

FRONTIER DISTRICT

Pikes Peak Council

EAGLE PROJECT GUIDELINES



FEBRUARY 15, 2002

EAGLE PROJECT GUIDELINES

The hardest part of your Eagle Leadership Service Project is getting started because you are not sure what is expected. These next few pages will outline step by step what you must do.

The Eagle Project will require a lot of time to complete, possibly 2 to 6 months. Since you do not have to complete all 21 Eagle merit badges before beginning your project, you should choose a period when you can most afford to put in the time. For example, summer would be a better time than the period just before Christmas. Remember, you must work within your helper's schedules, not just your own. For the leaders and your own sake, please begin your project at least 6 months before your 18th birthday. All Eagle requirements must be completed, and that includes the project and the final write-up, before you are 18 (NO exceptions). Plan ahead! However, remember you must plan and execute your project while a Life Scout, so do not start too early.

CHOOSING A PROJECT

The Eagle Project must demonstrate leadership of others and provide service to a worthy institution other than the Boy Scouts. This may be a religious institution, school or your community. See the first page of the Eagle Scout Leadership Service Project Workbook, for all requirements and limitations. It does not have to be an original idea, but you must do all of the planning for your project and may not use someone else's plan. The project may not be routine labor (like cutting the grass at the church). Fund raising is only permitted to obtain money to pay for materials you need for your project. The project may not be a fundraiser in itself. Your project may include members of your or other Scout units, or may be done entirely by non-scouts, if you choose.

As you look around for ideas, write down several which interest you. You should not spend much time actually planning a project until you have talked the idea over with your Scoutmaster or other leader to insure that it is a valid idea. While not required, it is a good idea to get a troop leader (other than you Scoutmaster) to serve as your project advisor. Before you start your project, even before you begin planning your project, get a notebook. Record events in your notebook when they happen and keep as accurate a set of notes as possible. When you call or visit some one to discuss your project, write that in your notebook. Keep track of what you buy, what is donated, any moneys that you receive. Record when you do the various parts of your project, who helped, how much time each person spent on the project. If you keep good records, the final report will almost write itself. Remember as a demonstration of leadership you must plan the work,

organize the personnel needed, and direct the project to a satisfactory completion.

INITIAL PLANNING & PROJECT WRITE-UP

After you have talked over possible project ideas with your troop leaders and chosen the right one for you, it is now time to begin the detail planning and initial write-up, which will be submitted to the District Advancement Committee for approval. Remember, you cannot begin actual work on the project until the district approves it.

Get a current copy of the Life to Eagle Packet, (from the Scout office) which includes the Eagle Scout Leadership Service Project Workbook (BSA 18-927BH). This is the official booklet, which must be submitted to the district for approval. It includes the official BSA requirements that must be met. Read everything in it before beginning to write up your plan. The project plan may be typed on a typewriter or computer, or may be hand written but it must be very neat. While this is not an English paper, you should use your best grammar.

A Scout should prepare his Project Plan in such detail that, in his absence, another Scout could successfully work the entire project, to everyone's satisfaction, doing only what was written in the original Project Plan.

Project Description

Briefly (approximately one or two paragraphs) describe the project. This should not include any details; those will come later. Address this section as though you were telling a friend what you were going to do.

Who Will Benefit

Name the group or organization that will benefit from your project and how your project will benefit them. Remember, the project cannot benefit the Boy Scouts (except in the most indirect way). Do not describe the project again, just focus on the benefit of the project. You should also work with an official of the institution in planning the project. See the section below for some hints on working with an agency.

Coordination with Agency

Discuss your coordination with the agency that is benefiting from your project. Be sure to include the name, position within the agency, (e.g. Personnel Director, Community Relations Coordinator, etc.), and phone number of your point of contact. Use proper titles (e.g. Mr., Mrs., Dr., Chief, Rev., etc) when referring to adults. Discuss your coordination meetings with the agency to include dates you

have met or talked to on the phone, who was present, and exactly what they agreed to provide to you and what you agreed to do for them. You should also obtain a letter from the agency authorizing you to conduct your project. Do not get into a position of saying “I talked to some lady a few weeks ago”. Whenever you call the agency again, be able to ask for your contact by name.

