT SURVEY

Please respond to the following questions with regard to your son's local Scouting program.

1. Is your son currently a member of Scouting or a former member? (PLEASE CHECK ONE)
 1 Yes, a current member 2 Yes, a former member 3 No, never a member—IF NO, GO TO #4

2. Please indicate how long your son has been in Scouting, including Cub Scouts. (PLEASE CHECK ONE.)
 1 Less than 1 year 3 2 to less than 5 years
 2 1 to less than 2 years 4 5 years or longer

3. How strongly do you agree or disagree with the following statements about Scouting? (CIRCLE ONE FOR EACH.)

	STRONGLY AGREE			STRONGLY DISAGREE	
Scouting has been an effective source in building character in my son.	5	4	3	2	1
Scouting encourages stronger family relationships.	5	4	3	2	1
If I knew someone had been a Scout, I'd be inclined to trust him more.	5	4	3	2	1
Our community benefits because of Scouting programs.	5	4	3	2	1
I believe my son will be better prepared to handle the challenges of life because of his Scouting experience.	5	4	3	2	1
Scouting promotes the values and skills that are important to me as a parent.	5	4	3	2	1
Scout meetings provide boys with a healthy, safe environment.	5	4	3	2	1
Achievements and awards in Scouting give my son a sense of being successful.	5	4	3	2	1



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4. To what extent do you feel that Scouting equips boys to be . . . (CIRCLE ONE FOR EACH.)

	<u>GREAT EXTENT</u>			<u>NOT AT ALL</u>	
Effective leaders	5	4	3	2	1
Self-confident	5	4	3	2	1
Respectful of those in authority	5	4	3	2	1
Environmentally conscious	5	4	3	2	1
Benevolent (concerned for others)	5	4	3	2	1
Productive citizens	5	4	3	2	1
Tolerant of people's differences	5	4	3	2	1
Responsible for their own actions	5	4	3	2	1

5. IF YOUR SON IS OR WAS A SCOUT, to what extent overall has Scouting met your expectations as a parent? (PLEASE CHECK ONE.)

- 1 Met all of my expectations
- 2 Met most of my expectations
- 3 Met few of my expectations
- 4 Met none of my expectations



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The last few questions are for classification purposes only. (PLEASE CHECK ONE FOR EACH OF THE FOLLOWING.)

6. What is your sex? 1 Male 2 Female
7. Were you involved in Scouting as a youth? 1 Yes 2 No
8. Are you married or single? 1 Married 2 Single
9. Do you have children under 18 who live in your home? 1 Yes 2 No
10. In what range does your age fall?
1 Under 25
2 25 to 34
3 35 to 44
4 45 to 54
5 55 to 64
6 65+
11. Are you of Hispanic origin or descent? 1 Yes 2 No
12. How do you identify yourself?
1 American Indian/Aleut
2 Black/African American
3 White/Caucasian
4 Asian or Pacific Islander
5 Other (specify) _____
13. What is the highest level of education that you have achieved?
1 Less than high school diploma
2 High school diploma
3 Some college/trade school
4 Undergraduate degree
5 Advanced college degree

Thank you very much!



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

PARENT SURVEY ON VENTURING

Please respond to the following questions with regard to your son's/daughter's local Venturing program.

1. Is your son/daughter currently or formerly a member of Venturing? (PLEASE CHECK ONE.)
₁ Yes, a current member ₂ Yes, a former member ₃ No, never a member—IF NO, GO TO #4

2. Please indicate how long your son/daughter has been in Venturing. (PLEASE CHECK ONE.)
₁ Less than 1 year ₃ 2 to less than 5 years
₂ 1 to less than 2 years ₄ 5 years or longer

3. How strongly do you agree or disagree with the following statements about Venturing? (CIRCLE ONE FOR EACH.)

	STRONGLY			STRONGLY	
	AGREE			DISAGREE	
Venturing has been an effective source in building character in my son/daughter.	5	4	3	2	1
Venturing encourages stronger family relationships.	5	4	3	2	1
If I knew someone had been a Venturer, I'd be inclined to trust him or her more.	5	4	3	2	1
Our community benefits because of Venturing programs.	5	4	3	2	1
I believe my son/daughter will be better prepared to handle the challenges of life because of his/her Venturing experience.	5	4	3	2	1
Venturing promotes the values and skills that are important to me as a parent.	5	4	3	2	1
Venturing meetings provide boys/girls with a healthy, safe environment.	5	4	3	2	1
Achievements and awards in Venturing give my son/daughter a sense of being successful.	5	4	3	2	1



