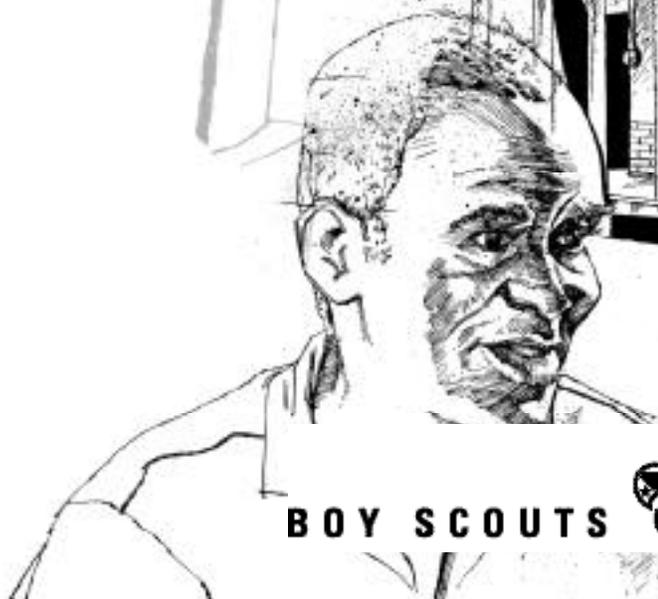


# NEIGHBORHOOD/SMALL COMMUNITY PLAN OF DISTRICT OPERATION

FOR URBAN

AND RURAL

AREAS



BOY SCOUTS



OF AMERICA

Neighborhood/Small Community

Plan of District Operation

For Urban and Rural Areas



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# Introduction

For many years, the Boy Scouts of America has recognized the need for alternative plans designed to fit the needs and realities of operation in rural and low-income urban districts.

As suggested in the four functions book, *The District*, while all districts carry out the same functions, the method of organizing to carry out the functions is left more flexible and must be adopted to the needs of urban and rural districts. Such a perspective becomes all the more crucial in an era of growing diversity of community types and lifestyles in America.

Some years ago the Boy Scouts of America began an extensive process of research, experimentation, development, and field reactions to design a plan suited to these areas. The resulting Neighborhood Plan of District Operation has a major focus on smaller geographical communities, provides greater flexibility, makes most efficient use of volunteers in a scarce volunteer market, and is based on more informal relationships.

In response to needs expressed from the field, this plan includes many considerations related to success in low-income districts. A council may use the Neighborhood Plan in one or more of its districts.

The Neighborhood/Small Community Plan of District Operation will help a council achieve its goals and overcome many obstacles peculiar to Scouting in

low-income areas. It can (1) help reduce the turnover of boys, volunteer leaders, and professionals; (2) increase council credibility and acceptance in poverty areas; and (3) more easily package “target areas” for funding proposals.

This plan interrelates with other Scouting systems designed for low-income areas such as paraprofessional employment, the plan of chartering alternatives, understandings about professional functioning in such areas, and fulfilling the service needs of unit people.

Before making the transition to this plan in a district, a council must see that the district staff as well as supervisory and support staff are **thoroughly trained** in its use. Key district volunteer leaders should be well oriented to the new plan.

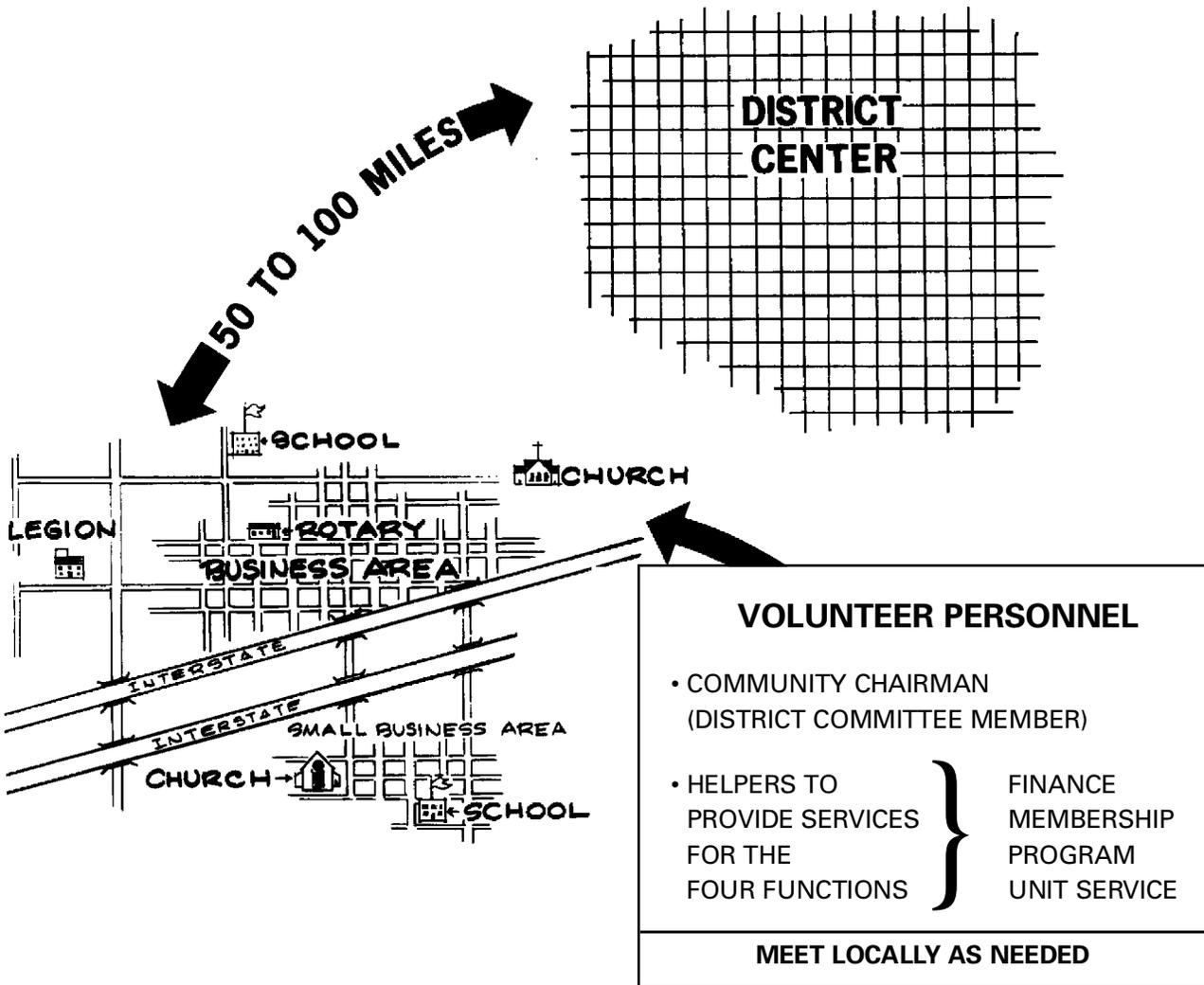
When presenting this plan to unit and neighborhood-oriented people, no reference should be made to it as a “special” way to serve “low-income” people. A good approach is to talk about this as a “better way of helping units and serving the local community.” Adequate staff time needs to be provided to effect the transition. Support in implementing this plan can be provided by regional staff, the Council Services Division, and Scoutreach Division.



**Alternative plans meet alternative needs.**

# RURAL DISTRICT OPERATION

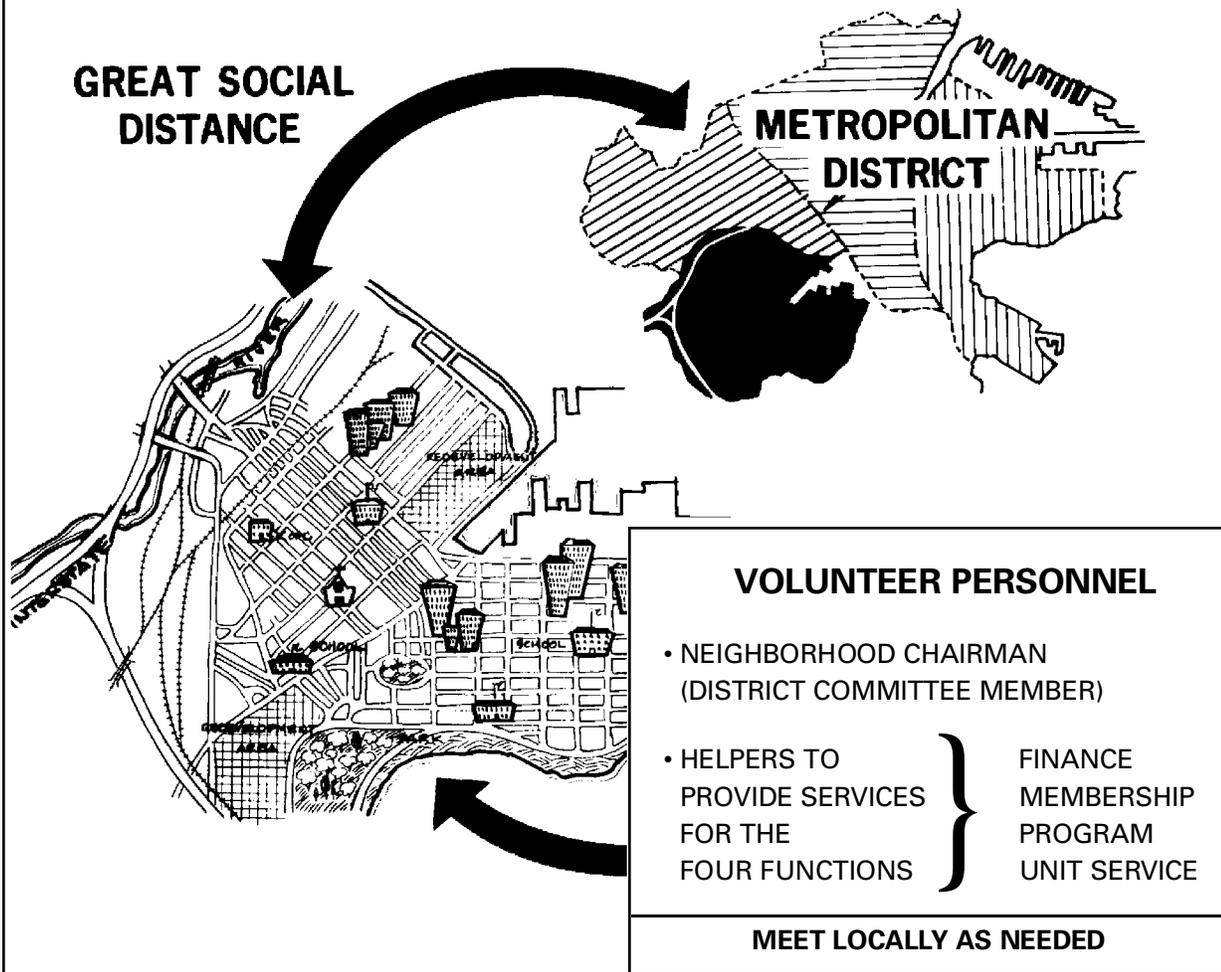
## SMALL COMMUNITY



- **SMALL COMMUNITY: 5-15 UNITS**
- **PLACES SERVICES CLOSE TO PEOPLE**
- **DISTRICT MADE UP OF SEVERAL SIMILAR COMMUNITIES NOT CLOSELY RELATED**

# URBAN DISTRICT OPERATION

## NEIGHBORHOOD PLAN



- **SUBCOMMUNITY (NEIGHBORHOOD) OF THE DISTRICT: 10-20 UNITS**
- **PROVIDES ESSENTIAL LOCAL IDENTITY**
- **DISTRICT HAS THREE TO SIX SIMILAR NEIGHBORHOOD SERVICE PLANS**

# Summary of the Plan

Because of the diversities found among various inner-city and rural communities, **this plan has a number of significant options**—a plan with multiple capabilities.

A central feature of the plan is “**neighborhood operation**”—the administration of district functions on a neighborhood or small-area basis—in part or all of a district.

**Formal, long-term structure is minimal.** The plan relies heavily on the “short-term task-oriented work of volunteers” in contrast to yearlong formal assignments. There are, however, some ongoing volunteer positions which help provide continuity.

Scouting operation in low-income communities **requires more concentrated support by a district staff member**—district executive, and/or neighborhood paraprofessional. This is true regardless of which plan is used. However, the neighborhood plan makes best use of staff support.

This plan has **three approaches to neighborhood operation**. The council selects the approach best adapted to the needs of a given neighborhood. A district may have neighborhoods using one or more of the three different neighborhood approaches. As conditions within the neighborhood change, its form of operation and boundaries may also be changed.

1. The “**unstructured approach**” is sometimes used in situations where no volunteer structure is initially feasible. The staff person provides the main contact with units, organizations, and neighborhood people. Gradually, one or more service chairmen—commissioner type persons—are recruited. Together they provide organizations and units with service and a close relationship to the community. The eventual goal is usually to work for the organization of a neighborhood committee when the neighborhood is ready for it. (See pages 17–19.)
2. The “**neighborhood committee approach**” consists of at least five people—a neighborhood chairman; neighborhood Cub Scout, Boy Scout, and Venturing chairmen; and a staff person. They serve units, recruit personnel, and conduct regular neighborhood planning and training meetings for unit personnel. (See pages 20–23.)
3. The “**neighborhood Scouting center approach**” uses a small and accessible center such as a storefront as a visible community focus for unit service and support of Scouting in the neighborhood. This approach also uses most of the elements of the neighborhood committee approach. The center has many uses and is geared to daily immediate help for those related to the Boy Scouts of America in the neighborhood. Its services to the area are comprehensive. (See pages 24–29.)

This plan has **three ways in which a Scouting neighborhood may be linked to the district and council**. Again, the council selects the linkage best adapted to the needs of a given district and its neighborhoods.

1. In districts with a “**total neighborhood linkage**,” all the district is organized into Scouting neighborhoods. There is a small group of district leaders and district support specialists. They provide technical help to neighborhoods and a few services that might be impractical for each neighborhood to provide on its own. (See pages 9–12.)
2. In districts with a “**partial neighborhood linkage**,” only a part of the district is organized into Scouting neighborhoods. The normal overall district structure serves most other units directly, but also has the capability of providing technical support to one or more neighborhood-level operations. (See page 13.)
3. The “**council-to-neighborhood direct service linkage**” is used in those rare cases where reasons such as geographical or social isolation make it impractical to relate a neighborhood Scouting operation to a district at all. Here, the neighborhood chairman relates directly to the council officer responsible for field service and the neighborhood staff member reports to a field director. (See page 14.)

## Special Note to the Reader

Do you remember the old Erector set? There were all sorts of pieces, plus bolts of various sizes—even pulleys. There was also an instruction book with elaborate diagrams of the things you could make.

The parts were, for the most part, interchangeable and if you had skill and imagination, the real triumph came when you put the parts together to produce exactly what you wanted and needed.

In a sense, that is what this booklet is. It is an Erector set for district operation in low-income areas. The parts are interchangeable and, while we have described some designs in detail, the final product remains up to you.

Because of the nature of the parts, you will find duplication and repetition in some parts of the text. That is because some pieces remain the same, but the recommended combinations are changed to fit the circumstances and need.

# Neighborhood Service Areas

What is a Scouting neighborhood:

Each Scouting neighborhood carries out the four functions—program, unit service, membership/relationships, and finance in **one or more well-defined local communities or subcommunities of the district**. The four functions are carried out largely at the neighborhood level rather than the district level.

One neighborhood service area may be:

- A compact urban area of about 25 to 100 city blocks
- Several nearby small towns and surrounding areas
- An Indian reservation
- A Hispanic barrio or colonia
- A rural county
- Or a wide expanse of other sparsely populated rural countryside

Natural neighborhood and community lines should be taken into consideration in defining the area of service. Waterways, major highway arteries, railroads, industrial belts, mountain ranges, and other natural boundaries should be considered. Other types of less-obvious boundaries may also be important to community residents including the willingness of various blocks and subcommunities to work together. Local trade areas and boundaries of other community services should be considered. Neighborhood boundary lines may need to follow lines not usually crossed by city gangs, other community youth groups and adults (although the turf of more than one gang may have to be included in a large neighborhood service area). While ethnic and socioeconomic conditions should be considered, care must be taken **not** to gerrymander boundaries to create racially segregated patterns of operation. Generally, neighborhoods should coincide with relatively small homogeneous communities which allow for a maximum of neighborhood Scouting morale and teamwork.

The number of staff available also affects the number and size of Scouting neighborhoods.

District boundaries may have to be adjusted so that neighborhood as well as district boundaries coincide with natural community boundaries. This will usually not conflict with the current BSA effort to have all district boundaries follow census lines.

In nonurban areas it may be more appropriate to substitute another term for “neighborhood” as used throughout this booklet. You may use a term such as “community,” “county,” “reservation,” or the actual

name of the area (“Prairie Town Scouting Committee,” “Hill County Scouting Chairman” or “Cherokee Reservation Scouting Center”). It may be the name of the place people say they come from.

Who is involved in deciding which neighborhood approach will be used? In every case **neighborhood and community leaders should be consulted**. District volunteer leaders should also be consulted. Based on this consultation, the professional staff recommends an approach to the council executive board for final decision. Some boards may delegate this authority to a council officer. The “neighborhood/small community plan of district operation” is an option and may not be the best plan for use in all districts.

## Why Neighborhood Scouting Operation?

There is a need in low-income, inner-city, and rural areas to **increase local community Scouting spirit**, not disperse it by a heavy reliance on more centralized districtwide operation. Neighborhood operation more easily maximizes and builds on the strengths of local community control, ethnic self-determination, and other grass-roots sources of interest and motivation. Local residents can more easily be involved in the actual management of services to units.

Neighborhood operation helps Scouting fit its service patterns to the needs, characteristics, happenings, and people of the local community. **Services are more accessible and more responsive to those served**. Scouting thus recognizes the plural nature of contemporary America, accepting diversity within an overall unity. **People are more likely to recognize the value of Scouting if they see it more closely identified with the life of their neighborhood**.

The nature of structure, itself, communicates to the rest of an organization the relative importance of activities and the way the organization’s top leaders feel about people. A unit-oriented neighborhood Scouting operation **communicates the prime importance of Scouting units and the value of grass-roots people**. It provides greater grass-roots visibility of the council’s support of units and makes it more difficult to overlook the needs of units. Indeed, it sharply focuses attention on them.

This operation **provides more personal and individual help** necessary for maintaining low-income units. Although middle-income persons are increasingly defining relationships with others in functional terms, low-income people respond least well to a functional

approach to human relationships. They rely more on informal and personal relationships. This operation helps units more closely identify with their own neighborhood or small community.