Finances are of particular interest. Be sure both you and the agency understand all financial obligations, and preferably stated in writing. Are they going to “fund your project” or “pay up to \$xxx towards your expenses”? No one should try to cheat you, but a misunderstanding can create hard feelings or cost you more than you had planned.

Another area where you should ensure complete understanding is in the materials to be provided. When an agency says they will provide building materials, make sure you both understand exactly what is to be provided (see the materials section below). Find out if the agency will deliver the materials to your work site or if you must pick them up. If you are going to have to go get materials, find out exactly where (i.e. address) and the name and phone number of the person you need to talk to when you get there. Do you need to call ahead and setup an appointment to pickup the materials? Dealing with government agencies can be particularly frustrating if you do not ensure both parties understand all details. Making assumptions is dangerous!

Planning Details

This is the heart of the project plan and the area that will require the most work. The plan should include all details needed by someone else to carryout the project as though you were not around. The plan will include the sections discussed below, if appropriate. All sections are not applicable to all projects, so they may be omitted if not needed. Since there is limited space in the workbook, you may attach extra pages with the details. You may prefer to write or type the plan on separate pages and then cut and paste them into the proper section of the workbook after your advisor has helped you get it into the final form. Note: the workbook is also down loadable from the web.

Present Condition

Describe the current condition or situation that you are going to change. Do not repeat the benefit of the project, but focus on creating a word picture of how things are now. This is a good place to include pictures (either photographs or drawings) of the project area. Remember, the District Advancement Committee does not know what your church or school or park looks like so they cannot understand why your project is important unless you show and tell them.

Plans/Drawings/Designs

If your project is to build something, you will need detailed plans or drawings. These are like blue prints and should list all dimensions, paint schemes, floor plans, layouts, or other detail, that can be drawn. Plans or drawings are usually done on graph paper that has guidelines, but some blank paper is acceptable as long as it is neat. Photographs may also be of value here for some projects. All plans, drawings or figures should be labeled with a figure number and a title (e.g. "Figure 1, playground looking east"). Refer to them in the appropriate sections of the text.

Materials

Materials are those things that become part of the finished product. Examples are lumber, paint, nails, concrete, etc. This is truly a shopping list, so include material specifications (exact size, quality, brand, finish, etc.), number of each item, and cost. Don't just say, "lumber"; you need to describe exactly what pieces of lumber. If items are to be donated, so state. This section is best presented in the form of a separate list or table attached to extra pages in the workbook. Tables should include a table number and title (e.g. "Table 1 Materials & Supplies") and be referred to in the appropriate section of text.

The Materials table may look something like this:

Table 2 - Materials

Item	Description	Amount	Unit Cost	Total Cost	Supplier
Plywood	¾" 4'x 8' interior grade	3 sheets	\$20.00	\$60.00	Home Depot Donation
Paint	Sherwin-Williams interior off-white (#1342) semi-gloss	2 gallons	\$15.00	\$30.00	Sherwin-Williams purchase
Etc.					

Supplies

Supplies are those expendable things which do not become part of the finished product, but that is used to complete it. Examples are sandpaper, trash bags, posters, gasoline, pens, markers, paper, paint rollers, drop cloths, etc. Provide a list of all supplies you will need and where you will get them. Since supplies cannot normally be reused, you need to either buy them or have them donated. You cannot “borrow” something that you cannot return. You may choose to combine the materials and supplies into one list (see above) but label it as such.

Tools

Tools are those items used to aid in making the work easier, or even make it possible to do at all. Examples of tools are hammers, shovels, tractors, or saws. Provide a list of all tools required to work the project. Be very specific. (E.g. number of hammers, type of shovels, type and size of paintbrushes). Tell where these tools will be obtained. Try not to purchase tools if possible. If they must be purchased tell what will be done with them after the project.