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

4. To what extent do you feel that Venturing equips young people to be . . . (CIRCLE ONE FOR EACH.)

	<u>GREAT EXTENT</u>			<u>NOT AT ALL</u>	
Effective leaders	5	4	3	2	1
Self-confident	5	4	3	2	1
Respectful of those in authority	5	4	3	2	1
Environmentally conscious	5	4	3	2	1
Benevolent (concerned for others)	5	4	3	2	1
Productive citizens	5	4	3	2	1
Tolerant of people's differences	5	4	3	2	1
Responsible for their own actions	5	4	3	2	1

5. IF YOUR SON/DAUGHTER IS OR WAS A VENTURER, to what extent overall has Venturing met your expectations as a parent? (PLEASE CHECK ONE.)

- 1 Met all of my expectations
- 2 Met most of my expectations
- 3 Met few of my expectations
- 4 Met none of my expectations



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

CUB SCOUT DAY CAMP EXIT SURVEY

FOR EACH QUESTION, PLEASE CHECK ONE ANSWER WITH A PENCIL OR PEN.

1. How long have you been in Scouting? (CHECK ONE.)

1 First year	3 Third year
2 Second year	4 Fourth year

2. Are you a Cub Scout or Webelos Scout? (CHECK ONE.)

1 Cub Scout	2 Webelos Scout
-------------	-----------------

3. How would you rate the camp overall? (CHECK ONE.)

1 Cub Scout	2 Webelos Scout
-------------	-----------------

4. Now rate the day camp on the following items below. (CIRCLE ONE—"GREAT," "OKAY," OR "NOT GOOD" FOR EACH.)

A. Fun activities	1 GREAT	2 OKAY	3 NOT GOOD
B. Getting to do things with your friends	1 GREAT	2 OKAY	3 NOT GOOD
C. Adult leaders caring about you.....	1 GREAT	2 OKAY	3 NOT GOOD
D. Learning to do new things	1 GREAT	2 OKAY	3 NOT GOOD
E. Making new friends	1 GREAT	2 OKAY	3 NOT GOOD
F. Getting to be outdoors.....	1 GREAT	2 OKAY	3 NOT GOOD



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5. Overall, was camp more fun, less fun, or about the same as you expected it to be? (CHECK ONE.)

₁ More fun than I expected

₂ Less fun than I expected

₃ About what I expected

6. Do you plan to go to camp again next year? (CHECK ONE.)

1 Yes

2 No

7. Do you plan to stay in Scouting next year? (CHECK ONE.)

1 Yes

2 No

Thank you!



SCOUTING'S IMPACT FOR OUTCOMES PRESENTATIONS

BOY SCOUT CAMP EXIT SURVEY

FOR EACH QUESTION, PLEASE CHECK ONE ANSWER WITH A PENCIL OR PEN.

1. How long have you been in Scouting? (CHECK ONE.)

- 1 First year 3 Third year 5 Fifth year
2 Second year 4 Fourth year 6 Six or more years

2. What is your rank? (CHECK ONE.)

- 1 Tenderfoot 2 Second Class 3 First Class 4 Star 5 Life 6 Eagle

3. How many times have you attended Scout camp? (CHECK ONE.)

- 1 This is my first time. 2 Second time 3 Third time 4 Fourth time 5 Five or more times

4. How would you rate your experience at the camp overall? (CHECK ONE.)

- 1 Excellent 2 Good 3 Fair 4 Poor



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5. To what extent has this Scout camp helped you in the following areas? (CIRCLE ONE FOR EACH.)

	<u>GREAT EXTENT</u>				<u>NOT AT ALL</u>
Challenging you <u>mentally</u>	5	4	3	2	1
Challenging you <u>physically</u>	5	4	3	2	1
Being more self-confident	5	4	3	2	1
Learning to be more self-reliant.....	5	4	3	2	1
Making new friends	5	4	3	2	1
Learning new skills	5	4	3	2	1
Learning the importance of teamwork.....	5	4	3	2	1
Being responsible for your own actions.....	5	4	3	2	1
Better appreciating the environment	5	4	3	2	1

6. Overall, was camp more fun, less fun, or about the same as you expected it to be? (CHECK ONE.)

- ₁ More fun than I expected
 ₂ Less fun than I expected
 ₃ About what I expected

7. Do you plan to go to camp again next year? (CHECK ONE.)

- 1 Yes
 2 No

8. Do you plan to stay in Scouting next year? (CHECK ONE.)

- 1 Yes
 2 No

Thank you!