

Appendix C

Guide for Adults

No council, district, unit, or individual has the authority to require additional forms, or to add or change requirements, or to make any additions, deletions, or changes in the text, outlines, links, graphics, or any other elements of the workbook. Councils, districts, units, and individuals must not add to or subtract from the requirements established by Scouting America or ask the Scout to do anything that runs contrary to, or that exceeds, the policies, procedures, or requirements of Scouting America. A council or district may establish limited local procedures, as necessary, which facilitate approval of proposals and funding for Eagle Scout leadership service projects only to the extent that they adhere to the above. For more information, see the [Scouting America Guide to Advancement \(No. 33088\) 9.0.2.8](#).

What Scouts Can Expect?

While working on an Eagle Scout leadership service project, a Scout has the right to expect the following:

1. Questioning and probing for the Scout's understanding of the project and what must be done. Any questioning must be conducted in a helpful, friendly, courteous, and kindhearted manner. Adults will respect the Scout's dignity. All discussions must follow Scouting America [Safekeeping Youth](#) policy, the [Scouter Code of Conduct](#), and the [Guide to Safe Scouting](#).
2. Project expectations will match Eagle Scout requirement No. 5, and adults will not require proposals or plans to include more than described in the Eagle Scout leadership service project workbook.
3. An explanation of a proposal, plan, or report rejection must be provided to the Scout in writing, with a copy sent to the council advancement chair and staff advisor. It will indicate reasons for rejection and suggestions concerning what can be done to achieve approval.
4. Guidance that maximizes the opportunity for completion of a worthwhile project will be readily available and strongly recommended. Ultimately, however, the responsibility for success belongs to the Scout, and final evaluation is left to the board of review.
5. A method of redress will be provided to a Scout who believes there has been mistreatment or that a proposal, plan, or report was wrongly rejected. This will include the opportunity for a second opinion and approval, either through another volunteer or professional advancement administrator, or the Scout executive, as determined by the council advancement committee or executive board.

Workbook Architecture

The workbook is divided into three main sections:

- **Project Proposal:** The Scout describes the proposed project. Adults reviewing the proposal should concentrate on the following:
 - **Impact:** Will the proposed project have an impact that satisfies Eagle rank requirement No. 5? How much benefit does it provide to the community?
 - **Safety:** How well does the Scout address likely risks associated with the project?
 - **Leadership:** How will the Scout demonstrate leadership? Does the project provide the Scout with enough scope and complexity that the Scout has opportunities to exercise leadership?
 - **Positive Experience:** Is the proposal feasible? Is it one where the Scout has a reasonable chance for a positive experience?

Adults should exercise judgment in asking for additional details. Too many Scouts have invested extraordinary amounts of effort in fleshing out a project proposal only to be told that the proposal won't satisfy Eagle rank

requirement No. 5. The Scout shouldn't have to provide detailed plans at this point. After reading a proposal and talking with the Scout, experienced adults should be able to assess a proposal and decide whether it is likely to satisfy Eagle rank requirement No. 5.

- **Project Plan:** Completing the project plan is now mandatory. This is the section where the Scout must provide detailed plans on how they expect to execute the work. In addition to describing in greater detail how the Scout plans to conduct the project, the Scout also has to show the plan to the beneficiary and get the beneficiary's approval to execute the work. The Scout also must show the plan to the Scoutmaster (or Venturing Crew Advisor or Sea Scout Skipper) or designee and obtain their approval to execute the work. In particular, the Scoutmaster or designee is responsible for ensuring that the plans adequately address safety and that sufficient unit support is available to comply with the Guide to Safe Scouting.
- **Project Report:** As in earlier editions of the workbook since 2011, the report provides the Scout an opportunity to describe their experience, how they demonstrated leadership and what they learned from the project.

Impact

Impact is key for an Eagle Scout leadership service project. While one can identify multiple impacts, the primary focus is on two:

1. the impact on the beneficiary's mission and the portion of the community it serves, and
2. the impact on the Scout's growth and development.

The proposal section of the Eagle Scout leadership service project workbook is the principal place where the Scout describes the impact the project will have on the beneficiary. The Scout should describe the beneficiary's mission and how the project will further the mission and benefit those served by the beneficiary. How well the Scout makes the connection between the beneficiary's mission and the impact that the project will have is an important factor when evaluating the proposal.

The Scout also is asked to describe their motivation for doing the project. It should include details about how the project will help the Scout grow and develop.