The tools table may look something like this:

Table 3 - Tools

Tool	Quantity	Source
Claw Hammer	6 minimum	Workers to supply
Compressor	1	Mr. Jones Company to supply
Cooler	1	Scout Troop
Etc. etc		

Schedule

A good schedule is a necessity for any successful plan. It shows when everything is done and in what order each step happens. You must make your best estimate of how long tasks will take and in what order they will be done. Include project planning and approval on your schedule. No project follows the plan exactly. When you complete your project and do the final write-up, you will discuss how well the project followed the planned schedule and why you think it deviated from it.

Step-by-Step Instructions

In addition to the schedule, which shows the dates when you think tasks will be worked, you will also need detailed instructions. These instructions should read like a recipe in a cookbook. These tell the workers exactly what to do. Include a list of every task you can think of, what order they will be done, and who will do them. Include the clean up of the work site in your plan.

A sample detailed workday plan may look something like this:

8:00 My dad and I arrive at work site and begin preparation.
8:15 Workers and other leaders scheduled to arrive
(donuts provided for workers as they arrive)
8:30 Brief 3 team leaders on their duties
8:45 Assemble workers, go over safety issues, explain the plan, assign workers to teams
9:00 Team 1 begins clearing ground
Team 2 begins cutting lumber according to plans
Team 3 begins clearing brush and moving dirt to designated area
10:00 Teams 1 & 2 begin constructing the thing-a-ma-gig according to plans
12:00 Etc., etc.

Financial Plan

Every project will cost something and you need to discuss those costs in your plan. Provide a list of all materials, tools, supplies, etc. with a cost of each. This information may be part of your list of materials/supplies. If items are loaned or donated say so. Remember to include any fees (e.g. city dump fees) in your cost estimate.

Once you have determined the project cost, you must find the money to fund it. You may consider several sources including the organization for which you are doing the project, donations from others, from your allowances, or any other

legitimate source. While your project may not be a fundraiser, you may conduct fund raising activities to finance the supplies and materials needed for the project.

A major part in any project is funding. If you cannot come up with all the money you need, look at reducing the cost to get within your budget. You may need to think about changing your project.

After the source of your funding is established, you should also consider how the money is to be handled. How will supplies be paid for? It is strongly suggested that you do not put your parents or yourself in the position of holding any substantial amount of money. Discuss with the organization providing financial support. Whatever you decide, ensure that you have a complete paper trail for all financial transactions and include a summary in your final report.

Since your project must benefit a not-for-profit organization, see if the organization has an exemption from state sales taxes. This could help you stay within your budget.

Written/printed information

If you are going to use handouts, posters, letters or other written materials as part of your project, include a copy of those in the plan. They should be included as attachments to the workbook.

Helpers/Workers

Discuss who will be doing the work. You do not need to state names, just the number of people, what organization they are part of, and what special skills will be required. (Do you need a carpenter or a plumber, etc)? Describe how you will organize the workers. Will they be divided into teams? If so, who will lead the teams? How will you use adult leaders? Discuss how you will ensure the safety of the workers. Remember, you do not have to do any of the physical work yourself; you are responsible for LEADING others in carrying out the project and ensuring that everything is done the way you want it (i.e. show leadership)

Adult Supervision

Boy Scout policy requires at least two adult leaders be present at all times during any Scouting activity. At least one of them must have "Youth Protection" certification. It is your responsibility to make sure this policy is followed. You should state how you would ensure this in your plan. Without the proper adult supervision, you will not be able to work your project.

Work Site

Where will the work be done? Remember you must get permission to use any work site from the responsible person/owner. Think about how the weather will affect your work site.

Transportation

Moving people, materials, supplies, and tools to and from the work site will most likely be required. Decide how this will be done, who will get those vehicle. BSA policy places restrictions on drivers under 21 years of age. Discuss with your adult leader the need for a BSA tour permit. It is suggested that a tour permit should be used at all time to protect you from liability during the project. You should also check troop's policy regarding permission slips for its members.