Boundary arrangements are weighed against **the importance of community identity and distances**. The social and geographical distance which low-income people are willing to travel to participate in fairly intimate and personal activities such as club, church, and Scouting is much shorter than the distance they will travel for more formal or functional activities such as employment, trade, and services. This is because club, church, and Scouting are basically personal and entirely voluntary. The closer Scouting services are to the individual, the greater are the possibilities for participation with other people in that service. Greater participation helps determine how a person feels himself to be a part of the organization and how he will participate in it. A council will function more effectively as it provides opportunities for participation which are relevant for individual leaders.

Neighborhood operation is a simple administrative plan providing unit service at a level where a districtwide structure may be ineffective. It overcomes inadequate transportation and lack of transportation money. Other programs are recruiting indigenous leadership by organizing on a neighborhood or small-community basis.

Neighborhood operation **reduces the embarrassment of low-income people** who often feel they cannot compete with people and units from other kinds of communities. It avoids their fear of leaving the neighborhood. People naturally tend to perform better in a setting they are accustomed to. Neighborhood fellowship **can reduce much of low-income people's lack of confidence** about being a Scouting leader.

Any overall sense of council community is the sum of all its small communities, and it cannot be created unless Scouting conserves the values of and relates to each individual neighborhood and small community of the council.



**The Neighborhood Plan still carries out the "four functions."**



# Functions and Tasks of District Operation in the Low-Income Community

## Functions

What are we in business to do? There are four standard functions, toward which all our efforts should be directed. These are synonymous with the objectives of council operation.

1. **Membership.** Bringing youth into units in partnership with groups, organizations, and communities.
2. **Program.** Maintaining standards in partnership with chartered organizations and communities to engage the interest of boys in the purposes of the Boy Scouts of America and activities in which they find continuing relevance, significance, challenge, and reward.
3. **Unit service.** Placing the district's top priority on ensuring every unit's success.
4. **Finance.** Obtaining the funds to support unit and council/district operation.

Having identified basic functions, it is logical next to review the specific tasks which need to be performed by a district in low-income areas to carry out these functions.

## Tasks to Carry Out Membership/Relationships Function

- A. Create a mutual understanding of the aims and methods of community organizations and those of the BSA.
- B. Develop an acceptance of Scouting by various population groups of the district.
- C. Identify potential chartered organizations as well as geographical areas where neighborhood or district sponsorship may be needed.
- D. Create the desire on the part of organizations and communities to use the BSA program as an integral part of their program.
- E. Organize, in partnership with community organizations, packs, troops, crews, and posts under trained leaders. Organize neighborhood and district chartered units where needed.
- F. Identify youth potential by program/age grouping.
- G. Create a desire for boys and young adults within all socioeconomic conditions to join.

- H. Recruit adults and enroll boys and young adults in packs, troops, crews, and posts.

## Tasks to Carry Out Unit Service Function

- A. Develop and maintain personalized and continuing contact with all units recognizing the differing kinds of support essential to each program phase and to each leader and unit.
- B. Be an advocate of unit people by becoming informed about and placing emphasis on the total picture of individual units.
- C. Provide prompt help for sick or weak units.
- D. Develop the self-confidence of community residents in their ability to make the BSA program work; compensate for their fear of failure and tendency to become easily discouraged.
- E. Develop a community inventory of personnel, organizations, groups, funds, and facilities.
- F. Help units prepare for charter renewal and lead them through the process.
- G. Capitalize on opportunities for high BSA visibility in inner-city neighborhoods and small rural communities.
- H. Provide incentive and recognition for accomplishments on the part of adults and youth members.
- I. Guide chartered organizations and communities in the selection of men and women as leaders who best exemplify the standards of these chartered groups and the Boy Scouts of America.

## Tasks to Carry Out Program Function

- A. Become involved in selective needs and interests of neighborhoods and communities of the district to express a real concern for community residents.
- B. Provide educational experiences for all unit leaders on a flexible and continuing basis recognizing the unique functions to be performed within each program.

- C. Determine ways of contributing the BSA's program resources as a supplement to other community organizations.
- D. Help the leadership of all packs, troops, crews, and posts understand and carry out a purposeful year-round program, conducted in a safe manner.
- E. With the involvement of unit personnel, plan and promote activities as applicable to each of the program phases and communicate with all leaders an understanding of the purpose of these activities.
- F. Help unit leadership understand and carry out the advancement program as applicable to each of the program phases.
- G. Help leaders of all units understand the values of willing participation in individual, group, and community improvement projects and in conservation activities.
- H. Help unit leadership understand the values of participation in interethnic and world friendship activities.
- I. Help provide essential program services and facilities not usually feasible for each chartered organization to provide for itself.
- J. Share in council annual and long-range, strategic planning to ensure program quality and membership outreach. Develop ways of making the program of the council and its districts more adaptable to various communities and population groups of the district.

## Tasks to Carry Out Finance Function

- A. Mobilize sufficient adults to plan and secure financial resources necessary for the successful promotion and operation of the total council program.
- B. Help leaders of all units understand and practice sound unit financing.



**Decentralized neighborhood operation builds on local strengths and needs.**

# Districts With a Total Neighborhood Linkage

This form of linkage is designed to support neighborhoods in a district in which **the entire district area is formed into Scouting neighborhoods**. Most unit service is carried out by the neighborhood.

There may be three to six or more Scouting neighborhoods depending on the size and nature of the district and the number of staff persons assigned to the district. Districtwide structure is simply a supporting framework for a group of Scouting neighborhoods, providing technical help and those few services which may be impractical for any one neighborhood to provide by itself. District organization is flexible enough to be compatible with all three approaches to neighborhood operation.

The district maintains the integrity of neighborhood service areas. The district structure must be capable of responding quickly to neighborhood or small community needs. The structure is kept relatively simple. While the plan does not prevent adding additional personnel beyond those recommended, it takes the emphasis and expectations off the building of large pyramids of volunteer personnel—a process which is relatively inefficient and ineffective in most low-income areas. All district personnel play a role in seeing that Scouting maintains a high degree of credibility with local community people. The operation of the district is on a highly person-oriented basis. There is a constant effort to increase the self-confidence and success of unit personnel. **The district must be truly supportive to neighborhood and unit operation rather than units and neighborhoods working to support the district.**

## District Volunteers

Far fewer ongoing positions are required than in a more traditional plan of district operation. Many of these are optional, being used as the nature of the district requires and permits.

**District Chairman.** The district chairman performs a role similar to that of a district chairman in other forms of district operation. He helps mobilize the resources of large industrial, commercial, and organizational interests in support of neighborhoods and units. He maintains a rapport with all population groups of the district.

Qualities desired for a district chairman are:

- Administrative ability
- Initiative
- Recruiting ability
- Respect and influence

- An acceptance and respect for diversity—diversity of people, of needs, of methods, and of forms of structure
- Deep respect for and general familiarity with people from all walks of life and all ethnic groups of the district

(See pages 21–22 for a detailed explanation of neighborhood chairmen.)

**District Vice-Chairmen.** Two district vice-chairmen are suggested, each with a special role related to the operation of the district.

**The District Vice-Chairman for Neighborhood Operations** helps neighborhood chairmen develop effective Scouting operations in their neighborhoods.

This person:

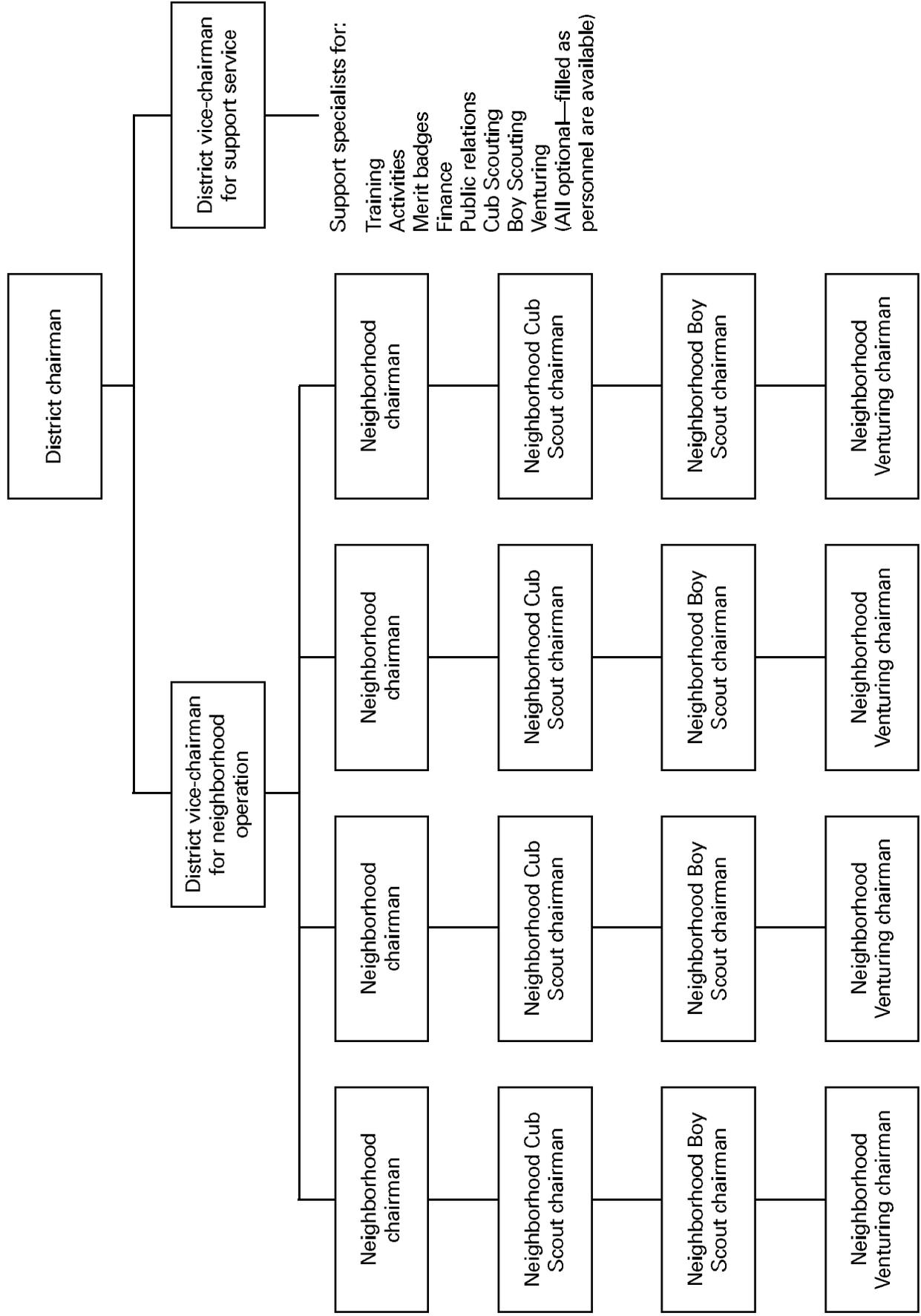
- Helps the district chairman and professional staff to recruit, train, and coach neighborhood chairmen.
- Guides the neighborhood chairmen in the organization, reorganization and service of units.
- Plans and runs a monthly meeting with neighborhood chairmen.
- Presides at neighborhood meetings in the absence of a neighborhood chairman.
- Keeps in touch with neighborhood chairmen by phone or in person between meetings.
- Has occasional spot assignments related to special neighborhood needs.

**The District Vice-Chairman for Support Service** is responsible for providing special program help for the district and its neighborhoods. This person:

- Carries out a variety of spot jobs in the district, particularly with respect to district events and special technical help in support of neighborhoods.
- Is responsible for the effective service of district support specialists as described below.
- Helps the district chairman and professional staff to recruit, train, and coach support specialists in a special interest or task.
- Meets with support specialists at least every other month.

**District Support Specialists.** (Optional—recruited as additional personnel are available.) Special needs may exist in the district in a number of specialized areas. District support specialists:

**THIS DIAGRAM IS FOR DISTRICTS WITH A TOTAL NEIGHBORHOOD LINKAGE.**



- Help neighborhood personnel with given special needs.
- Concentrate their support in priority neighborhoods, giving in-depth service for a period of weeks.
- Provide technical help and practical resources for neighborhoods.
- Train neighborhood leaders in their particular specialty.
- Coordinate occasional districtwide events.
- Represent the district on appropriate council committees and plan appropriate district participation in council activities.

District support specialists usually **do not build committees** but work directly with neighborhood-level volunteers. They are appointed by the district chairman. “Specialist” should not imply a super expert.

These positions are optional in those districts where personnel—at least in the beginning months of district organization—are not available.

Some suggested support specialists are:

**District Cub Scout Specialist, District Boy Scout Specialist, and District Venturing Specialist.** Each of these three district program-oriented specialists meets monthly with their respective neighborhood Cub Scout, Boy Scout, and Venturing chairmen to share program techniques and provide a coordinated service approach to packs, troops, or crews. (This does not apply to the unstructured approach to neighborhood operation.)

Neighborhood Cub Scout, Boy Scout, and Venturing chairmen remain accountable to their respective neighborhood chairmen.

In addition, each district Cub Scout, Boy Scout, or Venturing specialist may give leadership to special functions related to their respective program. The Cub Scout specialist may organize a den leaders’ workshop or may work with council leadership to develop a summer Cub Scout day camp in the inner city. The Boy Scout specialist may give leadership to a district camporee and develop a plan for assisting neighborhood leaders in getting troops to summer camp. The Venturing specialist may provide direct service to special-interest crews and help recruit Venturing consultants.

**District Activities Specialist.** This specialist trains neighborhood leaders to organize and conduct successful neighborhood activities. He or she is oriented to community and neighborhood needs and conscious of developing high BSA visibility within neighborhoods. This person also coordinates the relationship of neighborhoods to council and district activities. (Participation in council and district programs should rarely be required so that **most time, energy, and money of unit and neighborhood volunteers can be devoted to the Scouting pro-**

**gram in the local community and its units.**) He will coordinate or recruit a chairman for events such as a district recognition banquet.

In some districts, this position may be performed by the district vice-chairman for support service.

**District Training Specialist.** The training specialist is a trainer of trainers. This person helps train neighborhood leaders and other neighborhood Scouters in how to train unit adults. He may help neighborhood chairmen put together a training team and assist them in putting on their first training courses. He coordinates occasional districtwide training courses.

**District Finance Specialist.** He is responsible for obtaining leadership for Friends of Scouting and other fundraising efforts within the district. He also assists in obtaining special financial help for neighborhoods and units (project selling, camperships, special local summer program money, used uniform campaigns).

**District Public Relations Specialist.** This specialist carries special responsibilities for writing stories for community, neighborhood, and ethnic newspapers. He or she visits and cultivates news media of the district. He also develops local material for use with citywide or areawide media.

**District Merit Badge Specialist.** This specialist’s prime responsibility is the continual recruitment of sufficient merit badge counselors for the district. To make maximum use of talent in all parts of the district, the merit badge specialist works closely with all neighborhood leaders. He keeps the list of merit badge counselors updated and should publish it at least twice a year.

**District Executive Committee.** The district executive committee meets at least every other month and includes the district chairman, district vice-chairmen, support specialists, and the neighborhood chairman for each neighborhood of the district. District staff also meets with this group. This meeting provides an opportunity for neighborhood chairmen and district support personnel to have a free and open dialogue. While there will be some discussion of council and districtwide functions, the main thrust of the meeting should be neighborhood and unit needs. Discussion centers on finding resources (manpower, meeting places, partner relationships and money) to meet these needs. There should be a major concern for any unit without a unit leader, not meeting, or with a lapsed charter.

**District Committee.** The entire district committee meets for an annual business meeting and for special meetings as called by the district chairman. The district committee consists of all chartered organization representatives, neighborhood leaders, and committee members (service

chairmen in the unstructured neighborhood approach), district leaders, and members at large.

The district committee elects a district chairman, the district vice-chairmen, and district members at large. A nominating committee, consisting of top community leadership and Scouters, submits a slate of officers and members at large. The district executive committee confirms the district chairman's appointment of neighborhood chairmen.

**District Volunteer Resource List.** While districts may have other support specialists as needed, it is recommended that there be a minimum of ongoing district positions. However, the district executive maintains a written list of other persons throughout the district who might carry out district assignments on a short-term basis. Persons on this list are not necessarily registered and are not recruited to be on the list. They never meet. However, they form an extensive group of contacts and potential helpers to assist with the district and neighborhood. (See page 15 for a description of the "short-term task-oriented method of involving volunteers.") All district personnel may assist in suggesting names for this list.

**District Activities.** Districts may choose and plan to carry out activities such as a recognition dinner or camporee. An annual weekend district conference for all Scouters in the district may provide a feeling of district fellowship and enable the use of some resources difficult to mobilize on a neighborhood basis. A district weekend conference also provides an excellent opportunity for training, fellowship, districtwide communication, and an opportunity for sharing of ideas.

District activities, however, should be kept at a minimum and should never drain off or absorb energies needed for helping individual units succeed in their neighborhood. Persons from the neighborhoods should be involved in planning all district activities.

## Staff Service and Support

The professional Scouter is the "keystone" in neighborhood operation. Each neighborhood operation must

have the close staff support of a top-level neighborhood-serving paraprofessional or district executive. In most low-income communities it is **necessary for the professional to have an intensive relationship with both Scouting units and community life.** A staff person must become extremely knowledgeable about, known in, and deeply involved in the community (including involvement in selected activities and community needs not directly related to the normal Scouting program).

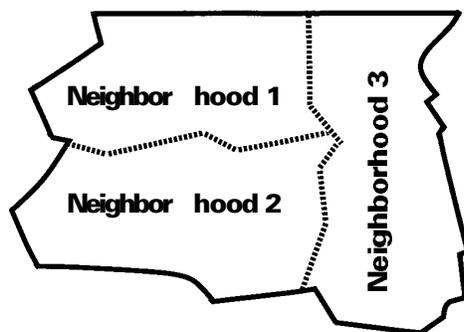
While this plan of district operation may be a better way to use additional staff, it does not necessarily require more staff. The plan merely suggests how available staff should be deployed for more effective service to low-income areas.

**Staff Relationships.** Much of the success of neighborhood operation depends on a good working relationship among the staff members of the district. There must be a clear understanding and acceptance of objectives, priorities and the methods in use. This plan of operation also requires the understanding and commitment of the Scout executive and other key staff leaders.

In a multiple-staff district, the district executive (or neighborhood paraprofessional) and senior district executive should have weekly "**unit review conferences.**" This enables a constant updating of individual unit service plans through the senior district executive and staff serving the neighborhood, as they review six to eight units in depth each week. These conferences should also include decisions on whether district volunteers and district resource people will be deployed in the neighborhood and how. The senior district executive is then clear to go ahead with his district volunteers to properly deploy such help, and the neighborhood staff member is then clear to go ahead with his neighborhood volunteers to properly use it. The district staff facilitates communication throughout the district to provide **immediate response to neighborhood and unit needs.**

District staff must hold training and brainstorm sessions on the methods and skills needed for effective neighborhood operation. Many traditional professional skills can be adapted and applied to neighborhood operation.