One of the purposes of a project is to demonstrate leadership. Leadership is an important aspect of the impact on the Scout. The emphasis will depend on the individual Scout. It could, for example, be considered a more important element for Scouts who have not yet established themselves as leaders. It is for reasons like these that every project must be evaluated, case-by-case, on its merits, and on lessons that will advance the Scout's growth.

Councils, districts, and units must not establish requirements for the number of people led, or their makeup, or for time worked on a project. They must not expect Scouts from different backgrounds, with different experiences and different needs, all to work toward a particular standard. The Eagle Scout leadership service project is an individualized experience.

Defining Community

"Any religious institution" and "any school" are self-explanatory. But what does "your community" mean? In today's world of instant communications and speedy travel, we are affected by what goes on all over the world. Prices for goods and services, investment values, our very safety, and how we feel about those less fortunate in other countries, all are involved. Thus, if Scouts want to take their oath "to help other people" more expansively and put their projects to work for the "community of the world," they are allowed to do so. A council may emphasize more local efforts but should not deny worthy projects of a wider scope.

Normally “your community” would not refer to individuals, although a council or district advancement committee may consider scenarios where an individual in need can affect a community. An example might involve elderly persons able to live at home but unable to maintain their property, with the result being an “attractive nuisance” or related dangerous situations, or even an eyesore – something that raises concern to more than that of just an individual. If it can be determined the community benefits, then it is a matter of identifying who will provide approvals. They must come from a source representing the “community,” such as a neighborhood association, watch group, homeowners’ association, or perhaps a division of a town or county.

The one exception concerns Scouting America. Eagle Scout leadership service projects may not directly benefit Scouting America, its councils, districts, or units.

The project beneficiary need not be a registered nonprofit. Projects may not be of a commercial nature or for a business, but this is not meant to disallow community institutions that would otherwise be acceptable to the council or district advancement committee. These might include museums and various service agencies, or some homes for the elderly. Some aspect of a business’s operation provided as a community service may also be considered; for example, a park open to the public that happens to be owned by a business. In cases such as these, the test is whether the project primarily benefits the community, as opposed to the profits of the business.

An Individual Experience

The Eagle Scout leadership service project is an individualized experience. What the last 10 Scouts in the unit, district, or council did for a project is irrelevant. Memories of past Eagle projects, or impressions of Eagle projects from years or decades ago are equally irrelevant. The question an adult evaluating a project must consider is how will the project impact *this Scout*? The project must represent a challenge for the Scout. The challenge is what provides the Scout an opportunity to grow and learn. At the same time, the project must offer a reasonable opportunity for a positive experience. In other words, it can’t be a challenge so great that it exceeds the Scout’s capabilities.

Evaluating the degree of challenge a proposed project will present to an individual Scout is a judgment call. Some Scouts have unrealistic expectations about what they can do. Others may be reluctant to challenge themselves. As adults, our role is to guide Scouts to a realistic mid-point. Using open-ended questions about how the Scout would tackle individual elements, what kind of resources might be required or how long it would take to accomplish a particular objective can help level-set a Scout’s expectations in a positive way.

Scope and Complexity

Scouting America prefers that Scouts choose projects that can be done at little or no cost. There is no requirement that a project must have lasting value. There will be the occasional Scout that will be determined to tackle a project with an impressive scope. While we celebrate those projects, they should not be seen as a norm or standard. It is important to remember that the legacy is not the project, it is the Scout. Regardless of how long the project endures, Scouting America’s mission is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law. If we do that, we achieve a legacy that far outstrips any individual project, no matter how impressive.

Artificial Intelligence

Generative artificial intelligence (AI) is an increasingly common element in modern life, especially for younger generations. The purpose of the Eagle Scout leadership service project is to provide the Scout an opportunity to develop as a leader, capable of formulating plans, and motivating others to assist in a shared goal. In some environments, the

Scout may not have access to AI, due to remoteness or context, and should have the confidence in their own abilities to effectively lead a project without technological aids.