Initial Project Approval

There are several approvals required for your project. The first is the approval from your Scoutmaster or project advisor that the idea is a valid one. Do this before spending much time on planning. After your advisor has helped you get the written plan in order and ready to submit, you will need several signatures in the Eagle Scout Leadership Service Project Workbook. A signature from a responsible person from the organization you are doing the project for is required. It is also a good idea to get a letter from the organization if possible. Next a member of the troop committee must approve it. You are now ready to turn it into the District Advancement Committee for approval to proceed. Note: You should make an extra copy to be kept by the Advancement Committee.

It is very important that you do not DO any of the project, except the planning, until the District Committee has signed it. Make sure you leave plenty of time between turning in the project for approval and starting the project, in the event it is not approved or must be modified. The District Advancement Committee cannot be responsible for not getting the approval when "you want it" because you failed to plan. Now lets do that project!

Working the Project

Now the hard part is over – you can begin the fun part – do the project. If you have prepared a good plan (which you have or it won't be submitted to the district), all you have to do is follow the plan and make the project happen.

Remember you should keep very good notes about everything that is done. Keep lists of all work done, who does what and how much time they spent. For your final report you will need to discuss how well the plan worked and all areas where you were not able to follow the plan. Take pictures of each stage of all the work. These will be included in the final report and will be a nice souvenir of an

important event in your life. Keep track of all materials, supplies, tools, etc. Save all receipts.

Final Write-Up

After the actual work on the project is completed, you are ready for the last phase of your project – the final report. Start as soon as your project is completed so that everything is fresh in your mind.

A detailed final report (in narrative form) needs to be prepared to describe the entire Eagle Scout Service Project. The report should be typed or neatly printed. Typing or computer word processing is recommended. (Note: Grammar, spelling and neatness are an integral part of the overall impression of an Eagle Candidate's best effort.)

The report should include:

A complete detailed description of the project and the manner in which it was completed.

A description of how the project was of benefit to others.

A detailed statement as to the people who worked on the project, and the man hours necessary to complete the project.

A statement as to whom provided the candidate with guidance during the project.

A detailed list of materials that were used in the project, their costs, and how they were acquired.

A description of how planning, development, and leadership were demonstrated by the candidate.

A summary of lessons learned by the Eagle candidate, including any modifications to the plan necessary to bring the project to completion.

The report should include all supplementary materials related to the project, such as before and after photographs, diagrams, maps, equipment lists and work schedule as necessary to provide a clear picture of the work done. Pictures should be labeled and in order to present a visual story from beginning to end.

Copies of thank you letters sent to people that you feel went above and beyond to help you with the project.

A letter of completion (on letterhead stationery if available) must be included from the beneficiary group contact person, confirming the satisfactory completion of the project and the value of the project to the group or organization.

You will most likely require some advise from your project advisor before you are ready to turn the project in for final signatures. Consult with him often as you are completing the report. Once you and your advisor are happy with the result, it is time to get the final approval signatures.

Final Project Approvals

Only a couple of signatures are required on your final report, the most important of which is yours. If you are proud of your effort and pleased with the write-up, then sign it on the last page. You also need the signature of your Scoutmaster or project advisor. The representative of the institution benefiting from your project must also sign your workbook after you complete the work. While these are the only signatures required in order to submit it, the project final approval will come during your Eagle Board of Review. Be sure to put your project, goals and Eagle application in an appropriate notebook. You will submit the project (plan and final report) along with your completed Eagle Scout application to the District Advancement Committee. The full write-up is kept until your Board of Review, and then it is returned to you. Remember to always keep an extra copy of all paper work in the event something is lost.

Badges and Rank Cards

Including copies of your merit badges and rank cards with your project notebook gives a good overall picture of your scouting history and makes it easier for people looking at your presentation.

GOOD LUCK WITH YOUR PROJECT!

Eagle Scout Rank Application

Getting Started

The candidate should type (or print) all required information on the application form. Remember that this is the only document forwarded to the National Advancement Committee of the Boy Scouts of America. Typing is strongly recommended.

Rank and Merit Badges

Enter the exact dates for all rank advancement and merit badge completions on the application. If more than 21 merit badges have been earned, be sure to enter those that were earned for the Star and Life ranks. Save any excess badges for Eagle Palms. Draw a line through the non-applicable merit badges for numbers six and nine. If these badges have been earned, they may be entered as optional badges.