## District with total neighborhood linkage



**Next, let's see what happens where only a part of the district is organized into a Scouting neighborhood . . .**

# Districts With a Partial Neighborhood Linkage

This form of linkage is designed for an effective district relationship to neighborhood operation where **only a part of the district is organized into Scouting neighborhoods.**

The regular overall district structure serves most units directly while units in one or more major low-income areas of the district are served through the more appropriate operation of one or more neighborhoods. The district provides technical help to support each neighborhood operation linking the neighborhoods to the overall Scouting movement. The district also provides those few services which may be impractical for any one neighborhood to provide by itself.

This approach fits best the middle-income district which has one or more low-income neighborhoods or isolated rural areas which otherwise may be largely overlooked because of greater attention traditionally paid to the remainder of the district which predominates.

The attainment of a representative membership in such a district requires the deployment of such staff resources and appropriate methods as necessary in the low-income neighborhood operation to result in a percentage of boys served similar to that of other parts of the district.

The attitudes of key district leadership must be flexible enough to be compatible with any of the three approaches to neighborhood operation. **They must accept diversity of operation within the district. They should also realize that additional resources and modified approaches are necessary in low-income areas to provide a comparable quality of service to a comparable number of boys and units as in the rest of the district (or council).**

The district must make a particular effort to maintain a high degree of credibility with local community

people. The district must be truly supportive of neighborhood and unit operation, rather than expecting units and neighborhoods to work to support the district.

This plan in no way attempts to isolate low-income people. On the contrary, it attempts to use a more decentralized approach to bring low-income people into the operation of the Scouting movement where other forms of district operation may not effectively do so. Neighborhood structures have been designed to better fit the lifestyle of the poor.

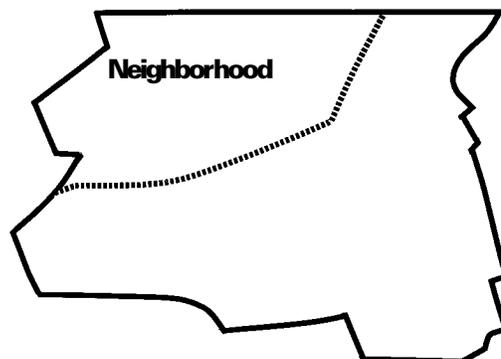
## Neighborhood Relationship to the District

The neighborhood chairman is a member of the district executive committee. In some districts he may also be elected as one of the district vice-chairmen.

Various district volunteers may be asked to assist neighborhood personnel as needed. They may concentrate their support in a neighborhood, giving in-depth service for several weeks or longer. They provide technical help and practical resources for the neighborhood, training neighborhood leaders in their particular specialty.

Unit volunteers of the neighborhood are invited to the activities, training, and meetings of the district. They are **not excluded**. However, neighborhood-level meetings, activities, and services will provide greater meaning and will avoid feelings of discomfort, embarrassment, or inability to compete for low-income people. Unit personnel receiving services at the neighborhood level should **not be overly pushed** to participate in district-level functions.

### District with partial neighborhood linkage



## District Chartering Committee

In the area not served by neighborhood operation, the district may need a small chartering committee to support low-income or isolated rural units for which only a unit leader and assistant are available. In these occasional unit situations, a committee is organized to provide the services normally provided by chartered organizations and unit committees (and may also provide district services to units). The district committee is listed as the chartered organization. Persons from the chartering committee are listed on the charter application as multiple committee members. The district chairman is listed as both chartered organization representative and “executive officer.”

When practical, this committee helps to locate a community organization and to recruit a unit committee. As an interim step to a traditional chartered organization, district committee chartering has several advantages:

- Provide a program for boys without the frustrating delays often otherwise encountered before the full complement of adults can be found.

- Provide an active program, training, and official recognition for a willing unit leader who has often, in the past, lost patience with the sometimes chronic failures at recruiting and organizing other adults for the unit.
- Provide Scouting visibility for people who have felt Scouting was not truly interested in them.
- Project an image of Scouting as a “now-oriented” program rather than a “by-and-by-oriented” program for people who are largely oriented to the present.

See the “Unit Chartering and Leadership Alternatives” section in both *A Local Council Guidebook on Serving Rural Communities* and *A Local Council Guidebook on Serving Low-Income Urban Communities*.

**But what about those unusual circumstances where it does not seem practical to relate a neighborhood to a district? . . .**

## Council-to-Neighborhood Direct-Service Linkage

This approach for directly linking a neighborhood to the council is designed for those rare circumstances in which it is neither practical nor necessary to relate a neighborhood Scouting operation to a district. This may be because of:

- Geographical remoteness of a neighborhood
- Incapacity of a nearby district to provide adequate service
- Social isolation of a neighborhood
- Almost complete self-sufficiency of a neighborhood operation in serving its units
- Major conflict between the communities served by a neighborhood operation and other communities of the district.

Unit-service functions are carried out by neighborhood Scouting personnel.

The neighborhood chairman has a relationship to the council officer who is responsible for field service (vice-president for district operation or council president). In some instances, the neighborhood chairman may be elected to the council executive board.

The neighborhood executive reports to a field director or other staff leader.

This approach is meant to bring the exceptionally isolated area into the mainstream of council service. It should never be used to foster racial segregation.

# Short-Term Task-Oriented Method of Involving Volunteers

This method is used in carrying out most of the functions normally provided by commissioners and district operating committees in more traditional district organization. According to the task-oriented method, persons are asked to do a job or task only until that task is completed; then their relationship to the task ends. Later the same person may be asked to do either a similar or different kind of task. This method is in contrast to the traditional approach of organizing activities and providing unit service through formal organization and by signing people up for continuing (annual) assignments.

This method is used in organizing units, providing help for solving unit problems, training unit adults, running neighborhood activities, providing volunteers for district-council projects requiring neighborhood participation, and other services to units and chartered organizations.

The “volunteer resources pool” for carrying out these short-term assignments comes from such sources as neighborhood business and professional people, neighborhood residents, district members at large, key organizational people of the neighborhood, active unit volunteers, parents, district leaders, housewives, neighborhood committee members, etc. Constant recruitment is required. District staff must do continual cultivation of people for a district “volunteer” resource list. Don’t over-rely on a few chosen people. Some persons on such a list may be registered as district members at large, but this should be strictly optional.

Where this method is used effectively it can provide a greater efficiency of volunteer involvement. Since the tenure of non-unit-related volunteers is relatively short and the supply relatively small, available personnel should be used to perform a variety of assignments as needed. While the move or sudden unavailability of a good person is a loss to Scouting, it does not weaken or demoralize a committee or other Scouting structure. This method also minimizes the overspecialization of volunteer assignments and allows the deployment of personnel where they can best fit at the moment.

This method gives key leaders a better chance to evaluate people for possible future ongoing positions. Key leaders need worry less about unselling people from positions for which they may be unsuited. Persons may eventually move from short-term tasks to an ongoing position.

Lines of communication are shorter and unit service more personalized. It is often easier to sell a series of short-term tasks than an ongoing committee or commissioner assignment. This method also provides a good way to involve the many people whose situation or schedule won’t permit consistent ongoing participation.

This method does require considerable professional savvy, skill in coordination, and follow-through of volunteer assignments. The neighborhood executive working in close cooperation with his key neighborhood volunteers must still go through the following steps informally to ensure effective performance of volunteers:

1. Determine appropriate criteria for selecting the best person for the short-term assignment.
2. Select the person considered best for the assignment.
3. Recruit the person selected.
4. Provide training for the assignment.
5. Provide proper guidance as volunteer actually performs assignment.
6. Volunteer’s assignment is completed and terminated.
7. Volunteer receives prompt recognition.
8. Ongoing cultivation of personnel sources and maintenance of lists of names for future assignments.

The professional must not overlook the need to continually cultivate and recruit additional people. **Care must be taken that neighborhood assignments are not all overloaded onto unit-related persons.** A healthy percentage of non-unit-related persons should be maintained.

**Example A.** The Coal County Key 5 decided to run a county bicycle rally following the suggestion of several Scouters at a county Scouting meeting. They selected the Cubmaster of Pack 75 to be chairman of the bicycle rally both because of several bicycle activities which Pack 75’s Webelos den had been involved in and because the Cubmaster was deputy sheriff and could help involve the county sheriff’s office.

Two months later, following the bicycle rally, the same Cubmaster was recruited to organize a new troop in the consolidated school which charters his Cub Scout pack. The Cubmaster had a particularly good relationship with both the principal and the PTA and it was felt he could be most effective in organizing the troop. Several months later, the Cubmaster of Pack 75 served as an instructor in several evenings of Cub Scout leader training put on by the county Scouting committee.

**Example B.** Near the end of a neighborhood planning and training meeting, the Scoutmaster of Troop 6 felt himself under unrealistic demands to participate in too many non-unit-related projects. He complained loudly that he was getting no help from anyone and that he was ready to quit. As part of neighborhood fellowship which has evolved, four other Scoutmasters present who run “one-man units” were quick to tell the Scoutmaster of Troop 6 that he ought not to quit because they too have no troop committee or parental help and they weren’t complaining about it. During and following the meeting, the district executive spent some time with the Scoutmaster to update himself on the events of Troop 6 during the past two or three weeks. The district executive then conferred with the neighborhood Boy Scout chairman and together they agreed that the neighborhood Boy Scout chairman was the best person to provide some help.

The neighborhood Boy Scout chairman helped the Scoutmaster of Troop 6 arrange a troop parents’ night and organized a troop committee during the month that followed. The neighborhood Boy Scout chairman met twice with the troop committee after an initial parents’ recruiting meeting. The troop committee ran a successful fund-raising party the next month, and the troop committee chairman took the troop on a neighborhood activity when the Scoutmaster suddenly had a change in his work shift.

**Example C.** Pack and Troop 210 are chartered by St. Paul’s Roman Catholic Church. The Cubmaster, who was also a member of the troop committee, skipped town with a sizable sum of money belonging to the Scouts. This created a bad relationship problem with both parents and the pastor. The district executive and neighborhood chairman recruited Mr. Jones to help with this problem. Mr. Jones is assistant cashier of a nearby branch bank, is Roman Catholic, and is of the same ethnic background as most of the church’s parishioners. After six weeks, Mr. Jones was able to help recruit a new Cubmaster, restore some degree of parental and church confidence in Scouting, and help the leaders of the pack and troop set up a proper procedure for handling their unit finances.

A month later, Mr. Jones was asked to head up the Friends of Scouting campaign in the neighborhood. Six months later, following a successful campaign, he was asked to head up a neighborhood cleanup day. During the cleanup day, Mr. Jones became even better acquainted with the pastor at St. Paul’s and eventually assisted in the organization of a Venturing crew in the church.

Scouting offers people hundreds of positions of trust—places for adults to carry responsibility, become involved in the community, and sharpen skills of leadership. This plan of district operation can provide people

with skills to cope with the outside world, while remaining free to be themselves with their own heritage and their own lifestyle.

# Unstructured Approach to Neighborhood Operation

**For use when the degree of structure characteristic of the two succeeding approaches to neighborhood operation is impractical.**

This alternative approach is specifically designed for:

1. An isolated rural area.
2. An inner-city area which lacks community cohesion or is in a state of community conflict.
3. A low-income area with little or no previous Scouting or interest in Scouting.

This approach provides BSA capability to function in areas where only an absolute minimum of volunteer structure is appropriate. Because of real or imagined barriers, an underlying factor is the unwillingness or inability of people to relate to groups outside the areas of their homes. Developing any kind of organizational structure may be impractical, even detrimental; therefore, staff move into these areas with energy devoted to tasks rather than structure. In some areas this is the only approach which really works, at least for an initial period of time.

## Staff Support

In this unstructured approach, council support to a neighborhood is primarily through the district staff member, who may be a district executive or paraprofessional. The staff member becomes known and involved in the community and with existing Scouting units before he makes any attempt to recruit volunteers to provide service to units. The staff member may need to maintain a close relationship with many Scouting units for an extended period of time before they can sustain themselves, if, in fact, some ever can.

Eventually, the staff member, in consultation with the district chairman, recruits a member of the community to serve as a supporting communications link between the Boy Scouts of America and a local Scouting unit. This person is called a “service chairman” and provides all volunteer support services for one to three units. A service chairman is much like a unit commissioner in more traditional district operation.

(For more information on the position of district executive see page 22. Complete position description is on pages 38 and 39.)



## Service Chairmen

As a result of training and other experiences, the service chairman will be able to help organize a unit, assist with unit program, and develop community support for Scouting. If this particular community has only one unit, for example, a Cub Scout pack, then the service chairman works in support of that pack. If a troop is organized, then the service chairman may serve that troop as well. In some instances it may be most effective to have a service chairman relate to units of only one type of program: Cub Scout, Boy Scout, or Venturing units.

There may eventually be several service chairmen. They may carry the name of the local community (Millville service chairman, 54th Street service chairman, etc.)

The service chairman will have direct contact with a member of the district staff and will look to him for almost all Scouting resources. Methods of direct contact will include visitations by the staff member to the service chairman's home, work or community, unit visits, telephone, and (in rural areas) mail.

The service chairman does the following within the community:

- Provides individual training and program coaching for unit leaders.
- Visits units, bringing program helps obtained through the district staff.
- Obtains support for the Scouting program from local community resources including partner organizations.
- Assists with unit charter renewal.
- Seeks chartered organizations for additional units and helps with unit organization.
- Invites local Scouters to informal meetings.

- Helps to interpret and carry out the council and district program in his community.
- Interprets the needs of local Scouting units and requests help from district and council leaders.

The service chairman may be encouraged to attend occasional service chairman meetings outside of his or her community. These meetings should be designed by the district staff to be of immediate help to the service chairman's function of service to units. The following are some possible meeting topics:

- Program support for packs, troops, crews, or posts.
- Methods for organizing a new unit.
- Visitation to local Scout camp for purpose of promoting camp attendance.
- Methods for recruitment of new volunteers.
- How Scouting can be linked to current needs of the neighborhood.

Such meetings also bring him or her into contact with other service chairmen and with resources of mutual benefit to several service chairmen.

However, the assumption behind this unstructured approach is that **it is usually more effective and more realistic for the staff member to meet with service chairmen on an individual basis within their communities** than to try to get service chairmen to attend meetings outside of their communities. The staff member may bring with him a resource person from outside the community, such as a specialist in the Cub Scout program to help the service chairman with a Cub Scout pack problem. If this initial contact between a resource person and a service chairman is successful, the staff member can



**In some places, the "unstructured approach" is the only one which really works.**

encourage the relationship to continue for an extended period of time.

Contacts between the staff member and the service chairman should be informal in nature. The staff member maintains a consistent, regular contact—at least once a month as a minimum in rural areas and once a week in inner-city areas. A major concern will be the continuing survival of individual units. Constant support for most units will be necessary. A service chairman must be ready to give direct leadership to units during periods of unit leader turnover.

If the district executive believes it is locally appropriate, service chairmen may be called unit commissioners.

## **Neighborhood Chairman**

After service chairmen have met together several times, the staff member suggests that they select a person to serve as an overall neighborhood chairman. (In nonurban areas this person may be known as an area,

county, or reservation chairman.) The appointment of a neighborhood chairman should be a matter of formal confirmation by the district executive committee.

The neighborhood chairman represents the neighborhood service area and its service chairmen on the district executive committee. He works closely with the district staff member in providing help and resources for service chairmen. He presides at meetings of service chairmen.

## **Transition**

After this form of operation has been developed and functioning well in the area, a transition may be made to either the “Neighborhood Committee Approach” or “Neighborhood Scouting Center Approach” of neighborhood operation. This is a logical step when enough volunteers have become involved in the Scouting program and if it appears practical to expect people of the neighborhood to relate to one of the more structured approaches to neighborhood operation.

# Neighborhood Committee Approach to Neighborhood Operation

**For use when some degree of volunteer structure is practical for neighborhood operation.**

This approach consists of a small neighborhood Scouting committee of five or more members with a chairman, Cub Scout chairman, Boy Scout chairman, Venturing chairman, and the close staff support of a district executive or neighborhood-serving paraprofessional and a task-oriented personnel pool. Almost all unit support services in the defined neighborhood area are provided on a neighborhood basis. **Meeting the needs of individual units and providing direct service to unit personnel are the overriding objectives for neighborhood operations.** Volunteer and staff service to the community is of a highly personal and informal style. Some multiunit activities and meetings occur on a neighborhood basis.

This approach is designed for the typical inner-city neighborhood, rural area, Indian reservation, and large, public-housing development. In most of these communities it is usually unrealistic to expect people to identify with wider area district structures. This option is used where it is practical to expect people to identify with their own neighborhood or small community and where it is possible to involve at least a minimum number of persons beyond the unit level. More people from these areas will come out to neighborhood or small community meetings than will attend district-level meetings.

## Neighborhood Volunteers

Volunteer structure of the neighborhood committee should be extremely simple. Its operation is flexible.

Most of the work carried out by neighborhood volunteers is accomplished through the assignment of volunteers to a series of short-term projects and a minimum requirement for ongoing titles and assignments.

## Neighborhood Key 5

The neighborhood “Key 5” consists of the neighborhood chairman, the neighborhood Cub Scout chairman, the neighborhood Boy Scout chairman, the neighborhood Venturing chairman, and the professional. They furnish the liaison between all sources of unit service help and the Scouting units of the neighborhood and they build neighborhood Scouting teamwork.

In many neighborhoods, the Key 5 may constitute the total formal volunteer structure.

The Key 5 have these things in common:

1. They attract other men and women to the Scouting program in the neighborhood.
2. They lead other people to Scouting success and develop the self-confidence of community residents in their ability to make the Scouting program work. They help compensate for residents’ frequent fear of failure and tendency to become easily discouraged.
3. They place top priority on the needs and problems of individual units.
4. They have a common interest and concern for the neighborhood and its residents.

These five persons must remain in frequent contact. Meetings of the Key 5 are scheduled on a monthly basis (more often, if possible). This can be an informal



gathering which occurs in a living room or around the kitchen table somewhere in the neighborhood. It is a key planning meeting for both neighborhood activities and unit service. In addition, the professional has at least weekly contacts with each of the key chairmen of the neighborhood.

There must be considerable rapport among the Key 5. These persons should enjoy being together and working together on behalf of Scouting. Their frequent contacts enable each to coordinate and support the plans and program of the other. They share successes and failures and welcome each other's constructive criticism as well as praise.

Annually the Key 5 may want to get together for an extended weekend of planning and training. Such an extended conference might be an overnight trip to the council camp or training center and may include some fishing or outdoor activity.

## Neighborhood Chairman

The neighborhood chairman has an extremely important leadership role in the district. He or she is responsible for unit organization and service in this neighborhood service area. The neighborhood chairman is appointed by the district chairman in consultation with the professional staff and some key indigenous leaders. In some instances, the district chairman and district executive may delegate this responsibility to the neighborhood committee. In either instance, the appointment of neighborhood chairmen should be a matter of formal confirmation by the district executive committee.