The most recent edition of the Guide to Advancement provides that generative artificial intelligence and other tools (spell checkers, grammar checkers, autofill, etc.) may be used by a Scout to assist with written requirements, but their use must be fully disclosed to the person reviewing the work, and the final output must be the Scout's own original work. Adults should communicate this to Scouts when discussing individual project sections. With permission from their parents, Scouts may use AI for things like exploring project ideas, identifying a beneficiary, identifying risks, or anticipating potential challenges. In that sense, AI can serve as a type of "mentor" for a Scout. But Scouts may not use AI to write any part of the project workbook for them. In addition, if Scouts use AI, they must disclose where and how they used it to adults reviewing pieces of their project. If Scouts use AI in writing their project and/or fail to disclose it, a board of review should take this into consideration when deciding whether the project met Eagle rank requirement No. 5. Like instances where a beneficiary changes the project scope or questions arise regarding how the Scout led the project, the board should focus on the totality of project and not over-emphasize a single element.

Knowing whether and how a Scout might have used AI can be challenging. One way to gauge how well a Scout "knows" the project is to engage in discussion framed by open-ended questions. Prompt the Scout to explain how the proposal, plan or report was developed, what things they considered, what changes they made and other similar elements. A Scout who used only AI to write portions of the project workbook likely will struggle to discuss the project in depth.

Other Key Points

Scoutmaster: We refer to the "Scoutmaster" throughout the Eagle Scout leadership service project workbook. Scouts in Venturing crews or Sea Scout ships should substitute Advisor or Skipper, respectively, for Scoutmaster. As with any rank, the Scoutmaster authorizes who may test and pass the Scout on rank requirements. (See the [Scouting America Guide to Advancement \(No. 33088\) 4.2.1.2](#)) This includes the Eagle Scout leadership service project (Eagle rank requirement No. 5). There may be instances where a Scoutmaster delegates an approval to, for example, an Assistant Scoutmaster if the Scoutmaster will be out of town or if the Scout is the Scoutmaster's own child. The Scoutmaster might also delegate review and approval of the project plan to an Eagle project coach. In every instance, however, the Scoutmaster is responsible for ensuring that, if a delegation is made, it is to someone who understands the Eagle Scout leadership service project requirements, will follow the Scouting America Guide to Advancement, will treat the Scout with kindness and respect, and will provide the same quality level as the Scoutmaster.

Prerequisites: There are no "prerequisites" for an Eagle Scout leadership service project, other than earning the Life rank before starting work on the project. No one, for example, may require Scouts to be of a certain age, to have a specific number of years in Scouting, to complete a position of responsibility, to finish all their merit badges, certain merit badges, or Eagle-required merit badges before starting a project. While Scouts will learn things over the years and while completing certain badges which might make tackling an Eagle Scout leadership service project easier, it is the Scout that determines the time, order and scheduling of the Eagle rank requirements. Scouts in units with policies that attempt to establish prerequisites should contact their council or district advancement committees.

Eagle Scout leadership service project coaches: Supporting a Scout working on an Eagle Scout leadership service project can be time-intensive for unit leaders (Scoutmasters, Venturing Crew Advisors or Sea Scout Skippers). Councils or districts can appoint subject matter experts on the processes and standards of the service project. Coaches guide Scouts on planning projects, focus attention on health and safety issues, serve as a consultant for the Scout on the planning process, discuss strengths and weaknesses as well as opportunities to improve, and provide the Scout feedback on the project report. At the unit leader's discretion, the coach may serve as a designee to approve the Scout's project plan and project report.

Evaluating a Proposal

The proposal is an overview of the proposed project. It shows the Scoutmaster and any representatives of a unit committee, council, or district, that the following tests can be met.

1. The project provides sufficient opportunity to meet Eagle rank requirement No. 5, including sufficient opportunity to demonstrate leadership.
2. The project appears to be feasible.
3. Safety issues will be addressed.
4. The Scout is on the right track with a reasonable chance for a positive experience.

The detail required for a proposal depends on project complexity. It must be enough to provide a level of confidence for a unit, council, or district reviewer that the above tests can reasonably be met. On the other hand, given the possibility that a proposal could be rejected, reviewers should not insist on so much detail that it forces the Scout to invest an unreasonable amount of time in developing a proposal that might not be approved. It also is important to note that the planning section is now mandatory and must be approved by both the beneficiary and the Scoutmaster, or Scoutmaster's designee, before the Scout starts executing the work. Thus, evaluation of the proposal should concentrate on the big picture – the impact, the opportunity to demonstrate leadership, whether the Scout's proposal provides sufficient opportunity to meet Eagle rank requirement No. 5, and whether it provides a reasonable chance for a positive experience.