Council Service Center

The Pikes Peak Council Service Center staff will confirm:

The applicant is a registered member of his unit.

All listed ranks and merit badges have been recorded in the unit file at the Council office, and the dates indicated on the application are correct.

At least six months between Star and Life rank board of review dates.

Twenty-one merit badges earned, day-month-year listed, 12 required, 9 optional.

Four "Eagle required" merit badges earned before Life rank Award (7 required, 11 total).

References

Provide the names, addresses, and telephone numbers of at least 5 personal references in the spaces indicated. Ask each reference listed to write a personal recommendation on the candidate's behalf, providing evidence that the candidate lives by the principles of the Scout Oath and Law in his daily life.

Letters of reference from the parents or guardians, religious advisor, educational advisor and two others are mandatory. A letter from the employer is necessary if the Scout is employed. All letters should be mailed directly to the Scout's Eagle Advancement Advisor or Unit Committee Chairperson. The scout should not have any contact with these letters. (Note: only request letters from people who are readily available in case follow up questions are needed.) Eagle Scout Boards of Review will not be conducted until all of these letters are received and verified if necessary by a District Advancement Committee representative.

Positions of Responsibility

List the last positions of responsibility held in the unit, listing only those held after the Life Scout Board of Review. The combined tenure in these positions must be at least six months.

Life's Ambitions

The candidate should prepare a statement of his ambitions and life purpose. The statement should be sufficient so as to allow the Board of Review the opportunity to assess the candidate's approach to his life and future.

Positions of Responsibility

The candidate should also prepare a list of positions of responsibility held in his religious institution, school, community, camp or other organizations during which he demonstrated leadership skills. The list should include honors, awards, and recognition received during this service.

Scoutmaster Conference

The candidate must take part in a Scoutmaster conference with his unit leader prior to his 18th birthday. The unit leader will review all of the completed Eagle requirements and documents at that time, including the Project Final report and recommend approval to the Unit Committee.

Age Requirement

The Eagle Scout candidate prior to his 18th birthday must complete the Eagle Scout application. It is recommended that the application and project workbook be submitted to the District Advancement Committee as soon as possible after the Scoutmaster conference.

Submitting the Application

When the candidate has completed the application and the project write-up he should then contact the District Advancement Committee who will review it and take it to the Council Service Center for checking of the items listed previously. The applicant must plan on at least 2 weeks for this process to take place. After all approvals have been given the District Advancement Committee will notify the Unit Committee to set up an Eagle Board of Review.

Appendix

Reference:

Eagle Scout Leadership Service Project Workbook 1999 version

2002 BSA Advancement Requirement Handbook

Council and District Advancement Guidelines Handbook 2001

Troop Advancement Guide 1999

Thanks to:

Randall C. Smith, Troop 389 Arlington, TX

Central New Jersey Council

February 11, 2002

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Preparing for your Board of Review

Below is the document my District compiled for Board of Review members. It is a compilation of BSA resources and experience. It should be very helpful to you in preparing. Remember, the Board is like one of the most important interviews you will ever have. Every minute you spend in advance will pay back tenfold!

Quick reminder: You had better know the Scout Oath and Law better than ever before in your life. I can't believe how many candidates I've seen who got stuck on these – WOW! What a bad way to start!

Also, be in complete AND CORRECT uniform. Get a uniform inspections sheet (available from your unit or Council office) and check. Also have your Scoutmaster inspect. It's worth it...you're an Eagle Candidate!

Finally, pay attention to the types of questions in the document below, and think through them ahead of time.