The following qualities are suggested for the neighborhood chairman:

1. Should be familiar with the neighborhood. Should have some direct tie to the neighborhood, perhaps through his employment or residence. Usually lives in or near the district. It would be helpful if he lives in the neighborhood which he serves (particularly important in rural areas). May be a business or professionally trained person deeply involved in the neighborhood.
2. Is a person who "is his own boss" to the extent that he plans the use of his own time and can usually arrange to be free to work or travel when he wants to, or can occasionally get permission to do so.
3. Should be a person who is held in high regard in the community. Should be able to work with people from all walks of life and all ethnic groups in the neighborhood.
4. Must have a broad acquaintance in order to recruit people to carry out assignments in the neighborhood. Must have an understanding of how to work

with others to get the job done and know how to recruit them to serve.

5. Should be a person who can "take hold" and a "self-starter" who is likely to go ahead without being constantly prodded or led by the hand.
6. Should be one who, when interested in something, develops a contagious enthusiasm that "infects" others. Must have a deep faith in the community and in Scouting's role in the community. Should have the ability to radiate that faith.
7. Should have skills in human relationships.

Persons should be considered by these qualities relative to the neighborhood they will serve. Persons with all these qualities may sometimes be hard to find. But, with extensive cultivation and community involvement, persons with the above qualities can be found and recruited in most low-income communities.

The neighborhood chairman performs the following duties:

1. Recruits Cub Scout, Boy Scout, and Venturing chairmen for the neighborhood (with the help and advice of the professional).
2. Inspires all Scouters as one of the neighborhood's key morale officers.
3. Holds periodic meetings of the neighborhood Key 5.
4. Helps to plan and conduct neighborhood meetings for all Scouters of the neighborhood.
5. Serves as a member of the district executive committee and attends its meetings. Also, attends meetings of neighborhood chairmen of the district.
6. Recruits personnel for short-term assignments in coaching unit leaders and in helping solve unit problems.
7. Helps recruit personnel to run periodic neighborhood activities and to represent the neighborhood on district and/or council projects requiring neighborhood participation.
8. Attends neighborhood and district functions.
9. Occasionally visits chartered organizations.
10. Consults with and utilizes the guidance of the district staff.

Use registration code 64.

## Neighborhood Cub Scout, Boy Scout, and Venturing Chairmen

These three program-oriented chairmen for the neighborhood are appointed by the neighborhood chairmen in consultation with the professional staff. Each chairman helps provide a coordinated service approach to the type of units he serves. It is through his leadership that an immediate response is made to unit problems.

These chairmen have the following duties related to their respective programs:

1. Responsible for unit service to keep assigned units meeting and functioning. Serves as a program specialist.
2. Gives leadership to special functions related to respective program (recruiting den chiefs, Eagle Scout progress review boards, camp promotion, providing Venturing consultants, etc.).
3. Recruits personnel for short-term assignments.
4. Plans and conducts either the separate program-oriented part of the monthly “neighborhood program meeting” or plans and conducts a program-related “neighborhood planning and training meeting” (see pages 31–33).
5. Responsible for the organization of new units and the reregistration of current units.
6. Consults with and utilizes the guidance of the district staff.

An optional plan for the administration of the Venturing and Explorer programs is to have service to crews and posts in the neighborhood come from the district or council committee rather than the neighborhood committee. This may be particularly desirable when the neighborhood has only one or two active crews and posts. A district or council committee may be more effective than a neighborhood committee in providing service for corporate sponsored special-interest units which are not neighborhood related. However, there are definite advantages in having the neighborhood/district operation provide services for the more “grass-roots,” neighborhood-oriented units.

## Neighborhood Committee

In some neighborhoods only the Key 5 make up and are known as the neighborhood committee. In other neighborhoods other men and women are added to the Key 5 structure, creating a larger neighborhood committee. In addition to the Key 5, the committee may have other ongoing positions such as assistant neighborhood Cub Scout chairman, assistant neighborhood Boy Scout chairman, special projects chairman, or camping adviser.

At any one time, neighborhoods may have one or more temporary project chairmen. When the neighborhood committee sponsors several units directly, it may need such positions as unit finance, advancement, transportation chairmen, etc.

In some neighborhoods, the committee may also include persons known as service chairmen or unit commissioners who help neighborhood Cub Scout, Boy Scout, and Venturing chairmen provide direct help to units.

Major functions of the neighborhood committee are providing help for unit problems, recruiting new people for Scouting, community relationships, chartered organization relationships, organizing new units, reorganizing and reregistering existing units, and keeping Scouting attuned to the community.

Members of the neighborhood committee must be sincere and punctual, and have a reputation for keeping promises.

The neighborhood committee may include both persons who influence opinion from within the neighborhood and sensitive persons from without.

Use registration code 65.

## Staff Service and Support

### The District Executive

The district executive provides a type of professional service designed for neighborhood Scouting operation. **The individual needs and problems of Scouting units and the operation of neighborhood volunteers in meeting these needs and problems should be the overriding responsibility of the district executive.** He should not be subjected to the often conflicting demands of both expanding the number of healthy functioning units on the one hand and promoting and administering council and district activities and programs on the other hand. The basic purpose of all Scouting support meetings, structure, and activity should be to ensure an expanded number of healthy and functioning Scouting units, relevant to the needs of boys and the community. It is unit people who achieve the purposes of the Boy Scouts of America. **Therefore, it is not wise to divert the district executive’s time to council-level projects or activity.** He must concentrate on his neighborhood(s). While this principle may be hard to respect in various small staffs, every effort should be made to do so. It is essential for unit success. Asking a staff member to leave a low-income service area for three months to raise money or direct a camp is analogous to asking a skilled surgeon to leave his practice for three months each year to sell real estate.

This requires a much more intensive and direct relationship to and involvement with Scouting units and

neighborhood life than is true of the average district executive. A considerable amount of time is devoted to community organizations and contacts, unit contact, unit service, unit problems, and the reorganization of Scouting units. Time is also spent in community relations and community involvement activity sometimes only indirectly related to the Scouting program, but extremely necessary for its overall identification with low-income communities.

A district executive's exceptional knowledge of units and community life is essential for success. Significant staff time is spent in training and advising neighborhood chairmen and neighborhood Cub Scout, Boy Scout, and Venturing chairmen. He or she helps these chairmen select priorities for the use of their time. The professional also helps plan and direct the "neighborhood planning and training meetings" or "neighborhood program meetings" (as explained on pages 31–33).

Along with the key neighborhood leaders and other contact people of the community, he or she cultivates and recruits people for all types of short-term assignments and helps recruit unit leaders. He is also involved in neighborhood activities, a few district-level meetings and activities, neighborhood Key 5 meetings, and other administrative details.

A professional may serve one or more Scouting neighborhoods depending on the boy member and unit load of the neighborhoods. The boy member work load must be realistic to the nature of the area served. Generally, this should be substantially less than 1,000 boys per professional—the rule of thumb previously used across the board.

(See complete position descriptions on pages 38–43.)

## **Paraprofessionals in Neighborhood Operation**

In some districts it may be extremely effective to have neighborhood paraprofessionals working in close cooperation with district professionals to support neighborhood operation. In some cases a top-level paraprofessional may even provide the major staff support for the neighborhood.

Three neighborhood-oriented paraprofessional job descriptions have been developed. These jobs along with others also developed are arranged in a three-level promotional job ladder. The job ladder offers promotional horizons for paraprofessionals similar to the anticipation of promotion enjoyed by professionals. The "**neighborhood aide**" is an entry-level job for the person of marginal education and employment opportunity. Based on job effectiveness and the completion of educational and training opportunities, the neighborhood aide can be quickly promoted to "**neighborhood assistant**," and, finally, "**senior neighborhood assistant**." The senior neighborhood assistant may perform some duties similar to that of the neighborhood executive including the coaching of neighborhood chairmen.

Following are job summaries for each of these three jobs:

The "neighborhood aide" assists the district staff with various Scouting program tasks in a single neighborhood of the district. In addition to job duties, a significant amount of the neighborhood aide's time is spent in various training and education programs.

The "neighborhood assistant" is assigned to a specific neighborhood of the district. He or she helps establish a good community relationships climate for the Scouting program in the neighborhood. He develops the kind of overall, everyday type of relationship with low-income leaders that is desired and expected. He helps provide the amount of detail in unit service and coaching of leaders necessary to maintain Scouting in the neighborhood.

The "senior neighborhood assistant" is responsible for Scouting units of a specific neighborhood of the district. He or she has major community relationships duties in the neighborhood. He develops the kind of overall, everyday type of relationship with low-income leaders that is desired and expected. He carries some responsibilities requiring initiative and independent action similar to that of a professional.

(See complete job descriptions on pages 48–56.)

College work-study students and neighborhood youth corps enrollees can also provide valuable supplemental staff support in the neighborhood.

# Neighborhood Scouting Center Approach to Neighborhood Operation

**For use when a visible Scouting center with its unique operation is added to the elements of the “neighborhood committee approach” just described.**

This approach is designed for those low-income neighborhoods where:

1. Leadership for complete unit structure is not available.
2. There is a great lack of organizations with the resources and stability for normal chartering.
3. Population density is extremely high.
4. There is a need for a highly visible, neighborhood focal point for Scouting.
5. It is not possible for most Cub Scout dens to meet in homes.

The neighborhood Scouting center may be seen by many people in many ways. It is:

- A meeting place
- A rallying point
- A symbol
- A service environment
- A physical identity
- A place to go and a place to be from
- A point around which to organize citizens
- A Scouting listening post
- A bridge over the cultural and bureaucratic gap between low-income neighbors and the BSA.

The center must provide a daily commitment of immediate help to those related to the BSA in the neighborhood. Its services should be as comprehensive as possible—a “one-stop service station.”

The center and its services should be compatible with the values and lifestyles of the neighborhood. The style of one center may differ substantially from the style of another.

The center may serve only Cub Scouts or Boy Scouts or Venturers or any combination thereof. Normally, it will serve all three. With one staff member, it may serve as many as 400 to 800 youth members.

For low-income urban residents, a center can provide a badly needed symbol of “Scouting permanence” not provided by the more temporary-appearing Scoutmobile or traditional district operation.

## Scouting Center Location

A neighborhood Scouting center should be located where it is most visible and convenient to the majority of the people in the neighborhood. A “storefront” is the most highly recommended because of its visibility and accessibility. Existing community centers, recreation buildings, space in public and parochial schools, religious education buildings, and facilities of public housing projects may also be used.

A well-traveled street is preferable. The center should be only “one step off the sidewalk” to minimize the step between people and the BSA.

The location of the center should be determined by professional staff with the help of indigenous residents and leaders such as directors of community centers, community action agencies, city government agencies,



and those clergymen and businessmen who relate to the people in the area.

## Uses for the Center

The center has multiple uses. It may be open for 12 hours a day from morning through the evening.

Following are some recommended uses for the center:

- As a focal point in the neighborhood for all Cub Scout, Boy Scout, and Venturing activities.
- Office space and a base of operation for the district executive, paraprofessional, and secretary/receptionist.
- To provide neighborhood visibility to Scouting.
- Den meeting place.
- Troop meeting place.
- Crew meeting place.
- Walk-in recruiting center for boys and leaders.
- Unit leader planning and training meetings.
- Location for personal coaching of volunteer leaders with a maximum availability and dependability of help.
- Meetings with parents of youth members in dens, troops, and posts.
- Impromptu first aid station as needed in the neighborhood.
- Meeting place for local community groups.
- Walk-in center for Cub Scout- and Boy Scout-age boys (for counseling, for homework help, as a game room, and as a place to receive wholesome adult encouragement, acceptance, and love).
- Emergency meeting place for other Scouting units in the center neighborhood which are temporarily locked out of their usual meeting facilities.
- To store program equipment for use by units of the neighborhood.
- Outpost for a local community action program or other local neighborhood service agency.
- Source of referrals to other community services.
- Uniform exchange.

## Description of the Center

The atmosphere of the center should be informal and inviting, comfortable but not plush. **The center should fit into and be in harmony with the style of the neighborhood.** It should be of modest size.

There should be a meaningful involvement of neighborhood residents in fixing up and operating the center.

The center should not be the imposition of the unwelcome on the unwilling. How people feel about the center through the image it projects and the reputation it develops in the neighborhood is of equal importance to the physical visibility of the center.

Quite close to the entrance of the center should be a reception desk where a secretary/receptionist is located at least during the day. If possible, this area should be at least semi-divided from the rest of the center. Near the desk should be storage space for secretarial and registration supplies, and all necessary Scouting forms. Some most-needed Scouting supplies that are available for sale at the council office may also be available, but not on display at the center. A well-stocked trading post which projects an image of a commercial enterprise and a costly program should be avoided. A space should be available where clerical equipment such as typewriters and mimeograph machines may be kept locked and out of sight when not in use.

At least one, and possibly two, meeting rooms should be available. A meeting room should be large enough for a den, a small troop, or a crew to hold a regular meeting. Equipment in this room, such as tables and chairs, should be the simplest and most durable available. The floors should be covered with the most durable flooring available. Walls should be painted as high as 4 feet in a dark color, but a very light color from there to the ceiling. Posters, photographs, decals, and other Scouting visuals which relate to the community should cover the walls to give it a Scouting atmosphere. Toilet facilities and drinking fountains should be adjacent to the room.

Adequate storage space is needed for all equipment used by units meeting in the center. This may need to be considerably larger than space used by most units, since personal equipment of some boys will be stored in this space. A uniform exchange storage space should also be available.

Space to store folding chairs for adult meetings would also be useful.

Beyond the secretary's desk is space for use by the professional and/or paraprofessional assistant. This room might be large enough for small training sessions and consulting meetings. A storage closet off this room would include adult training and program supplies, organization material, and other equipment.

The front of the center should visibly convey that this is a neighborhood center of the BSA. Some neighborhoods have a community name or are known by the street which may be linked with the center's name. If appropriate, the center may take on a name meaningful to the community such as: "Martin Luther King Scouting Center," "Robert Taylor Homes Scouting Center," "South Boston Scouting Center," "54th Street Scouting Center," etc.

Windows are important and can multiply the visibility of Scouting. If there is a display window, it should always have an appropriate display of materials made by the boys or used by the boys. It should not be protected by bars or other protective material because this can only invite problems. It is recommended, however, that where practical Plexiglas panes or smaller panes of glass can be used rather than the typical large display window. This cuts the cost of replacement in case of breakage.

For safety there should be a rear exit. Preferably the space is heated from a central heating system. If the heat is supplied by the center, it should be in a separate room, completely separated from the boys and highly protected.

The budget, which must be carefully planned and reviewed, should include staff and secretarial salaries and benefits, travel expenses, program materials, audio-visual equipment and materials, office supplies, rent, telephone, utilities, insurance, and general maintenance. The center is usually financed by the local council.

## Neighborhood Center Staff

**Professional.** Either a professional or a full-time, top-level paraprofessional may serve as director of the neighborhood Scouting center. He serves the entire neighborhood service area which the center serves. See comments about staff service on pages 22–23.

The responsibilities of the staff person in charge of the center fall into the following major categories:

- Develop and maintain extensive community relationships.
- Direct and staff the operation of the neighborhood Scouting center.
- Conduct a continuous recruiting program.
- Be responsible for all units in the neighborhood Scouting center area.

- Help meet special needs and problems of neighborhood residents, including those related to the Scouting program.
- See that the daily commitment of immediate help indicated by the presence of a center is fulfilled.

(Complete position description is on page 42.)

**Paraprofessionals.** In some centers it may be extremely effective to have one or more paraprofessionals working in close cooperation with a professional to support center operation. In some centers the paraprofessional may provide the major staff support as center director.

Three neighborhood-center-oriented job descriptions have been developed. These jobs, along with others also developed, are arranged in a three-level promotional job ladder. This job ladder concept offers promotional horizons similar to the anticipation of promotion enjoyed by professionals. The “neighborhood center aide” is an entry-level job for the person of marginal education and employment opportunity. Based on job effectiveness and the completion of educational opportunities, the neighborhood center aide can be quickly promoted to “neighborhood center assistant,” and finally “neighborhood center director.” The neighborhood center director may perform some duties similar to that of the district executive, including the coaching of center support volunteers.

Following are job summaries for each of these jobs:

The “neighborhood center aide” assists the director of the neighborhood Scouting center with various tasks related to the operation of the center. In addition to job duties, a significant amount of the neighborhood center aide’s time is spent in various training and educational programs.

The “neighborhood center assistant” is assigned to a neighborhood Scouting center. He/she helps establish a good community relationships climate for the Scouting center in the neighborhood. He/she develops the kind of



**Visible local identity and a daily commitment of BSA help—where trust levels are hardest to build.**



overall, everyday type of relations with low-income Scouting leaders that is desired and expected. He/she helps maintain and coach volunteer leaders, especially those related to neighborhood Scouting center dens.

The “neighborhood center director” is responsible for the operation of the neighborhood Scouting center. He or she has major community relationships duties in the neighborhood. He/she develops the kind of overall, everyday type of relationship with low-income Scouting leaders that is desired and expected. He/she carries some responsibilities requiring initiative and independent action similar to that of a professional.

(See complete job descriptions on pages 53–57.)

**Secretary/Receptionist.** The secretary/receptionist is a local adult sensitive to the people of the community. This person is more than just a secretary. He or she serves as a receptionist and assists with the recruitment and registration of new boys and leaders; must know how to help people in small ways with their needs and problems; may function as a den leader coach, providing informal guidance and assistance for den leaders.

This person must have a stabilizing effect upon boy members (particularly Cub Scouts) who visit the center at times other than their normal weekly meetings, and occasionally advises boys about their behavior, helps them with their homework, and provides a reasonable measure of love and encouragement.

He or she is, of course, also responsible for all routine secretarial needs, including typing, filing, mailing, and answering the telephone. This person should speak fluently the language common in the neighborhood and participate in basic training.

The secretary/receptionist is essential to maintain the center’s availability of service without physically tying the professional down to the center and preventing his functioning throughout the neighborhood.

## Neighborhood Center Committee

The neighborhood center committee not only provides volunteer support services for organizations and units in the neighborhood service area, but also provides the services of sponsor and unit committee for units sponsored by the center. The center committee is also responsible for the development and upkeep of the center facility, recruiting new people for Scouting, organizing and reorganizing units, and keeping Scouting attuned to the community.

The center committee has chairmen—in some cases small subcommittees—for each of Cub Scout, Boy Scout, and Venturing programs. The center committee may also have chairmen for center upkeep, planning and training; service chairmen to serve organization-

chartered units; and den leader coaches to serve dens registered with the center.

The neighborhood center committee should consist of men and women indigenous to the neighborhood, local opinion leaders, neighborhood business leaders, and a few persons who live outside the neighborhood if they can relate meaningfully to the people of the area.

Refer to pages 20–23 for more information on neighborhood volunteers. As in the other neighborhood approaches, many volunteer tasks are performed on a short-term, task-oriented basis.