It is important to be as considerate of an Eagle Scout candidate's time as we expect him or her to be of ours. The Scout is probably just as busy. Scouts may need to discuss their proposal multiple times with the beneficiary or Scoutmaster while formulating their idea. They may need to meet multiple times with a beneficiary to gain a solid understanding of what the beneficiary needs. Once a Scout has written the proposal, however, each adult reviewer should make every attempt to complete the approval process in one meeting. One effective way to make efficient use of a Scout's time is to encourage the Scout to provide a copy of the proposal in advance, following Safeguarding Youth policies. The adult reviewer then can provide the Scout with questions the Scout should be prepared to speak to when they meet to approve the proposal.

Other Key Points

- **Focus During Proposal Review:** As you review the proposal, focus on “who” the project will benefit, “why” the project is important, the “impact” the project will have on the community, whether the Scout has an opportunity to demonstrate leadership, “how” the project will satisfy Eagle rank requirement No. 5, and whether it addresses safety issues. You should take care not to require additional information beyond that needed to answer the questions in this workbook. A parent may be present while the Scout is presenting the proposal but should not play an active role in explaining the project. The Scout should have sufficient knowledge to explain the project in detail. The Scout may receive feedback and guidance that are intended to maximize the opportunity for success. The input should be carefully considered and incorporated. The project, however, belongs to the Scout who is responsible for leading and carrying it out. Final evaluation of the Scout's decisions and execution belongs to the board of review.
- **Complexity:** A good test of any project is to evaluate its complexity. A reasonably complex project will provide a Scout multiple opportunities to evidence development, planning and a display of leadership. If a project is largely routine labor or is very simple in design, increasing the complexity can sometimes elevate it to the point that it will satisfy Eagle rank requirement No. 5.
- **Scout Law:** Always serve as a positive role model. In reviewing the proposal, you should be courteous, kind, and cheerful.
- **Unit Activity:** Like other Scouting activities, Eagle projects are unit activities. The unit must take responsibility for the safe execution of the project. Scoutmasters must check these points carefully. The unit must make at least two registered adults available for project execution in order to comply with the *Guide to Safe Scouting*.

- **Unit Committee Approval:** The unit committee is responsible for approving a proposal. It is acceptable for a troop, crew or ship committee to designate the committee chair or registered committee members to act on its behalf. Scoutmasters and Assistant Scoutmasters are not part of the committee review. Councils or districts must not institute restrictions on unit committees, such as the number of committee members that must be involved in approving a proposal. On the other hand, unit committees should exercise some discretion in structuring their review. For example, unit committees should not overwhelm a Scout by forcing the Scout to appear before a large number of adults. Where a unit committee prefers to have the Scout present to more than one individual, the number should be more or less similar to a board of review. The unit committee is responsible for:
 - Ensuring the Scout is a Life Scout and registered in the unit;
 - Determining that the project is feasible;
 - Acknowledging that the Eagle Scout leadership service project is a unit activity and that the unit is accountable for, among other things, safety and safeguarding youth;
 - Ensuring two registered adult leaders 21 years of age or over are present for all project events and that a registered female adult leader 21 years of age or over is present for any activity involving female youth or female program participants in order to comply with the *Guide to Safe Scouting*; and
 - Ensuring the unit provides the promised level of support.
 The materials found in the Project Proposal are deemed sufficient for the committee’s review. Units may not require the creation of additional documentation or presentations beyond the Project Proposal.
- **Risk Management:** As an official Scouting activity, Eagle projects are subject to Scouting America policies, including the [Guide to Safe Scouting](#), and the [Scouter Code of Conduct](#). The Scout and the unit must use the [SAFE Checklist](#) when conducting the project. Per the Guide to Safe Scouting, the unit’s adults are accountable for ensuring that all project activity is supervised by two registered adults with current Safeguarding Youth certification. Be sure to discuss with the Scout what is needed to enable the unit to fulfill its responsibilities. In particular, you should be clear early on with the Scout about the amount of notice the unit will need to recruit two registered adults.
- **Permits and Permissions:** You must ensure it is clear who will obtain permits, especially building or excavation permits. You must ensure the beneficiary obtains all permits before work starts.

Reviewing a Project Plan

A project plan, using the Eagle Scout leadership service project workbook section on plans, now is mandatory. In addition, the Scout is required to certify, before starting actual work, that the beneficiary and Scoutmaster, or Scoutmaster’s designee, reviewed and approved the project plan.