Eagle Board of Review Guidelines

The Board of Review for an Eagle candidate is composed of at least three but not more than six members. These members do not have to be registered in Scouting, but they must have an understanding of the importance and purpose of the Eagle Board of Review. One member serves as Chairman. Unit leaders, assistant unit leaders, relatives or guardians may not serve as members of a Scout's Board of Review. At least one District advancement representative must be a member of the Eagle Board Of Review if the review is conducted at a unit level. A Scout may request a District Board of Review which will consist of members of the District Advancement Committee and/or District members who have an understanding of the importance of the Eagle Board of Review. In no case should a relative or guardian of the candidate attend the review, either as a participant or observer. The contents of the Board of Review are confidential and the proceedings are not to be disclosed to any person who is not a member of the Board of Review.

The Board members need to convene prior to interviewing the candidate (15 to 20 minutes.) The purpose of the meeting before the actual interview is to:

1. Review the prospective Eagle Scout's application.
2. Read his reference letters and other important documents.
3. Become familiar with his service project by assessing his final report and any available pictures.
4. Review these guidelines to help formulate pertinent questions.

During this initial meeting, the Chairman makes sure everyone is introduced to one another, sees that everyone has an opportunity to review all the paperwork and determines that all understand the goals of this Board, which are:

1. The Board determines that the Eagle project was successfully carried out.
 - a. Did the candidate demonstrate leadership?
 - b. Did he indeed direct the project himself, rather than do all the work himself or allow someone else to direct the project?
 - c. Was the project of value to the institution, school or community group?
 - d. Who from the benefiting group may be contacted to verify the value of the project?
 - e. Did the project follow the plan, or were modifications necessary to complete it – what did the candidate learn from making the modifications?
2. The Board should be assured of the candidate's participation in and understanding of the Scouting program.
3. A thorough discussion of his successes and experiences in Scouting must take place.

As the documents are making the rounds, the Chairman should add any relevant data of which he is aware. It is best if the Chairman has personally viewed the completed project – if that is not possible, a phone call to the benefiting group's representative to discuss the merits of the project will do.

The following guidelines must be kept in mind during the questioning of the project:

1. The review is not an examination; the Board does not test the candidate. However, the Board should not be a "rubber stamp" approval process. Appearance of the candidate before the Eagle Board of Review does not mean automatic attainment of the Eagle Rank.
2. The Board should attempt to determine the Scout's attitude toward and acceptance of Scouting ideals.
3. The Board should make sure that good standards of performance have been met in all phases of his life.
4. A discussion of the Scout Oath and Scout Law is in keeping with the questioning.
5. Be sure the candidate recognizes and understands the value of Scouting in his home, unit, school and community.
6. The Scout should be encouraged to talk – don't ask questions answerable with a simple yes or no.

Once the Scout's Eagle Application, service project paperwork, letters of recommendations and these guidelines are reviewed, the Scoutmaster is asked to introduce the candidate to the Board (as a courtesy the Board members should stand). The Scoutmaster can be invited to remain as an observer and may be called upon to clarify a point in question. The candidate is asked to begin the Board by reciting the Oath and Scout Law.

The interview process:

1. Ask him questions about his understanding and adherence to the Scout Oath and Scout Law. The Board should make sure that good standards have been met in all phases of the Scout's life. A discussion of the Scout Oath and Scout Law is in keeping with the purpose of the review, to make sure that the candidate recognizes and understands the value of Scouting in his home, unit, school and community.
 - a. What is the hardest point of the Scout Law for him to live by – why?
 - b. What point of the Scout Law is the most important to him – why?
 - c. What does "Scouting Spirit" mean to him – why?
 - d. What do the various points of the Scout Law mean to him?
 - e. What values has Scouting taught him that he thinks others see in him – at home, in his unit, at school and/or in the community?