## Neighborhood Scouting Center Chartering

The neighborhood Scouting center may have a number of units chartered to it where community organizations and unit leadership are extremely scarce. Center personnel provide the services of chartered organization and unit committee. Neighborhood center committee members are listed on the unit charter application as unit committee members. The neighborhood center chairman is listed as both chartered organization representative and executive officer.

This method of chartering (like the neighborhood and district committee chartering alternatives) can provide a program for youth without the agonizing delays often encountered before a full complement of adults can be found. It can provide an active program, training, and official recognition for a willing unit leader who has often, in the past, lost patience with the sometimes chronic failures at recruiting and organizing other adults to be registered with the unit.

Although the center may charter several separate troops and crews, it is recommended that it charter a **single “superpack” with multiple dens meeting both at the center and at other small meeting places throughout the neighborhood.** There may be as many as 30 to 40 dens.

The size of troops and crews, chartered by and meeting at the center, should be limited to the number of members the room can accommodate and the number with which the unit leader can effectively work. The center may charter several troops and crews.

When Venturing crews meet in the center, time and locations should be reserved exclusively for the crew, so younger boys will not interfere with the young-adult program.

## Center Den Operation

Den operation in a center-chartered “superpack” is quite simple. After it has been announced in the neighborhood, boys and den leaders are easily recruited from those dropping in at the center, on a block basis or through school classroom visits. Dens are organized

quickly and simply in contrast to the more involved steps in organizing a traditional Cub Scout pack. Most den leaders are mothers of boys in the dens.

Den leaders in the neighborhoods served by the center often find it difficult to impossible to meet with boys in their homes. Dens which are part of the “superpack,” therefore, meet either at the neighborhood Scouting center or in almost any small meeting place nearby the center.

Dens which are a part of the center, but meet outside of the center, may be called “satellite dens.” Though a satellite den may meet several blocks from the center, den leaders and Cub Scouts belong to the center’s membership, get help there, and take part in all of its activities and operations.

The activities of the den could follow the traditional-type den meeting with emphasis on games and activities. Many of the activities will be based on Cub Scout achievements. The den leader may find it necessary to work with the individual boys on their achievements, and the boy may find it necessary to have his den leader provide the approval for achievements completed. In addition to their weekly meetings, the dens take part in their own den trips and outings as well as activities involving the entire center.

This form of den operation can result in unusually high den meeting continuity and den stability in spite of the expected reality of continual changes in den leadership, personal problems prohibiting den leaders presence at all meetings, etc. This plan also overcomes the feeling of isolation often experienced by den leaders. If a den chief is not available, the den leader may select a teenage boy or girl—usually a brother or sister of a Cub Scout—to informally assist with the den as a “den

aide.” In the absence of the den leader or teen assistant, a den leader coach or member of the neighborhood Scouting center staff will meet with the den. Even the secretary/receptionist may, at the last minute, meet with a den to assure that meetings are held every week.

A Cub Scout parents’ night program—similar to a pack meeting—is held every other month for all dens of the “superpack.” This meeting can be held in a large facility nearby the center. The meeting should be highly publicized, highly visible, and an outstanding neighborhood activity. A two-month Cub Scout theme cycle has proved to be a more reasonable pace—some adult leaders can better handle the planning, development, and completion of one theme before beginning a new theme. Cub Scout themes may be frequently geared to local neighborhood interests and activities. (*Cub Scout Meeting Plans* books, No. 34203A, 34211A, 34212A, and 34213 are geared to this type of pack.)

## Service to Organization-Sponsored Units

Providing help for organization-sponsored units of the neighborhood is also an important job of both center staff and selected center volunteers.

All of the guidelines in the **Neighborhood Committee Approach to Neighborhood Operation** are equally important for the successful operation of a neighborhood Scouting center.

Separate planning and training meetings are held for Cub Scout, Boy Scout, and Venturing leaders.



**“Please mister, let me in too.”**

## Rural Scouting Centers

Although there has been limited experience with centers in small towns and rural areas, the idea has merit. Scouting centers may be an effective way of providing Scouting services in some rural counties, Indian reservations, or other remote rural communities.

A Scouting center might, for example, be established in a trade center popular with the people of the surrounding rural area. It may also be a well-equipped mobile unit moved in once a week on a regular schedule. Such trade centers are often located in a very small city—perhaps the county seat—where rural people go on Saturday or other market day. Often they go as a family and spend the majority of the day. The center may also have considerable activity for boys on one or more evenings when large numbers of people “come to town.”

The Scouting center is located where it can be observed from cars, trucks, and trailers as they arrive in town, approach the market area, or pull up to the parking spaces around the courthouse square. A rural storefront, volunteer fire department building, or rural school which has been closed might be used for a Scouting center.

A rural Scouting center may be particularly useful for those areas lacking enough community organizations. A consolidated school might be a good location for a

Scouting center, if the school is also a beehive of other community activity. A Scouting center may be located in a center providing other community services important to outlying rural people.

A Scouting center in a rural trade center has many of the uses and operational procedures of the more urban-neighborhood Scouting center described above. However, it must fit the style of rural people. Units formed must coincide with the “come-to-town” patterns of rural people. Older brothers and sisters may assist with units meeting with boys during the families’ stay in town. A once-a-month intertroop activity may be held for extremely small troops from outlying rural areas.

The center atmosphere should reflect the fact that rural trade centers also meet a social need of rural people.

The rural Scouting center may be open a more limited number of hours than the urban center. Staff support may be only part-time.

On weekdays, the Scouting center may also help units serving boys living in the trade center. In some cases, successful organization-sponsored units in the trade center may act as buddy units for Scouting center units serving people from the surrounding rural areas.

Merchants and companies who profit from rural sales may help to support the cost of the Scouting center.



# The Neighborhood at Work

**This section includes a description of neighborhood meetings and activities as well as suggestions for how a neighborhood carries out some of its major functions.**

## Meeting Patterns in the Neighborhood

Two alternative meeting patterns for adult leaders are suggested for neighborhood operation: the “neighborhood planning and training meeting” or the “neighborhood program meeting.” These meetings can attract persons who often will not attend districtwide and councilwide meetings.

**Pattern 1. Neighborhood Planning and Training Meetings.** In this type of meeting, the **three functions of training, providing program resources, and helping with actual unit program planning all occur at the same time, in the same place, and under the leadership of the same unit service persons.** Planning and training meetings are held at least monthly. More frequent meetings may give leaders less to learn at each meeting and allow a more immediate application of learning. Meetings are held on a neighborhood or partial district basis.

In this type of meeting, Scouters get experiences which traditionally are provided at training courses, district roundtables, and to some extent, in unit committee meetings. Because training, program planning help, and actual program planning occur together at this meeting, it presents a unified unit service image to Scouters. Such meetings should be conducted in a personal and comfortable setting. Information given can be followed immediately by guided practical application as unit

leaders actually plan meetings and other details for their units. The meeting also personalizes training and program planning to a specific neighborhood and assures ongoing training for leaders.

Separate meetings should be held for Cub Scout, Boy Scout, and Venturing leaders. These meetings require careful professional attention. The meetings may be run by a paraprofessional or key neighborhood volunteers with extensive professional guidance.

Sample format for neighborhood planning and training meeting for Cub Scout leaders:

- |           |   |
|-----------|---|
| 7:30 P.M. | Preopening  |
|           | —Participation in typical den games   |
|           | —Play recording of Cub Scout songs  |
|           | —Informal conversation with leaders about their dens and packs  |
|           | —Refreshments   |
| 8:00      | Welcome and introductions   |
|           | Opening ceremony—two ideas for den meeting openings   |
| 8:05      | Unit of training on how to run good den meetings  |
| 8:40      | Leader lists on a chalkboard as everyone suggests ideas for den meetings related to current Cub Scout theme |
| 8:50      | Presentation of additional program helps for dens and packs   |



9:00 Den leaders plan their next two den meetings with help of others.  
 9:25 Cub Scout news and announcements  
 9:30 Adjournment  
 Fellowship time

**Pattern 2. Neighborhood Program Meetings.** In this pattern, a neighborhood holds a monthly “mini-round-table” type of neighborhood meeting which serves as a meeting focal point for Scouting in the neighborhood, provides a generous amount of unit program resources, and allows Scouters to share in the planning of neighborhood activities. This pattern presumes that the training function will occur outside of this meeting.

Neighborhood meetings should emphasize unit program, help solve unit problems, and relate to the needs of the community. The meetings should be filled with practical things which unit people can take home and utilize in their meetings during the next three or four weeks. Meetings should not be short circuited by undue discussion of council and district events and/or features, but should deal primarily with unit program skills and resources. Program features should give neighborhood Scouters a chance to actually walk through things which they have learned. For example: Helping an inexperienced leader actually conduct a Tenderfoot investiture ceremony with candles lit, etc. Separate Cub Scout, Boy Scout, and Venturing leader sessions provide program techniques on an individual basis. (**Note:** Venturing leader sessions are on a district basis in those districts where crews receive service on a district rather than a neighborhood basis.) Time should be made available for Scouters to share ideas.

Every registered Scouter in the neighborhood is invited to attend.

Sample format for neighborhood program meeting:

7:30 P.M. Preopening  
 —Refreshments (to help create initial relaxed atmosphere)  
 —Displays  
 —Informal conversation with Scouters about their units  
 —Games or informal demonstration  
 8:00 Welcome and introductions  
 Opening ceremony  
 8:05 Neighborhood success story of the month  
 8:10 A program suggestion feature for all units (such as “how to obtain adult help for your unit” or “unit money-earning projects”)

8:20 Recognition of one or more neighborhood (non-Scout) residents  
 Scouting thank-yous and recognitions  
 8:25 Planning for a neighborhood activity (an ad hoc activity committee may also meet during the separate program meetings)

OR

Short presentation by a community agency such as fire department, sanitation, community council, human relations, etc.  
 8:35 Scouting news and announcements  
 8:40 Separate Cub Scout, Boy Scout, and Venturing leader sessions

**Cub Scout Leader Session**

- Group singing
  - Review Cub Scout theme—ideas for pack meeting and special activities, den meetings
  - Tricks, puzzles, skits, games, and icebreakers
  - Den crafts and Webelos den activity areas
  - Charter renewal progress—who needs help?
  - What’s new in your unit? (Problem-solving and idea-sharing clinic)
  - Recruiting prospects and ideas
- (Or as an alternative to the above, run a model pack meeting using new program resources each month.)

**Boy Scout Leader Session**

- Scout skill demonstration and practice
  - Troop meeting ideas
  - Equipment to make, borrow, or rent
  - Special activity ideas
  - What’s new in your unit? (Problem-solving and idea-sharing clinic)
  - Recruiting prospects and ideas
  - Charter renewal progress—who needs help?
- (Or as an alternative to the above, run a model troop meeting using new program resources each month.)
- 9:30 Adjournment  
 Fellowship time

**Dividends of Neighborhood Meetings.** With either pattern, neighborhood meetings can meet a social need for neighborhood Scouters. They can help Scouters to get to know each other and develop a mutual trust.

With skill and imagination, neighborhood meetings can help in identifying and solving unit problems. Neighborhood leaders should be alert to unit needs and help unit leaders feel free to discuss problems. They should be encouraged to get help from each other for the month to come. In some situations a person or task group may be assigned on the spot to help a unit with a problem or need. In other cases, a buddy unit may be assigned to help another unit solve some of its problems. Volunteers from other units of the neighborhood can be used to help if it won't take away from the job in their own unit. Requests for help should always be accepted as a part of the planned program and not as something bad or distressing.

Meaningful neighborhood projects and activities can grow out of neighborhood meetings. Meetings can also be used as a recruiting device.

Scouting topics can be related to community needs. Neighborhood meetings should be a part of the whole community and its interests and problems rather than just the Scouting program in nature.

Citizens of the neighborhood should be invited to attend neighborhood meetings from time to time. For example, consultants, potential Scouters, friends and neighbors of Scouters, opinion leaders at both the neighborhood grass-roots level and at the larger community status level, leaders of community organizations, and individuals who might be recognized for service outside of Scouting—all may be invited.

#### **Planning and Conducting Neighborhood Meetings.**

Neighborhood meetings are planned by the neighborhood Key 5. These meetings help get unit people in the neighborhood to work with each other. Meetings are built around the desires of units as well as BSA program helps. Unit Scouters should be involved in the meeting rather than being talked to. They should be involved without being embarrassed. Neighborhood leaders can build a more personal relationship with people at meetings rather than show them with a showy display of expertise.

The best promotion for neighborhood meetings is:

1. A reputation for congenial, practical, and meaningful meetings.
2. Constant reference to the forthcoming neighborhood meeting by staff during their travels in the neighborhood.
3. The use of a small telephone-reminder committee.

4. Neighborhood newspapers, local radio programs, and announcements at meetings of other community groups.

In some instances 30 to 50 percent of the meeting participants may be working the night of the neighborhood meeting. Therefore, special effort should be made to visit each unit that does not attend the neighborhood meeting.

Some of the same meeting techniques that have been traditionally successful for the Boy Scouts of America may be similarly useful in the neighborhood meetings: show-and-do techniques, action as a part of agenda items, preopening activity, inspiration, role playing, neighborhood rally-type spirit, etc. Unit program resources and show-and-do-meeting techniques should be taught to neighborhood Cub Scout, Boy Scout, and Venturing chairmen at a district level.

#### **Meetings should be informal and personal and deal with what is practical for neighborhood Scouters.**

Neighborhood meetings provide the opportunity for sharing in small groups in a comfortable setting. The problem of building team spirit becomes less complicated than would be true in larger groups.

Chair arrangement should be informal; meeting rooms should be as pleasant and cozy as possible. Coffee might be available throughout the meeting. If attendance is poor, participants should be made to feel that what is happening at the meeting is of tremendous importance in spite of the attendance. Neighborhood leadership may want to consider providing child care during the meetings.

One indicator of a successful neighborhood meeting is people's desire to remain after adjournment. Where people want to remain, neighborhood leadership should be willing to talk and socialize with them. People who will not speak up during the formal meeting will usually communicate effectively on an informal basis after the meeting if the right atmosphere is provided by neighborhood leaders. The preopening and fellowship periods can be as productive as the more structured agenda items.

The following "neighborhood meeting self-analysis test" can be used periodically by neighborhood Key 5 in evaluating their meetings:

1. To what extent did unit people go away from the meeting with unit program features, skills, materials, resources, ideas, etc., which they could use in their own meetings during the next three weeks?
2. To what extent were people physically involved in either leading or participating in agenda items?
3. How were persons present inspired about the Scouting program?
4. To what extent and what caused people to enjoy themselves?

5. Which individuals had their self-confidence and/or self-worth increased as a result of this meeting and how?
6. Which units had specific priority needs and problems met tonight (including needs as reflected in the current tailor-made plans for serving that unit as discussed by staff at a recent unit review conference)?
7. To what extent were non-Scouters involved in the meeting and how?
8. How strong a role did the neighborhood chairman play in both running the meeting and helping individual units?

## Critical Neighborhood Relationships

All key neighborhood Scouters can help involve Scouting in the life of the community. In addition to an active and highly visible BSA program in the community, there are a variety of ways in which this may be done:

1. Members of the neighborhood committee can develop support for the Scouting program through good interpersonal communications with other neighborhood residents and groups.
2. Members of the neighborhood committee should continually be on the lookout for opportunities for more members, leaders, and units to be involved in community events such as block parties, parades, community improvement meetings, neighborhood service projects, etc.
3. Neighborhood Key 5 should be sensitive for opportunities to assist both youth members and leaders and even nonmembers with a number of problems and crises affecting their lives. For example, 20 families living in a tenement building are burned out of their homes; the staff person is on the scene with the families. . . . A Scoutmaster and his family are living in an apartment that has been deprived of adequate heat for an extended period—his children are often huddled in bed and do not make it to school because of the extreme cold; neighborhood Scouters obtain adequate heat. . . . The mother of two fatherless Scouts is suddenly hospitalized—the boys are taken in by a neighbor, a mother with four children of her own; a neighborhood Boy Scout chairman makes sure the boys' Scoutmaster finds a way to spend extra time helping the two Scouts until their mother returns home.

Often the best way for neighborhood staff to assist the families of youth members and leaders is to help them make use of other agencies and services in the

community. Staff must be acquainted with these resources. Information on community resources must be constantly updated and handy for unexpected use.

4. Neighborhood Scout operation may become involved in selected needs and interests of neighborhoods and whole communities. This helps convey a sincere Scouting concern for community residents: One neighborhood committee organizes a cleanup—fix-up campaign in cooperation with the local neighborhood newspaper. . . . Another neighborhood committee finds a Venturing crew to build a neighborhood tot lot and sets up a schedule of troops to help maintain it. . . . A small-town Scouting committee works with county authorities to install crosswalks and a traffic signal at a dangerous intersection near the entrance to a county park.
5. Neighborhood staff must take great care to understand the aims and methods of current and potential chartered organizations. Their relationship to these organizations should then be spurred with creative ideas for adapting the Scouting program to the aims and interests of community groups.
6. Other community leaders, agencies, and residents of the neighborhood should periodically be involved in neighborhood meetings and activities.
7. Staff must have an acute sensitivity to the various social, economic, and ethnic groups of the district. A conscious effort should be made to gain their acceptance of Scouting.

In some low-income urban neighborhoods and rural areas it is prudent to have staff spend several months becoming acquainted and involved in the needs of the community before any all-out effort to organize a Scouting structure. Often the genuine involvement of staff in the needs and problems of a neighborhood will result in manpower, money, and the request for Scouting units by neighborhood residents, all of which might otherwise, not happen. Persons in these communities must have considerable time to develop a trust level with staff. These communities have often been conditioned to expect a quick sell, here-today-and-gone-tomorrow approach from outsiders. It takes ongoing evidence for a district staff member to prove the Scouting program is not just more of the same. People must see the relevance of Scouting to their lives and staff time must be found to assure that they will.

## Fulfilling Unit Needs

Fulfilling unit needs should permeate the entire operation of the neighborhood and district. Because most non-unit-related Scouters are not tied down to an

ongoing assignment or highly specialized job, neighborhood operation can provide a prompt and spontaneous response to unit problems and needs. It is often important for a neighborhood staff person to respond to a unit problem within a matter of hours; in some cases it may take a little longer. Response to unit-service needs cannot wait until the convenience of a monthly meeting or until the right Scouter happens to attend some function of the district.

The assignment of a volunteer or staff person to assist with a unit need should always involve a careful appraisal of both the situation and the personalities involved.

Persons assigned to help units should be prepared to respond as comprehensively as possible to the needs of a unit. "It doesn't help the patient to have the doctor splint a broken arm if the patient is dying from acute appendicitis."

Members of the neighborhood committee should be trained to provide active help with at least four basic unit needs:

1. The **replacement of unit leaders soon enough** to avoid periods of unit inactivity and feelings of failure among neighborhood people.
2. The development of an active **unit program** through boy leadership.
3. Aggressive assistance with **reregistration** procedures.
4. Meeting the **financial needs** of units.