Safety, leadership, meeting the beneficiary’s needs and feasibility are points of emphasis when reviewing the project plan.

All Scouting service projects, including Eagle Scout leadership service projects, are official Scouting activities. They are subject to all Scouting America policies, particularly those regarding Safeguarding Youth, the [SAFE Checklist](#) and [SAFE Project Tool Use](#) document. Adults are accountable for ensuring that an Eagle Scout leadership service project adheres to all aspects of the Guide to Safe Scouting. The Scout’s plan should address safety issues in detail. It should be clear what risks are involved in the project and how the Scout plans to mitigate them. There should be significant communication and coordination built into the plan so that the unit has enough time to arrange for registered adults to supervise all project activities.

The Scout should describe what roles are involved in executing the project, how the work will be organized and how leadership will be demonstrated as part of the plan. It is appropriate to ask what the Scout plans to do if there are fewer, or more, volunteers than expected.

It is important that the Scout's plan addresses the needs of the beneficiary and that the beneficiary is aware of their role. *See Appendix B – Information for Project Beneficiaries.* The beneficiary, in a sense, is the customer. Some beneficiaries are experienced in working with youth and understand the importance of effectively communicating their needs. Beneficiaries who aren't used to working with young people the age of Scouts may find it challenging to successfully communicate their expectations or may assume that a Scout will be asking them for details for anything that isn't clear. Adult reviewers can help a Scout identify areas where additional clarification from the beneficiary will improve the probability of success.

The plan portion of the project directly addresses feasibility. Adults can provide Scouts with feedback about potential areas for improvement.

Other Key Points:

- **Plan Detail:** Project plans must be sufficiently detailed to ensure the Scout can demonstrate leadership and have a positive experience. How well has the Scout organized volunteers? How realistic are the cost estimates and fundraising efforts? What risks might be involved? How does the Scout plan to mitigate those risks? Are the resources the Scout plans to acquire sufficient? Be careful not to go overboard when asking for details. Scouts are not required to provide more detail in the project plan than is necessary to accomplish the work, demonstrate that the project is feasible, address safety issues, and provide all reviewers, including the beneficiary, with an understanding of what the project will deliver to the benefitting organization.
- **Insurance:** General liability insurance covers registered volunteers, units, and chartered organizations. For unregistered volunteers, it's excess coverage. Each council can participate in the Scouting America accident and sickness insurance program. For more information, refer to scouting.org/health-and-safety/gss/gss10.

Assessing the Project Report

Scouts must complete, sign and date their Eagle Scout leadership service project report before their 18th birthday. Once the Scout has completed the report, the Scout must provide it to the beneficiary's representative for review. The beneficiary's representative should accept the work if the Scout performed the tasks described in the approved proposal and completed plan. The Scoutmaster then reviews the project report. A Scoutmaster focuses on how well the Scout reflected on the project and described what the Scout learned from the project. Scoutmasters can recommend Scouts improve answers that don't adequately address the project report questions. As with other parts of the project, the ultimate decision belongs to the Scout, and final evaluation rests with the board of review. Scoutmasters, in signing the report, attest that the project meets Eagle rank requirement No. 5.

Other Key Points

- **Completion Date:** The completion date of the project, which the Scout inserts on page 2 of the Eagle Scout Rank Application, is the date that the Scout signed the completed report. The completed report must be dated by the Scout before the Scout's 18th birthday. Signatures by the beneficiary's representative and Scoutmaster can be dated after the Scout's 18th birthday.
- **Project Maintenance:** Ongoing maintenance of the project, such as watering plants, landscaping, maintaining a website, updating training manuals, etc., is the responsibility of the beneficiary, not the Scout's or unit's responsibility. The Eagle Scout leadership service project is a "one and done" activity. It is appropriate for adults such as the Scoutmaster to assist the Scout and engage with the beneficiary if the beneficiary's representative demands ongoing maintenance activities.

Addressing Unusual Situations

Scouts Who Start Work on a Project Without Proposal Approval

From time to time, Scouts will “jump the gun” and begin fundraising efforts – or even work on the project itself – before a proposal is approved. This is counter to the requirements and well covered in multiple documents, but it still happens. Normally then, a Scout should select a different project. If circumstances are compelling, however – indicating leniency can be extended and a lesson learned without significant detriment to fulfilling the project’s purpose – the Scout may be allowed to carry on and have the proposal or project approved after the fact.