- f. How does he live by the Scout Law and Oath?
 - g. What do the different points of the Scout Oath mean to him?
 - h. What does “duty to God” mean to him?
 - i. What does “duty to Country” mean to him?
 - j. How does he “help others at all times?”
 - k. How does he feel about wearing his uniform in public?
2. Ask him questions about his camping experiences:
- a. What was his most enjoyable experience in Scouting?
 - b. Conversely, what was his least enjoyable experience?
 - c. How many summer camps has he attended and where?
 - d. What did he enjoy most about his summer camp experiences?
 - e. Has he attended any High Adventure camps (Parsons, Silver Marmot, Mountainman or Philmont) – where and what did he enjoy about them – describe the experience.
 - f. Ask him about his outdoor experiences in Scouting – campouts, 50 milers, etc.
 - g. Ask him what he remembers of the “Outdoor Code”.
 - h. Ask him if he has staffed any summer camps – what did he learn from the experience and what did he enjoy about the experience.
3. Ask him questions related to his Scouting experience:
- a. What leadership positions has he held?
 - b. What were his responsibilities in each position?
 - c. What leadership position does he hold now?
 - d. Ask him what he would do if a scout refused to comply and/or ignored a valid request he made in the performance of his duties.
 - e. Ask him about his troop’s discipline policy and where he figures in it in his present leadership position.
 - f. Ask him how he might handle “hurry-up” first aid cases.
 - g. Ask him other questions related to merit badges he has earned (remember you are not testing him.)
 - h. Has he earned any merit badges that will help him in his choice of occupation?
 - i. What merit badge did he enjoy working on the most – why?
 - j. Conversely, which one did he enjoy working on the least – why?
 - k. Ask him what changes he might make in his unit.
 - l. If he earns his Eagle rank tonight, what does he intend to do to repay Scouting, his unit and its leaders?
 - m. Who has been the most influential person in his Scouting career?
 - n. Is there anything Scouting did not give him that he feels could be beneficial to the program to help other young men develop?
4. Ask him pertinent questions about his project. The Board should make sure that a good standard of performance has been met:
- a. What group benefited from his project?
 - b. How did he find out about the need?
 - c. Ask him to walk the Board through the project from the beginning to the end i. The planning phase ii. The organization of personnel iii. Directing the project to completion.
 - d. Did he have to contact any city, county or state officials for permits or to find out about ordinances, etc. – did the Citizenship in the Community Merit Badge help – how?
 - e. Once his project was approved, did he have to modify it – what did he learn from that experience?
 - f. Who did he get involved in helping him with his project – scouts, adults from his troop, members of the benefiting organization. . . ?
 - g. Did he have any problems directing adults in their work – how did he feel about that?
 - h. In what ways does he feel he demonstrated leadership in this project?
 - i. Every scout feels his project was “special” – how is his project “special”?

- j. Thirty years from now when someone else asks him what he did for his Eagle project, what will stand out in his mind – how will he answer that question?

5. Ask him about his plans for the future. The Board should attempt to determine the Scout's ideals and goals.

- a. Ask him about his plans for the future – college, Armed Forces, trade school,
- b. How does he feel earning Eagle will help him in those plans?
- c. When he turns 18, he assumes some new responsibilities – What are they? Sign up for the draft, register to vote, and responsible for his actions in the eyes of the law.
- d. What should an Eagle Scout be expected to do and what responsibilities does he think come with the rank?
- e. What does he plan to do in scouting in the immediate and long range future?

These are by no means the only questions that may be asked. They are merely examples to be used as a springboard to other questions and further discussion. Please do not assume that you are to ask only these questions and consider the interview complete. The interview should come to a natural conclusion as each board member runs out of questions.

There is not a set length of time for an Eagle Board of Review. However, 15 minutes is probably too short and an hour is probably too long.

After the review, the candidate and his unit leader leave the room while the board members discuss the acceptability of the candidate as an Eagle Scout. Because of the importance of the Eagle Scout Award, the decision of the Board of Review must be unanimous. If the candidate meets the requirements, he is asked to return and is informed that he will receive the Board's recommendation for the Eagle award. Immediately after the Board of Review and after the application has been appropriately signed, the application is turned into the Council Service Center. A photocopy of the application should be attached to an Advancement Form and submitted to the Council Service Center as well.

If the candidate is found unacceptable, he is asked to return and told the reasons for his failure to qualify. A discussion should be held with him as to how he may meet the requirements within a given period. Should the applicant disagree with the decision, the appeal procedures should be explained to him. A follow-up letter must be sent to the Scout confirming the agreements reached on the action(s) necessary for the advancement. If the Scout chooses to appeal, provide the name and address of the person he is contact.