The Boy Scouts of America cannot afford to allow units to drop or become inactive, especially in inner-city and rural areas because (1) the trust and confidence levels with neighborhood residents are especially difficult to regain, (2) reorganization takes more staff time, and (3) densities in these areas already may be unusually low.

## Organizing New Units

Neighborhood leadership must work hard at creating the desire of neighborhood organizations to charter a Scouting unit. The involvement of neighborhood staff and volunteers in the needs and concerns of the neighborhood and other forms of neighborhood relationships can be used to cultivate prospective chartered organizations. Relate Scouting to the aims and concerns of the individual organizations. The neighborhood Key 5 should be extremely knowledgeable about local organizations, their personnel and situation. Neighborhood Scouters and other contact people known to the neighborhood Key 5 may have considerably more influence with local organizations than district-level Scouters will have.

The style for organizing units should be informal and on a play-it-by-ear basis rather than a highly structured, more formal basis. However, considerably more atten-

tion to detail and more time is devoted to the organizational process here than would be true in other communities. The organization process must be tailored to the individual unit situation.

Each new-unit situation should receive the personal attention of one individual who is responsible for the organization of that unit. The selection of that person should be based almost exclusively on the person who can be most effective in relating to the community organization and people who probably will be a part of the new unit. The staff person must be deeply involved in the entire organizational process. Many other people of the neighborhood can help and should be an informal part of the organizational process even though they are not thought of as organizers and, indeed, may not even be registered with the BSA. For example, the whole Key 5 or a delegation from a neighborhood committee may visit the community organization (Sunday morning church service, PTA meeting, meeting of a community association, etc.) to demonstrate a Scouting show of interest and encourage them to have a unit.

Three or more handpicked people might meet with the professional and then fan out into the block or organizational neighborhood to visit homes, inviting adults and boys to a "get-acquainted-with-Scouting meeting" the next night. This helps create a "back fence, street, and block conversation campaign" about the new unit to (1) increase the confidence level of people to be involved with the new unit, (2) interest enough people to support the new unit, and (3) create a "we-need-a-Scouting unit" atmosphere.

Another successful approach is to visit school classrooms to interest boys in Scouting, followed the same night or next night with a "get-acquainted-with-Scouting meeting." Boys are given a colorful flyer promoting the meeting and indicating that a boy's "ticket of admission" is an adult. Adults are then oriented and recruited to support the unit. While this technique may seem hard-boiled, it has proved effective in many of those difficult situations where **no boy** will be a Scout if unit adults are not recruited. Boys who cannot bring some adult are invited and encouraged to join once the unit is meeting.

Units can be organized around specific concerns of the neighborhood: A headstart mothers' club is concerned about their children who have already started school—they charter a Cub Scout pack. . . . An urban-renewal project is undergoing major rehabilitation of an eight-block area—a Scout troop is organized to be related to the rehabilitation process and community improvement projects. . . . A consumer education-and-buying club is organized in the neighborhood—they charter a consumer protection special-interest crew.

In some situations, it may be best to organize units on a block basis—sometimes called block Scouting.

Units are small and simply structured. Block units may be chartered by existing “block clubs.” A block club is simply a small group of citizens from both sides of a single block or a couple of blocks who get together to improve their neighborhood. Block clubs may clean up vacant lots, fight for better housing, arrange building inspections, beautify streets, or hold parties for the whole block. They may deal with the pressing problems of their block such as zoning violations, traffic signs, play space, and police and fire protection. Often a block club—though small and weak—is the voice of the “city citizen.” A block Scouting unit enables parents and neighbors of a given street or block to conduct a program for their boys in a manner which fits the interests and familiarity of their block. The cooperative program of the club and block unit helps boys experience and develop basic qualities of good citizenship.

In some instances—particularly with 12- to 17-year-old boys—it may be necessary for the organizer to begin the organization process by personally establishing a relationship with a group of boys “on the street” or wherever they hang out. This is sometimes called street-corner Scouting. He may begin meeting with them, doing some of those activities which they initially desire—basketball, football, trips, singing, etc. After he has gained a degree of their trust, he works with them to identify leaders and a chartered organization for a Scouting unit. Great care must be taken that the boys do not become dependent upon the organizer as their unit leader.

Staff and volunteers of the neighborhood must develop a multimethod concept of new-unit organization—using many methods and many adaptations to organize a unit depending upon the situation of the moment. Regardless of the methods used, organizers must see that the following bases are touched sometime during the organization process:

- Cultivate and sell organization leaders.
- Hold “get-acquainted-with-Scouting meeting” for parents and other adults.

- Recruit unit committee.
- Recruit leaders.
- Orient and train leaders.
- Develop leader confidence.
- Plan unit program.
- Recruit youth members.
- Begin unit meetings.
- Complete registration papers.
- Install unit and present charter and cards.

In some Scouting neighborhoods it may be desirable to appoint an ongoing neighborhood new-unit chairman. However, most of the work of organizing new units should be by short-term, task-oriented assignment.

Once the organization of a unit has begun, the entire organizational process must continue on an aggressive now-oriented basis—no putting off until next week a task that can be performed tomorrow; no putting off until next month a meeting that can be held next week. Neighborhood volunteers and a neighborhood-oriented staff person are in good position to keep the organization moving once it has begun.

Once the unit is organized, Scouters involved in neighborhood operation provide considerable help to the new leadership of the unit for several months to come. Unit service becomes an essential extension of concern beyond the organization process. Organizational cultivation must continue even after the unit is organized. Unit service must be available at the time the unit is being organized.

The above guidelines are also used when reorganizing an existing unit.

#### **Neighborhood Committee as Chartered Organization.**

As indicated in the rural and low-income guidebooks, the neighborhood committee may serve as chartered organization for a number of units where community organizations and unit leadership are extremely scarce. The neighborhood committee provides the services of



**WOW! Scouting's great.**

chartered organization and unit committee. The neighborhood committee may have a small subcommittee to perform this task or may do it as a neighborhood committee of the whole. Neighborhood committee members are listed on the unit charter application as unit committee members. The neighborhood chairman is listed as both chartered organization representative and executive officer.

This method of chartering can provide a program for boys without the delays often encountered before a full complement of adults can be found. It may be used as an interim step to more traditional chartering.

The professional, in consultation with neighborhood volunteers, should decide which of the eight chartering alternatives is best for each new unit.

## Training Unit Adults

In addition to “neighborhood planning and training meetings” described on page 53, training may also take place on a personal coaching basis, a small group basis, or an overall neighborhood basis.

On a personal coaching basis a trainer will guide the learner in developing capability as a Scouting leader. Personal coaching provides a maximum of individual attention and flexibility. Personalized examples can be used that will relate to the learner’s individual situation. Because of unit leaders’ transportation problems, unusual work hours, moonlighting, or home situations, this special effort may be necessary. In the case of the newly recruited leader, immediate personal coaching is mandatory if nearby group training experiences do not happen to be scheduled within a few days. Personal coaching can happen just as well over a cup of coffee in a diner, across a kitchen table, on an employee’s lunch hour, on a homeward bus ride, or after other meetings.

The small-group basis of training will be chiefly used for new-unit organization and the reorganization of existing units. This method can also be used on a neighborhood or small-town basis, or for a small number of nearby units or individuals lacking training. Small-group training provides face-to-face contact with other leaders in the town or neighborhood who share similar backgrounds. Such a setting may be particularly appropriate with people who feel insecure about Scouting or are hesitant about leaving their own town or block. Small groups can arrive at mutually agreeable training dates, permitting greater flexibility than scheduled district training events.

A neighborhood may want to do most of its training on a neighborhood basis. Such training courses must give new Scouters the opportunity to discuss their immediate needs and obtain necessary knowledge and skills related to those needs.

Training is done by neighborhood Cub Scout, Boy Scout, or Venturing chairmen; other well-informed Scouters of the neighborhood; and neighborhood staff. Personal coaching is most effectively done by the same person who is providing other types of unit service for the unit. This has the big advantage of providing a maximum of continuing personal relationship with unit leadership. It is also most effective if the organization and training functions are carried out concurrently with the same person performing both organization and training tasks. Again, this has the advantage of providing a continuity of personal relationship with unit personnel throughout the organization.

## Multiunit Neighborhood Activities

Activities in which all units of the neighborhood participate provide important Scouting visibility in the neighborhood. A continual effort must be made to dramatize the program where both adults and boys can see it. Neighborhood people find it far easier to identify with neighborhood activities than districtwide or councilwide activities. They are easier for neighborhood people to participate in. More local adults are attracted. More local Scouters can have the satisfaction of helping “run the show.”

Neighborhood activities often relate to needs, concerns, festivals, events, and heritage important to the local community. Neighborhood people should have a part in helping plan and carry out activities. They can often evaluate better the appropriateness of activity plans for their neighborhood.

Care must be given to develop a flexible administration of activities for the neighborhood. For example, a four-week, advance signup “deadline” may discourage the participation of unit leaders whose personnel and/or unit is too unstable to enable early signups. Activities should contain a few simple, clear-cut, and attractive ideas.

Don’t have so many neighborhood activities that they interfere with unit program and unit needs. An intelligent balance may suggest four or five neighborhood activities a year.

See *A Local Council Guidebook on Serving Inner-City Communities*, No. 33089A, and *A Local Council Guidebook on Serving Rural Communities*, No. 33090B, for a brief description of suggested neighborhood activities such as an ethnic heritage pageant, neighborhood Scouting fair, living heroes—historic trails, neighborhood Scouter and wives social, pushcart playground, and a neighborhood court of honor.

# Sample Position Descriptions

**Designed to fit the neighborhood/small community plan of district operation.**



## Sample Professional Position Description

# District Executive

Title: District Executive  
(NEIGHBORHOOD SCOUTING CENTER APPROACH)

Title Code No.: 41

Incumbent: \_\_\_\_\_

Date of employment  
in this position: \_\_\_\_\_

Position reports to  
title: Senior District Executive

Date first employed: \_\_\_\_\_

Description prepared by: \_\_\_\_\_  
(signature)

Date prepared  
(or revised): \_\_\_\_\_

Approved by: \_\_\_\_\_  
(signature)

Date approved: \_\_\_\_\_

### Position Concept

Serves as professional leader of the neighborhood(s) (**insert local neighborhood identification**). Identifies closely with neighborhood life, becoming deeply involved in the neighborhood and its needs. Remains extremely knowledgeable about and known in the community. Responsible for units of the neighborhood. Provides a necessary concentration of unit service and develops sufficient indigenous backing to enable units to succeed. Gives staff guidance to the cultivating, recruiting, training, inspiring, and guiding of volunteer "service chairmen" for the neighborhood. Develops the kind of overall, everyday type of relationship with Scouting and community leaders that is needed and expected.

### Principal Responsibilities

1. SERVE AS SCOUTING-COMMUNITY DEVELOPER AND BE RESPONSIBLE FOR THE EFFECTIVE OPERATION AND RELEVANCE OF BSA PROGRAM WITHIN HIS ASSIGNED NEIGHBORHOOD SERVICE AREA(S) so that his district and council will attain a more representative membership and provide a quality program to a greater number of members.
2. BE THOROUGHLY FAMILIAR AT ALL TIMES WITH GROUPS, OPINION LEADERS, ORGANIZATION LEADERS, HAPPENINGS, CLIMATE, AND LIFESTYLES OF THE NEIGHBORHOOD(S) as a basis for determining how Scouting methods and program can be most meaningful to and most relevant for the neighborhood.
3. BECOME DEEPLY INVOLVED IN SELECTED COMMUNITY NEEDS, EVENTS, AND ORGANIZATIONS in order to directly help the neighborhood and to become known, accepted, and trusted by neighborhood people.
4. CULTIVATE AND RECRUIT, IN COOPERATION WITH VOLUNTEERS AND COMMUNITY CONTACT PEOPLE, ADULTS FOR UNIT RESPONSIBILITIES AS WELL AS SHORT-TERM TASK-ORIENTED ASSIGNMENTS to provide a continuity of service to units and members.
5. PERSONALLY TRAIN, GUIDE, AND COORDINATE SCOUTING LEADERS AND OTHER PERSONS FOR ALL TYPES OF SHORT-TERM ASSIGNMENTS to provide a responsive service to units and members.
6. PERSONALLY ASSIST VOLUNTEERS AND/OR COMMUNITY PEOPLE IN THE ENTIRE PROCESS OF ORGANIZING, REORGANIZING, AND RECHARTERING UNITS to serve the number of active members within the maximum range for the challenge of his service area and to help guarantee the continuity of program for these members.
7. MAINTAIN AT LEAST A MONTHLY INFORMAL CONTACT WITH UNITS in order to develop a sustained, personal rapport with unit and organization leaders and to assure Scouting credibility in the community.
8. RECRUIT, TRAIN, AND SUPERVISE UNIT "SERVICE CHAIRMEN" to provide unit leadership with the training, program resources, planning, help, and confidence to do their job.

9. MAINTAIN A CURRENT DETAILED RECORD OF UNIT CONDITIONS, PARTICIPATE IN WEEKLY UNIT CASE CONFERENCES WITH THE STAFF LEADER, AND HAVE A MONTHLY REVIEW OF UNITS WITH UNIT SERVICE CHAIRMEN to continually reevaluate individual unit service goals and to maintain updated service plans for individual units.
10. INITIATE EFFORTS THROUGHOUT THE NEIGHBORHOOD AND DISTRICT TO PROVIDE IMMEDIATE RESPONSE TO UNIT NEEDS AND PROBLEMS to maintain the relevance, quality, and stability of a program for members.
11. PROVIDE HELP WITH VARIOUS PROBLEMS OF INDIVIDUAL ADULT AND YOUTH MEMBERS AND ACT AS A BRIDGE BETWEEN A FAMILY'S PROBLEMS AND COMMUNITY RESOURCES to help members survive and lead more healthy and productive lives.
12. RECOMMEND TO COUNCIL LEADERSHIP HOW COUNCIL OPERATION CAN BECOME MORE RELEVANT TO BOTH NEIGHBORHOOD AND SCOUTING NEEDS to help increase the appropriateness of council operation for the neighborhood.

## Special Responsibilities

1. Maintain a uniform and loaned-equipment center in the neighborhood.
2. Direct a district or council Cub Scout day camp.
3. Act as the summer camp leader for Scouts from one or more troops in the neighborhood when there is no other way for the Scouts to attend.
4. Coordinate resources to plan and conduct neighborhood-level inter-unit activities.
5. Provide unit program resources and show volunteers how units can relate their program to the program of other organizations, agencies, and groups of the neighborhood.
6. Coordinate a non-Scouting event or block activity in the neighborhood using community residents, block leaders, and youth groups.

## Responsibility for Volunteer Supervision and Relationships

Recognize the importance of a close and harmonious working relationship with all volunteers and resource people.

	Supervision	
	Direct	Indirect
Service chairmen (commissioners)	4	0
Neighborhood resource people	41	0
Unit personnel	20	560

## Position Qualifications

Bachelor's degree preferred with comparable training and human service experience in low-income areas acceptable. Able to understand, respect, and communicate with persons whose lifestyles are different from his own. Adaptable and creative in fitting the Scouting program and methods to the needs of communities, units, and persons. Have persistent drive, great patience, courage, and a high tolerance for frustration. Able to harness the resources of the community and to release the power within people to develop the potential of youth.

## Accountability

See Critical Achievements.

## Sample Professional Position Description

# District Executive

Title: District Executive  
(NEIGHBORHOOD SCOUTING CENTER APPROACH)

Title Code No.: 41

Incumbent: \_\_\_\_\_

Date of employment  
in this position: \_\_\_\_\_

Position reports to  
title: Senior District Executive

Date first employed: \_\_\_\_\_

Description prepared by: \_\_\_\_\_  
(signature)

Date prepared  
(or revised): \_\_\_\_\_

Approved by: \_\_\_\_\_  
(signature)

Date approved: \_\_\_\_\_

### Position Concept

Serves as professional leader of the neighborhood(s) (**insert neighborhood identification**). Identifies closely with neighborhood life, becoming deeply involved in the neighborhood and its needs. Remains extremely knowledgeable about and known in the community. Responsible for units of the neighborhood. Provides a necessary concentration of unit service and develops sufficient indigenous backing to enable units to succeed. Gives staff guidance to the cultivating, recruiting, training, inspiring, and guiding of key volunteer personnel for the neighborhood. Develops the kind of overall everyday type of relationship with unit and neighborhood leaders that is desired and expected.

### Principal Responsibilities

1. SERVE AS SCOUTING-COMMUNITY DEVELOPER AND BE RESPONSIBLE FOR THE EFFECTIVE OPERATION AND RELEVANCE OF BSA PROGRAM WITHIN ASSIGNED NEIGHBORHOOD SERVICE AREA(S) so that the district and council will attain a more representative membership.
2. BE THOROUGHLY FAMILIAR AT ALL TIMES WITH GROUPS, OPINION LEADERS, ORGANIZATION LEADERS, HAPPENINGS, CLIMATE, AND LIFESTYLES OF THE NEIGHBORHOOD as a basis for determining how Scouting methods and program can be most meaningful to and most relevant for the neighborhood.
3. BECOME DEEPLY INVOLVED IN SELECTED COMMUNITY NEEDS, EVENTS, AND ORGANIZATIONS in order to directly help the neighborhood and to become known, accepted, and trusted by neighborhood people.
4. CULTIVATE AND RECRUIT, IN COOPERATION WITH VOLUNTEERS AND COMMUNITY CONTACT PEOPLE, ADULTS FOR NEIGHBORHOOD COMMITTEE AND UNIT RESPONSIBILITIES AS WELL AS SHORT-TERM, TASK-ORIENTED ASSIGNMENTS to provide a continuity of service to units and members.
5. PERSONALLY TRAIN, GUIDE, AND COORDINATE KEY NEIGHBORHOOD SCOUTING LEADERS AND OTHER PERSONS FOR ALL TYPES OF SHORT-TERM ASSIGNMENTS to provide a responsive service to units and members.
6. PLAN AND HELP CONDUCT MONTHLY "NEIGHBORHOOD PROGRAM MEETINGS" OR "NEIGHBORHOOD PLANNING AND TRAINING MEETINGS" to provide unit leadership with the training, program resources, planning, help, and confidence to do their job.
7. PERSONALLY ASSIST VOLUNTEERS AND/OR COMMUNITY PEOPLE IN THE ENTIRE PROCESS OF ORGANIZING, REORGANIZING, AND RECHARTERING UNITS to serve the number of active boy members within the maximum range for the challenge of assigned service area and to help guarantee the continuity of program for members.
8. MAINTAIN AT LEAST A MONTHLY INFORMAL CONTACT WITH UNITS in order to develop a sustained, personal rapport with unit and organization leaders and to assure Scouting credibility in the community.