The Beneficiary Changes Requirements

Beneficiaries will sometimes change requirements during the proposal development or planning stages of a project. This can occur for many reasons. Because it is virtually impossible to forecast every contingency, candidates must be allowed a level of flexibility in carrying out proposals and planning action steps. Essential elements of a proposal should not be changed without good reason. If this must occur, the Scout should consult the unit (e.g., the Scoutmaster, unit committee, project coach, etc.) for advice. Ultimately, the beneficiary and Scoutmaster must approve the project plan before project execution.

If it appears changes will cause results to fall below what is required, then cautionary advice is in order. Except under extreme circumstances, it is not acceptable for unit, council, or district approval to be withdrawn, for example, if the project has been changed substantially. If Scouts decide to strike out on their own, that is their prerogative. At some point, responsibility must take over. The board of review decides whether planning was sufficient and if the requirement was met.

A Scout Executes the Work Without Plan Approval

There are multiple places within the Eagle Scout leadership service project workbook where the Scout is told to show the project plan to the beneficiary and Scoutmaster and get their approval before starting work. There may be cases where a Scout goes ahead and executes the project without getting approval from either the beneficiary and/or the Scoutmaster. In such cases, the beneficiary and Scoutmaster should look carefully at what was done. How well did the Scout plan the work? To what degree did the Scout accomplish what had been described in the project proposal? There is something to be said for “object lessons,” but keep in mind that the write-ups and signatures are simply supportive. If the Scout planned the project and completed the work described in the project proposal, a beneficiary and Scoutmaster should approve the project.

A Scoutmaster or Beneficiary Declines to Approve the Report

In rare instances, the beneficiary may choose not to accept the work. They may determine, for instance, that modifications, omissions, or shortcomings in workmanship were so significant that the extent of the service or the impact of the project was insufficient to warrant approval. In these situations, the candidate may be requested to do more work or even start over with a different project. The candidate may choose to meet these requests or may decide — if he or she believes the completed project is worthy and in compliance — to move forward with submitting an Eagle Scout Rank Application and the project workbook without approval from the beneficiary. The candidate would then be provided a board of review under disputed circumstances as detailed in the [Guide to Advancement 8.0.3.2](#).

On occasion, a Scoutmaster will receive an Eagle Scout leadership service project report that is poorly worded, provides little description or, in some other way, falls short of the Scoutmaster’s expectations. Scoutmasters should take care to focus on the content of the report. How well did the Scout describe what was done and what was learned? The report is not an exercise in English composition. Grammar, phrasing, or style should not be grounds for declining to approve a report. Where a report falls short of a Scoutmaster’s reasonable expectations, the Scoutmaster should bring these concerns to the attention of the Scout, pointing out that a board of review might react negatively to a poor report. The Scout can elect to revise, or not revise, the report.

A Scoutmaster is responsible for determining whether the Eagle Scout leadership service project met Eagle Scout rank requirement No. 5. As with a beneficiary, there may be rare instances where a Scoutmaster determines that modifications, omissions, or shortcomings in workmanship were so significant that the extent of the service or the impact of the project was insufficient to warrant approval. As discussed above, the Scout may do more work, start over with a different project, or request a board of review under disputed circumstances as detailed in the [Guide to Advancement 8.0.3.2.](#)

Additional Guidance

In addition to reading and completing the entire workbook, youth and adults should consult the [Scouting America Guide to Advancement](#), No. 33088, which contains additional information about the project and other requirements of the Eagle Scout rank.

Accessibility aids (assistance for visual impairment, motor skills impairment, etc.) may be used by Scouts with special needs and disabilities to complete the workbook, and their use should be disclosed.

It is the Scout's responsibility to anticipate the time required for approvals, planning, and execution of the project, including contingencies for delays and weather, and begin with enough time to complete the project prior to the candidate's 18th birthday.

Routine labor is defined as a job or service done to maintain the status quo. It is activity that is part of daily life, or a routine maintenance job normally done by the beneficiary, such as pulling weeds, mowing grass, or trimming landscape. The real test has to do with scale and impact. If "routine labor" is conducted on so large a scale that it requires planning, development and leadership, it may have sufficient impact to constitute an Eagle Scout leadership service project.

If the Scout wishes to commemorate the project completion with a plaque to place at the project location, some options are available, including from local Scout Shops or on scoutshop.org.