9. MAINTAIN A CURRENT DETAILED RECORD OF UNIT CONDITIONS, PARTICIPATE IN WEEKLY UNIT CASE CONFERENCES WITH THE STAFF LEADER, AND HAVE A MONTHLY REVIEW OF UNITS WITH KEY NEIGHBORHOOD CHAIRMEN to continually reevaluate individual unit-service goals and to maintain updated service plans for individual units.
10. SUPERVISE EFFORTS THROUGHOUT THE NEIGHBORHOOD AND DISTRICT TO PROVIDE IMMEDIATE RESPONSE TO UNIT NEEDS AND PROBLEMS to maintain the relevance, quality, and stability of a program for members.
11. COORDINATE RESOURCES TO PLAN AND CONDUCT NEIGHBORHOOD-LEVEL INTER-UNIT ACTIVITIES to provide neighborhood Scouting visibility, to improve local Scouting spirit, and to provide easily attended inter-unit activity meaningful to the neighborhood.
12. PROVIDE HELP WITH VARIOUS PROBLEMS OF INDIVIDUAL ADULT AND YOUTH MEMBERS AND ACT AS A BRIDGE BETWEEN A FAMILY'S PROBLEMS AND COMMUNITY RESOURCES to help members survive and lead more healthy and productive lives.
13. RECOMMEND TO COUNCIL LEADERSHIP HOW COUNCIL OPERATION CAN BECOME MORE RELEVANT TO BOTH NEIGHBORHOOD AND SCOUTING NEEDS to help increase the appropriateness of council operation for the neighborhood.

## Special Responsibilities

1. Maintain a uniform and loaned-equipment center in the neighborhood.
2. Direct a district or council Cub Scout day camp.
3. Act as the summer camp leader for Scouts from one or more troops in the neighborhood when there is no other way for the Scouts to attend.
4. Provide unit and neighborhood program resources and show volunteers how units can relate their program to the program of other organizations, agencies, and groups of the neighborhood.
5. Coordinate a non-Scouting event or block activity in the neighborhood using community residents, block leaders, and youth groups.

## Responsibility for Volunteer Supervision and Relationships

Recognize the importance of a close and harmonious working relationship with all volunteers and resource people.

	Supervision	
	Direct	Indirect
Neighborhood Key 5	4	0
Neighborhood committee members	4	0
Neighborhood resource people	41	0
Unit personnel	0	1,044

## Position Qualifications

Bachelor's degree preferred with comparable training and human service experience in low-income areas acceptable. Able to understand, respect, and communicate with persons whose lifestyles are different from his or her own. Adaptable and creative in fitting the Scouting program and methods to the needs of communities, units, and persons. Have persistent drive, great patience, courage, and a high tolerance for frustration. Able to harness the resources of the community and to release the power within people to develop the potential of youth.

## Accountability

See Critical Achievements.

## Sample Professional Position Description

# District Executive

Title: District Executive  
(NEIGHBORHOOD SCOUTING CENTER APPROACH)

Title Code No.: 41

Incumbent: \_\_\_\_\_

Date of employment  
in this position: \_\_\_\_\_

Position reports to  
title: Senior District Executive

Date first employed: \_\_\_\_\_

Description prepared by: \_\_\_\_\_  
(signature)

Date prepared  
(or revised): \_\_\_\_\_

Approved by: \_\_\_\_\_  
(signature)

Date approved: \_\_\_\_\_

### Position Concept

Serves as professional leader of the neighborhood(s) (**insert neighborhood identification**). Directs the operation of a neighborhood Scouting center. Identifies closely with neighborhood life, becoming deeply involved in the neighborhood and its needs. Remains extremely knowledgeable about and known in the community. Responsible for units of the neighborhood. Provides a necessary concentration of unit service and develops sufficient indigenous backing to enable units to succeed. Gives staff guidance to the cultivating, recruiting, training, inspiring, and guiding of key volunteer personnel for the neighborhood.

### Principal Responsibilities

1. SERVE AS SCOUTING-COMMUNITY DEVELOPER AND BE RESPONSIBLE FOR THE EFFECTIVE OPERATION AND RELEVANCE OF BSA PROGRAM WITHIN ASSIGNED NEIGHBORHOOD SERVICE AREA(S) so that the district and council will attain a more representative membership.
2. DIRECT THE OPERATION OF A NEIGHBORHOOD SCOUTING CENTER as a focal point of Scouting in the community and as a means of carrying out most unit service functions of the district.
3. TRAIN AND SUPERVISE THE NEIGHBORHOOD SCOUTING CENTER SECRETARY/RECEPTIONIST AND SUCH PARAPROFESSIONALS AS MAY BE ASSIGNED TO IT to maintain an appropriate physical facility and effective relationship to unit leaders.
4. BE THOROUGHLY FAMILIAR AT ALL TIMES WITH GROUPS, OPINION LEADERS, ORGANIZATION LEADERS, HAPPENINGS, CLIMATE, AND LIFESTYLES OF THE NEIGHBORHOOD as a basis for determining how Scouting methods and program can be most meaningful to and most relevant for the neighborhood.
5. BECOME DEEPLY INVOLVED IN SELECTED COMMUNITY NEEDS, EVENTS, AND ORGANIZATIONS in order to directly help the neighborhood and to become known, accepted, and trusted by neighborhood people.
6. CULTIVATE AND RECRUIT, IN COOPERATION WITH VOLUNTEERS AND COMMUNITY CONTACT PEOPLE, ADULTS FOR NEIGHBORHOOD COMMITTEE AND UNIT RESPONSIBILITIES AS WELL AS SHORT-TERM, TASK-ORIENTED ASSIGNMENTS to provide a continuity of service to units and members.
7. PERSONALLY TRAIN, GUIDE, AND COORDINATE KEY NEIGHBORHOOD CENTER SCOUTING LEADERS AND OTHER PERSONS FOR ALL TYPES OF SHORT-TERM ASSIGNMENTS to provide a responsive service to units and members.
8. PLAN AND HELP CONDUCT MONTHLY "NEIGHBORHOOD MEETINGS" AND/OR "PLANNING AND TRAINING MEETINGS" to provide unit leadership with the training, program resources, planning, help, and confidence to do their job.
9. PERSONALLY ASSIST VOLUNTEERS AND/OR COMMUNITY PEOPLE IN THE ENTIRE PROCESS OF ORGANIZING, REORGANIZING, AND RECHARTERING UNITS, INCLUDING THOSE CHARTERED BY THE CENTER, to serve the number of active members within the maximum range for the challenge of assigned service area and to help guarantee the continuity of program for members.

10. MAINTAIN AT LEAST A MONTHLY INFORMAL CONTACT WITH UNITS in order to develop a sustained personal rapport with unit and organization leaders and to assure Scouting credibility in the community.
11. MAINTAIN A CURRENT DETAILED RECORD OF UNIT CONDITIONS, PARTICIPATE IN WEEKLY UNIT CASE CONFERENCES WITH THE STAFF LEADER, AND HAVE A MONTHLY REVIEW OF UNITS WITH KEY NEIGHBORHOOD CHAIRMEN to continually reevaluate individual unit service goals and to maintain updated service plans for individual units.
12. INITIATE EFFORTS THROUGHOUT THE NEIGHBORHOOD AND DISTRICT TO PROVIDE IMMEDIATE RESPONSE TO UNIT NEEDS AND PROBLEMS to maintain the relevance, quality, and stability of a program for members.
13. COORDINATE RESOURCES TO PLAN AND CONDUCT NEIGHBORHOOD-LEVEL INTER-UNIT ACTIVITIES to provide neighborhood Scouting visibility, to improve local Scouting spirit, and to provide easily attended inter-unit activity meaningful to the neighborhood.
14. PROVIDE HELP WITH VARIOUS PROBLEMS OF INDIVIDUAL ADULT AND YOUTH MEMBERS AND ACT AS A BRIDGE BETWEEN A FAMILY'S PROBLEMS AND COMMUNITY RESOURCES to help members survive and lead more healthy and productive lives.
15. RECOMMEND TO COUNCIL LEADERSHIP HOW COUNCIL OPERATION CAN BECOME MORE RELEVANT TO BOTH NEIGHBORHOOD AND SCOUTING NEEDS AND WANTS to help increase the appropriateness of council operation for the neighborhood.

## Special Responsibilities

1. Direct a district or council Cub Scout day camp.
2. Act as the summer camp leader for Scouts from one or more troops in the neighborhood when there is no other way for the Scouts to attend.
3. Provide unit and neighborhood program resources and show volunteers how units can relate their program to the program of other organizations, agencies, and groups of the neighborhood.
4. Coordinate a non-Scouting event or block activity in the neighborhood using community residents, block leaders, and youth groups.

## Responsibility for Staff Supervision

Recognize the importance of a good working relationship with the secretary/receptionist and all other staff members.

## Responsibility for Volunteer Supervision and Relationships

Recognize the importance of a close and harmonious working relationship with all volunteers and resource people.

	Supervision	
	Direct	Indirect
Neighborhood Key 5	4	0
Neighborhood committee members	8	0
Neighborhood resource people	41	0
Unit personnel	0	1,044

## Position Qualifications

Bachelor's degree preferred with comparable training and human service experience in low-income areas acceptable. Able to understand, respect, and communicate with persons whose lifestyles are different from his own. Adaptable and creative in fitting the Scouting program and methods to the needs of communities, units, and persons. Have persistent drive, great patience, courage, and a high tolerance for frustration. Able to harness the resources of the community and to release the power within people to develop the potential of youth.

## Accountability

See Critical Achievements.

## Sample Professional Position Description

# Senior District Executive

Title: District Executive  
(NEIGHBORHOOD SCOUTING CENTER APPROACH)

Title Code No.: 41

Incumbent: \_\_\_\_\_

Date of employment  
in this position: \_\_\_\_\_

Position reports to  
title: Senior District Executive

Date first employed: \_\_\_\_\_

Description prepared by: \_\_\_\_\_  
(signature)

Date prepared  
(or revised): \_\_\_\_\_

Approved by: \_\_\_\_\_  
(signature)

Date approved: \_\_\_\_\_

### Position Concept

Serves as executive officer of the district and as professional leader for each neighborhood operation. Responsible for the achievement of district goals and objectives. Gives guidance to the cultivating, recruiting, training, and inspiring of key district and neighborhood-level volunteers—to support neighborhood operation. Remains extremely knowledgeable about and known in each neighborhood. Becomes deeply involved in the life of the community and its needs. Gears the operation of the district to the needs and problems of units and the Scouting operation of neighborhoods.

### Principal Responsibilities

1. RESPONSIBLE FOR THE TOTAL OPERATION OF THE DISTRICT, INCLUDING THE DISTRICT EXECUTIVE COMMITTEE AND THE EFFECTIVE OPERATION OF THE SCOUTING PROGRAM IN THE DISTRICT'S THREE NEIGHBORHOODS to assure goal accountability in such a manner that the district and council will attain a more representative membership.
2. WORK WITH THE DISTRICT EXECUTIVE COMMITTEE, NEIGHBORHOOD CHAIRMEN, AND COMMUNITY CONTACT PEOPLE IN THE RECRUITMENT, TRAINING, AND GUIDANCE OF ADULTS FOR DISTRICT AND NEIGHBORHOOD RESPONSIBILITIES AS WELL AS SHORT-TERM, TASK-ORIENTED ASSIGNMENTS to provide a continuity of service to units and members.
3. BE FAMILIAR AT ALL TIMES WITH GROUPS, OPINION LEADERS, HAPPENINGS, CLIMATE, AND LIFESTYLES OF THE DISTRICT AND ITS NEIGHBORHOODS as a basis for determining how Scouting operation can be most meaningful for the district's neighborhoods.
4. BECOME INVOLVED IN SELECTIVE COMMUNITY NEEDS, EVENTS, AND ORGANIZATIONS in order to directly help the community and to become known, accepted, and trusted by neighborhood people.
5. COORDINATE EFFORTS THROUGHOUT THE DISTRICT AND ITS THREE NEIGHBORHOODS TO PROVIDE IMMEDIATE RESPONSE TO UNIT NEEDS AND PROBLEMS to maintain the relevance, quality, and stability of the program for members.
6. COORDINATE EFFORTS THROUGHOUT THE DISTRICT AND ITS NEIGHBORHOODS TO ORGANIZE, REORGANIZE, AND RECHARTER UNITS to serve the number of active members within the maximum range for the challenge of assigned district and to help guarantee the continuity of program for them.
7. MAINTAIN A CURRENT DETAILED RECORD OF UNIT CONDITIONS AND PARTICIPATE IN AT LEAST A MONTHLY REVIEW OF UNITS WITH KEY NEIGHBORHOOD CHAIRMEN to continually reevaluate individual unit service goals and to maintain updated service plans for individual units.
8. SUPERVISE EFFORTS THROUGHOUT THE DISTRICT AND ITS NEIGHBORHOODS TO PROVIDE IMMEDIATE RESPONSE TO UNIT NEEDS AND PROBLEMS to maintain the relevance, quality, and stability of a Scouting program.

9. RECRUIT, IN COOPERATION WITH THE DISTRICT EXECUTIVE COMMITTEE, LEADERSHIP FOR THE FRIENDS OF SCOUTING CAMPAIGN to raise the district's share of the council goal.
10. (Where appropriate) DIRECT THE THREE PARAPROFESSIONALS ASSIGNED TO THE DISTRICT in such a manner as to help them develop their individual potential as well as apply their unique talents to the operation of the Scouting program in the district.
11. (Where appropriate) CONDUCT A PERSONALIZED, ON-THE-JOB TRAINING PROGRAM WITH PARAPROFESSIONALS ASSIGNED TO THE DISTRICT to enable them to successfully accomplish the job duties in their individual job descriptions.

## Special Responsibilities

1. Help locate special funds, equipment, program material, and other special resources needed to help low-income units and volunteers compensate for their own lack of resources.
2. Recommend to council leadership how council operation can become more relevant to the needs and wants of the neighborhoods of the district.
3. Provide help with various problems of an individual adult and Scout and act as a bridge between a family's problems and community resources.

## Responsibility (Where Appropriate) for Paraprofessional Supervision Of

Three paraprofessionals

## Responsibility for Volunteer Supervision and Relationships

	Supervision	
	Direct	Indirect
District executive committee	15	0
District resource people	25	0
Neighborhood committee members	9	0
Neighborhood resource people	41	0
Unit personnel	0	696

## Position Qualifications

Bachelor's degree preferred with comparable training and human service experience in low-income areas acceptable. Able to understand, respect, and communicate with persons whose lifestyles are different from his own. Adaptable and creative in fitting the Scouting program and methods to the needs of communities, units, and persons. Have persistent drive, great patience, courage, and a high tolerance for frustration. Able to harness the resources of the community and to release the power within people to develop the potential of youth. Ability to build confidence and a team spirit with both volunteers and staff associates.

## Accountability

See Critical Achievements.

## Sample Professional Position Description

# Senior District Executive

### (In Multiple-Staff District)

Title: District Executive  
(NEIGHBORHOOD SCOUTING CENTER APPROACH)

Title Code No.: 41

Incumbent: \_\_\_\_\_

Date of employment  
in this position: \_\_\_\_\_

Position reports to  
title: Senior District Executive

Date first employed: \_\_\_\_\_

Description prepared by: \_\_\_\_\_  
(signature)

Date prepared  
(or revised): \_\_\_\_\_

Approved by: \_\_\_\_\_  
(signature)

Date approved: \_\_\_\_\_

## Position Concept

Serves as executive officer of the district and is responsible for the supervision of two district executives. Responsible for the achievement of district goals and objectives. Gives guidance to the cultivating, recruiting, training, and inspiring of key district-level volunteers—to support neighborhood operation. Becomes deeply involved in the life of the community and its needs. Gears the operation of the district to the needs and problems of units and the Scouting operation of neighborhoods.

## Principal Responsibilities

1. RESPONSIBLE FOR THE TOTAL OPERATION OF THE DISTRICT, INCLUDING THE DISTRICT EXECUTIVE COMMITTEE AND THE OPERATION OF THE SCOUTING PROGRAM IN THE DISTRICT'S FOUR NEIGHBORHOODS to assure goal accountability in such a manner that the district and council will attain a more representative membership.
2. SUPERVISE AND HELP TRAIN TWO DISTRICT EXECUTIVES AND PARTICIPATE IN WEEKLY UNIT CASE CONFERENCES WITH EACH EXECUTIVE to continually reevaluate individual unit service goals and to maintain updated service plans for individual units through neighborhood operation.
3. WORKS WITH THE DISTRICT EXECUTIVE COMMITTEE, NEIGHBORHOOD EXECUTIVES, AND COMMUNITY CONTACT PEOPLE IN THE RECRUITMENT AND TRAINING OF ADULTS FOR DISTRICT AND NEIGHBORHOOD RESPONSIBILITIES AS WELL AS SHORT-TERM, TASK-ORIENTED ASSIGNMENTS to provide a continuity of service to units and members.
4. BE FAMILIAR AT ALL TIMES WITH GROUPS, OPINION LEADERS, HAPPENINGS, CLIMATE, AND LIFESTYLES OF THE DISTRICT AND ITS NEIGHBORHOODS as a basis for determining how Scouting operation can be most meaningful for the district's neighborhoods.
5. BECOME INVOLVED IN SELECTED COMMUNITY NEEDS, EVENTS, AND ORGANIZATIONS in order to directly help the community and to become known, accepted, and trusted by community people.
6. COORDINATE EFFORTS THROUGHOUT THE DISTRICT AND ITS FOUR NEIGHBORHOODS TO PROVIDE IMMEDIATE RESPONSE TO UNIT NEEDS AND PROBLEMS to maintain the relevance, quality, and stability of a program for youths.
7. COORDINATE EFFORTS THROUGHOUT THE DISTRICT AND ITS NEIGHBORHOODS TO ORGANIZE, REORGANIZE, AND RECHARTER UNITS to serve the number of active members within the maximum range for the challenge of the district and to help guarantee the continuity of program for them.

8. RECRUIT, IN COOPERATION WITH THE DISTRICT EXECUTIVE COMMITTEE, LEADERSHIP FOR THE FRIENDS OF SCOUTING CAMPAIGN to raise the district's share of the council goal.
9. (Where appropriate) DIRECT THROUGH THE DISTRICT EXECUTIVES THE FOUR PARAPROFESSIONALS ASSIGNED TO THE DISTRICT in such a manner as to help them develop their individual potential as well as apply their unique talents to the operation of Scouting in the district.
10. (Where appropriate) CONDUCT A PERSONALIZED, ON-THE-JOB TRAINING PROGRAM WITH PARAPROFESSIONALS ASSIGNED TO THE DISTRICT to enable them to successfully accomplish the job duties in their individual job descriptions.

## Special Responsibilities

1. Review with the field director the staff assignments and Standards of Performance of the two district executives.
2. Help locate special funds, equipment, program material, and other special resources needed to help low-income units and volunteers compensate for their own lack of resources.
3. Recommend to council leadership how council operation can become more relevant to the needs and wants of the neighborhoods of the district.

## Responsibility for Professional-Paraprofessional Supervision

	Supervision	
	Direct	Indirect
District executives	2	0
Paraprofessionals	0	4

## Responsibility for Volunteer Supervision and Relationships

Recognize the importance of a close and harmonious working relationship with all volunteers and resource people.

	Supervision	
	Direct	Indirect
District executive committee	11	4
District resource people	35	0
Neighborhood committee members	0	31
Neighborhood resource people	0	82
Unit personnel	0	2,088

## Position Qualifications

Bachelor's degree preferred with comparable training and human service experience in low-income areas acceptable. Able to understand, respect, and communicate with persons whose lifestyles are different from his own. Adaptable and creative in fitting the Scouting program and methods to the needs of communities, units, and persons. Have persistent drive, great patience, courage, and a high tolerance for frustration. Able to harness the resources of the community and to release the power within people to develop the potential of youth. Ability to build confidence and a team spirit with both volunteers and staff associates.

## Accountability

See Critical Achievements.

## Paraprofessional Job Description

# Neighborhood Aide

Entry-level job—neighborhood or small-community job type.

### Supervision

The services of the neighborhood aide should be under the supervision of either the district executive or other professional who is accountable for the neighborhood.

### Job Rationale

The neighborhood aide job provides a short training period for paraprofessionals who are at an entry level of employment. This job also serves as a period in the neighborhood during which the trainee acquires work standards expected of other employees (dependable work routines, good relationships, initiative in carrying out assignments, etc.).

### Job Summary

The neighborhood aide assists the district staff with various Scouting tasks in a single neighborhood of the district. In addition to these job duties, a significant amount of the neighborhood aide's time is spent in various training and educational programs.

### Job Duties

- A. Conduct surveys in the neighborhood to locate all possible meeting places, organizations, groups, community improvement projects, neighborhood conservation projects, and numbers of boys, etc.
- B. Help find money-earning projects for units with special financial needs.
- C. Deliver and pick up supplies and forms normally obtained at or returned to the council office for unit leaders of the neighborhood for whom it is impractical to visit the office.
- D. Arrange transportation pools to get persons of your neighborhood to and from district and council meetings. Drive or walk people to meetings who would not otherwise attend.
- E. Make up kits and materials for neighborhood meetings.
- F. Review for accuracy all charter applications, additional enrollments, and advancement reports from units in the neighborhood.
- G. Prepare notes and postcards promoting special meetings.
- H. Supervise boys in delivering promotional flyers to selected homes prior to organization meetings.
- I. Attend weddings, family gatherings, funerals, etc., in the neighborhood as appropriate.

### Optional Job Duties

- A. Set up Scouting assembly programs or classroom visits in schools of the neighborhood where he knows the principal.
- B. Serve as a projector operator for Scouting films, PTAs, civic groups, Scout parents' nights, etc.

### Minimum Job Qualifications

The neighborhood aide must be friendly and have a willingness to work hard. He must be able to work effectively with low-income people. Should also be familiar with the neighborhood of the district where he is to be assigned. Preferably, live in the district. Should be able to speak the language of the community. Must be receptive to training.

### Career Opportunities

After the neighborhood aide acquires basic work standards and has completed beginning educational opportunities, he or she will be promoted to neighborhood assistant, neighborhood center assistant, district assistant, or other middle-level paraprofessional position.

## Paraprofessional Job Description

# Neighborhood Assistant

Middle-level job—neighborhood or small-community job type.

### Supervision

The services of the neighborhood assistant should be under the supervision of the district executive or other professional who is accountable for the neighborhood.

### Job Rationale

To be most effective in low-income communities and reach many low-income boys, Scouting must be closely identified with urban neighborhoods and remote rural communities. Such neighborhoods are often alienated from the community at large, perhaps along racial, nationality, or economic lines. There is a need in such communities to improve local community Scouting spirit, not disperse it with a heavy reliance on centralized districtwide operation.

The neighborhood assistant can be more closely identified with neighborhood life than is possible for the professional under standard district operation. He or she can help the district staff provide a necessary concentration of service and develop sufficient indigenous backing to enable units to succeed. He can also provide considerable insight to assist professionals in adapting Scouting service patterns to the needs and characteristics of a given neighborhood or rural community.

### Job Summary

The neighborhood assistant is assigned to a specific neighborhood of the district. Helps establish a good community relationships climate for Scouting in the neighborhood. Develops the kind of overall, everyday type of relationship with low-income leaders that is desired and expected. Helps provide the amount of detail in unit service and coaching of leaders necessary to maintain Scouting in the neighborhood.

### Job Duties

- A. Have a public place in the neighborhood where boys, leaders, and other neighborhood people can find him during certain scheduled hours each week.
- B. Direct a uniform and equipment center in the neighborhood.
- C. See that demonstrations and exhibits on Scouting are put up and cared for in the assigned neighborhood involving local boys and leaders.
- D. Spend time on the street. Secure and maintain street-level contacts with youth and adults representative of all social, economic, religious, political, and ethnic groups of the neighborhood.
- E. Be active in selected community groups and community-action task forces affecting the neighborhood.
- F. Assist the professional in recruiting neighborhood boys and adults for Scouting.
- G. Provide commissioner-type help to units of the neighborhood as agreed upon with the district executive.
- H. Put together program and craft exhibits each month from materials actually found in the neighborhood to do the things suggested by Cub Scout themes and Scout program features. Be prepared to describe exactly where units can get the materials in the neighborhood and show how the materials can be used.
- I. Be a source of loaned program materials in the neighborhood. Be responsible for the return, repair, and safekeeping of these items.
- J. Substitute for unit leaders when there is a temporary loss of unit leader with no other possible substitute. If the loss is permanent, also help to locate a new unit leader.
- K. Help units plan and conduct "get-acquainted-with-Scouting" parents' nights.

- L. Learn about, visit, and gain Scouting friendship from leaders of chartered organizations in the neighborhood.
- M. Carry out the duties of a neighborhood aide as needed and assigned.

## **Optional Job Duties**

- A. Act as the summer camp leader for Scouts from one or more troops in the neighborhood when there is no other way for these Scouts to attend.
- B. Act as a camp leader for non-Scouts in camp. Help recruit boys, visit with parents, and see that boys are properly prepared for camp.

## **Minimum Job Qualifications**

The neighborhood assistant must have either previous employment experience with the BSA or similar agency or wide experience as a Scouting volunteer in the low-income community. He must be very familiar with the low-income communities of the district preferably in the neighborhood where he is to be assigned. Preferably, he lives or has recently worked in the neighborhood. He should be able to speak the language of the community.

He must also be able to work effectively with people of the neighborhood where he is to be assigned. He must be responsive to ethnic and personal differences. He should be able to deal with problems in the neighborhood from the "inside," not from "above." He must be able to tolerate considerable frustration.

## **Career Opportunities**

Based on effectiveness on the job and completion of additional educational opportunities, the neighborhood assistant will be promoted to senior neighborhood assistant, senior district assistant, neighborhood center director, or other top-level paraprofessional positions. He may also have the opportunity for other types of jobs at his current job level.

## Paraprofessional Job Description

# Senior Neighborhood Assistant

Top-level job—neighborhood or small-community job type.

### Supervision

The services of the senior neighborhood assistant should be under the supervision of the district executive.

### Job Rationale

To be most effective in low-income communities and reach many low-income youth, Scouting must be closely identified with urban neighborhoods and remote rural communities. There is a need in such communities to improve local community Scouting spirit, not disperse it with a heavy reliance on centralized, districtwide operation.

The senior neighborhood assistant can be more closely identified with neighborhood life than is possible for the professional under standard district operation. He or she can provide a necessary concentration of service and develop sufficient indigenous backing to enable units to succeed. He can also provide considerable insight to assist professionals in adapting Scouting service patterns to the needs and characteristics of a given neighborhood or rural community.

### Job Summary

The senior neighborhood assistant is responsible for Scouting units of a specific neighborhood of the district. Has major community relationships duties in the neighborhood. Develops the kind of overall, everyday type of relationship with low-income leaders that is desired and expected. Performs some duties requiring initiative and independent action similar to that of a beginning professional.

### Job Duties

- A. Organize and maintain a neighborhood Scouting committee.
- B. Plan and run “planning and training meetings” or “mini-roundtables” in assigned neighborhood.
- C. Provide training in program skills for selected unit personnel in the neighborhood.
- D. Give leadership to neighborhood-level inter-unit activities.
- E. Involve Scouting units in neighborhood conservation projects, fix-up–cleanup campaigns, and housing rehabilitation efforts.
- F. Show units how to relate their program to the program of other organizations, agencies, and groups of the neighborhood.
- G. Help keep the community “calm and cool,” particularly in time of major community tension and crisis.
- H. Organize community groups where they do not exist (parents’ clubs, neighborhood Scouting associations, block groups, etc.).
- I. Provide help with various problems of Scouters and families. Act as a bridge between a person’s problems and community resources.
- J. Recruit neighborhood youths and adults for Scouting.
- K. Act as a substitute adult leader for unit overnight camps when at the last minute there is no other adult to go. Also, attend overnight camps as a coach when the unit leader lacks camping skills.
- L. Participate with the council professional staff in planning and evaluation of programs and methods for serving low-income areas.
- M. Carry out the duties of a neighborhood assistant as needed and assigned.

## **Optional Job Duties**

- A. Operate the mobile Scouting unit (Scoutmobile, Scout Trailer, Scoutreach bus, Scout-About, etc.) when assigned to locations in the neighborhood.
- B. Organize units in the neighborhood where and when volunteer organizers can't go, won't go, or don't exist.
- C. Coordinate a non-Scouting activity or block party in the neighborhood using community residents, block leaders, and youth groups as well as Scouting units.

## **Minimum Job Qualifications**

The senior neighborhood assistant must have either previous employment with the BSA or similar agency or wide experience as a Scouting volunteer in the low-income community. He must also be able to work effectively with low-income people.

Needs a high school certificate. Needs enough initiative to be able to carry out assignments in the neighborhood with a minimum of coaching from others. Needs beginning experience in organizing projects involving other adults.

Preferably, lives or has recently worked in the neighborhood where assigned. Needs to know how to deal with problems in the neighborhood from the "inside," not from "above."

Council leaders must have enabled him to establish trust in the council, in its sincerity and goodwill.

## **Career Opportunities**

Based on effectiveness on the job and completion of additional educational opportunities, the senior neighborhood assistant will have the opportunity for a professional or professional-technical position with a local council. He may also have the opportunity for other types of jobs at his current job level.

## Paraprofessional Job Description

# Neighborhood Center Aide

Entry-level job—neighborhood Scouting center job type.

### Supervision

The services of the neighborhood center aide should be under the supervision of the neighborhood center director or the professional who is accountable for the neighborhood Scouting center.

### Job Rationale

The neighborhood center aide job provides a short training period for paraprofessionals who are at an entry level of employment. This job also serves as a period at the center during which the trainee acquires work standards expected of other employees (dependable work routines, good relationships, initiative in carrying out assignments, etc.).

### Job Summary

The neighborhood center aide assists the director of a neighborhood Scouting center with various tasks related to the operation of the center. In addition to these job duties, a significant amount of the neighborhood center aide's time is spent in various training and educational programs.

### Job Duties

- A. Run den and troop meetings when there is no den, troop, or other volunteer leader present.
- B. Provide supervision to Cub Scouts and Scouts who are visiting the center at other than their scheduled den or troop meeting time.
- C. Assist with minor repairs at the center and help keep it a safe place for boys and leaders.
- D. Deliver and pick up supplies, forms, and communications between the personnel of the neighborhood Scouting center and the council office.
- E. Make up kits and materials for meetings at the center.
- F. Review for accuracy charter applications, additional enrollments, and advancement reports from units related to the neighborhood Scouting center.
- G. Help find money-earning projects for units and youths related to the center who have special financial needs.
- H. Prepare notes and postcards promoting special meetings.
- I. Attend weddings, family gatherings, funerals, etc., in the neighborhood as appropriate.

### Optional Job Duties

- A. Open and close the neighborhood Scouting center each day according to the hours during which it is to be open to the public.
- B. Supervise boys in delivering promotional flyers to selected homes prior to organizational meetings.
- C. Serve as a projector operator for Scouting films, PTAs, civic groups, Scout parents' night, etc.

### Minimum Job Qualifications

The neighborhood center aide should be friendly and have a willingness to work hard. Must be able to work effectively with low-income people. Should also be familiar with the neighborhood of the center. Preferably live near the center. Should be able to speak the language of the community. Must be receptive to training.

### Career Opportunities

After the neighborhood center aide acquires basic work standards and has completed beginning educational opportunities, he will be promoted to neighborhood center assistant, neighborhood assistant, or other middle-level paraprofessional position.

## Paraprofessional Job Description

# Neighborhood Center Assistant

Middle-level job—neighborhood Scouting center job type.

### Supervision

The services of the neighborhood center assistant should be under the supervision of the neighborhood center director or the professional who is accountable for the neighborhood Scouting center.

### Job Rationale

In selected low-income neighborhoods, neighborhood Scouting centers can provide services with necessary qualities of visibility, accessibility, informality, and comprehensiveness. Such services can be provided consistent with the lifestyles of the neighborhood and with the meaningful involvement of neighborhood residents.

A neighborhood center assistant who is intimately knowledgeable about the neighborhood can help the director of the center see that the center achieves a maximum involvement in neighborhood life. He or she can also keep the director from being too tied down to the center.

### Job Summary

The neighborhood center assistant is assigned to a neighborhood Scouting center. Helps establish a good community relationships climate for the Scouting center in the neighborhood. Develops the kind of overall, everyday type of relationship with low-income Scouting leaders that is desired and expected. Helps maintain and coach volunteer leaders, especially those related to neighborhood Scouting center dens.

#### Job Duties

- A. Organize dens meeting in the center and “satellite dens” meeting outside the center.
- B. Assist the director of the center in recruiting neighborhood youths and adults for neighborhood center dens, units, and special resources.
- C. Help visiting adults, including parents, by finding answers to their questions and assisting them in solving their problems.
- D. Put together program and craft exhibits from materials actually found in the neighborhood to do the things suggested by themes and program features presented as planning and training meetings of the neighborhood Scouting center. Be prepared to describe where units can get the material in the neighborhood and show exactly how the materials can be used.
- E. Give help to den leaders, den leader coaches, den chiefs, den aides, and Scoutmasters whenever possible.
- F. Spend time on the street. Secure and maintain street-level contacts with youth and adults, representative of all social, economic, religious, political, and ethnic groups located near the center.
- G. Be active in selected community groups and community-action task forces affecting the neighborhood.
- H. Temporarily substitute for a unit leader or for a den leader at the center when there is no other possible substitute.
- I. Provide commissioner-type help to units of the neighborhood as agreed upon with the director of the center.
- J. Help units plan and conduct “get-acquainted-with-Scouting” parents’ nights.
- K. Carry out the duties of a neighborhood center aide as needed and assigned.

### Optional Job Duties

Set up Scouting assembly programs or classroom visits in school near the center where he knows the principal.

## **Minimum Job Qualifications**

The neighborhood center assistant should have prior employment experience with the BSA or similar agency or wide experience as a Scouting volunteer in the low-income community. Must be very familiar with the low-income communities of the district, preferably in the neighborhood of the Scouting center. Preferably, lives or has recently worked in the neighborhood. Should be able to speak the language of the community.

Must also be able to work effectively with people of the neighborhood of the center. Must be responsive to ethnic and personal differences. Should be able to deal with problems in the neighborhood from the "inside," not from "above." Must be able to tolerate considerable frustration.

## **Career Opportunities**

Based on effectiveness on the job and completion of additional educational opportunities, the neighborhood center assistant will be promoted to neighborhood center director, senior neighborhood assistant, or other top-level paraprofessional positions. He may also have the opportunity for other types of jobs at his current job level.

# Paraprofessional Job Description

## Neighborhood Center Director

Top-level job—neighborhood Scouting center job type.

### Supervision

The services of the neighborhood center director should be under the supervision of the district executive who is responsible for the center.

### Job Rationale

In selected low-income neighborhoods, neighborhood Scouting centers can provide services with necessary qualities of visibility, accessibility, informality, and comprehensiveness. Such services can be provided consistent with the lifestyles of the neighborhood and with the meaningful involvement of neighborhood residents.

A mature paraprofessional who is well versed in Scouting and intimately knowledgeable about the neighborhood can effectively direct a small center.

### Job Summary

The neighborhood center director is responsible for the operation of the neighborhood Scouting center. Has major community relationships duties in the neighborhood. Develops the kind of overall, everyday type of relationship with low-income Scouting leaders that is desired and expected. Performs some duties requiring initiative and independent action similar to that of a beginning professional.

### Job Duties

- A. Supervise the neighborhood Scouting center secretary and neighborhood center aide or neighborhood center assistant assigned to the center.
- B. Organize and maintain a neighborhood Scouting center committee.
- C. Plan and run regular "planning and training meetings" at the neighborhood Scouting center.
- D. Show secretary, den leader coaches, den leaders, and Scoutmasters how to work with special needs of members.
- E. Give leadership to neighborhood-level inter-unit activities in the vicinity of the neighborhood Scouting center.
- F. Show units how to relate their program to the program of other organizations, groups, and agencies in the neighborhood of the Scouting center.
- G. Help keep the community "calm and cool," particularly in time of major community tension and crisis.
- H. Provide help with various problems of Scouters and families. Act as a bridge between a person's problems and community resources.
- I. With the help of volunteers, provide training in program skills for all Scouting personnel related to the neighborhood Scouting center.
- J. Recruit neighborhood youths and adults for neighborhood center dens, units, and special resources.
- K. Learn about, visit, and gain Scouting friendship from leaders of sponsoring organizations in the neighborhood.
- L. Organize troops and crews meeting both in and outside the center.
- M. Participate with the council professional staff in planning and evaluating programs and methods for serving low-income areas.
- N. Carry out the duties of a neighborhood center assistant as needed and assigned.

## **Optional Job Duties**

Organize community groups where they do not exist (parents' clubs, neighborhood Scouting associations, block groups, etc.).

## **Minimum Job Qualifications**

The neighborhood center director should have prior employment with the BSA or similar agency or exceptional experiences as a Scouting volunteer in the low-income community.

Needs considerable initiative to be able to direct the operation of the Scouting center with a minimum of coaching from others. Needs experience in organizing projects involving other adults.

Preferably, lives or has recently worked in the neighborhood near the center. Must also be able to work effectively with people of the neighborhood. Needs to know how to deal with problems in the neighborhood from the "inside," not from "above."

Must have a high school certificate.

Council leaders must have enabled him to establish trust in the council, in its sincerity, and goodwill.

## **Career Opportunities**

Based on effectiveness on the job and completion of additional educational opportunities, the neighborhood center director will have the opportunity for a professional or professional-technical position with a local council. He may also have the opportunity for other types of jobs at his current job level.

## Notes



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