

2013

Tidewater BSA William T Hornaday Award Program



This Program was created by the Tidewater Council Conservation Committee to assist Boy Scouts, Venturers, Units and Scouters understand the methods and practices of natural resource conservation through completing requirements for one of the William T Hornaday awards. The document is intended to serve as a step-by-step resource for individuals working on Hornaday awards, Conservation Advisors, Unit Leaders, and other Scouters so that all can fully understand the significance and meaning associated with a Hornaday award.

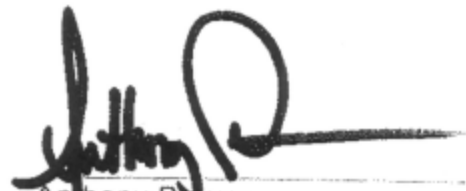
The ultimate goal of this document, and the Conservation Committee, is to provide awareness to local units the positive impact they can contribute to our community through the utilization of this distinguished-but not widely known-award.

This document will undergo a semiannual update review and an annual comprehensive review to ensure any additional information that can assist local units be incorporated into the Program.

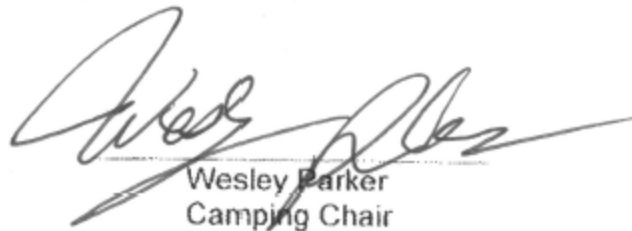
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Guidelines for the William T. Hornaday Award

These guidelines are written to assist individuals serving as an advisor and/or a Boy Scout or Venturer working on one of the William T. Hornaday medals. This is not an instruction manual of how to earn a Hornaday Badge or Medal.

Being asked to be an advisor by a young person working on this award is both an honor and a responsibility. Applicants for the Hornaday Awards must work under the guidance of a conservation or environmental professional or qualified layperson in conservation.

The council is encouraged to provide guidance to Scouts and identify qualified advisors. The role of the advisor is to guide the young person into selecting “significant and unique” conservation projects and to coach the youth into preparing, researching, consulting others, designing, planning and giving leadership to others in carrying out the projects. The advisor must approve the application, indicating the applicant’s activities have been monitored and ensuring that the projects the requirements. The applicant’s unit leader must also approve the application.

The role of the advisor is perhaps the single most important element in an applicant’s success. This is not a short-term commitment. On average it may take an individual nearly two years to complete the requirements for either the bronze or silver medals.

You are part of a team that consists of the Scout, the scout’s unit (Scoutmaster or Crew Advisor), the conservation advisor, the Hornaday Advisor, and most likely individual project advisors (most often land managers for the project location). Depending on the situation, several others, either from the Scout’s unit or the BSA local council office, may work with you. The local council is developing a process for approving Hornaday applications before forwarding them on to the national office.

The Hornaday Advisor will be the guide, taking the Scout’s interest in a species or concern for a place, from a mere idea, through education and into constructive, effective action where they actually make a difference! The Advisor can help them understand what the scientific method is, how their questions and concerns may lead them to conduct investigations, how to analyze data, and how to draw conclusions about the world around them. It is perhaps because of this that Dr. Hornaday considered a very important part of this award to be the education and the attempt to change the attitudes of others around us.

Scouting and Conservation

“The nation behaves well if it treats the natural resources as assets which it must turn over to the next generation increased, and not impaired, in value.”

-President Theodore Roosevelt

Conservation and environmental education have always been an important part of the Boy Scouts of America. Camping, hiking, canoeing and a respect for the outdoors are part of the Scouting heritage. Scouting’s commitment to wise conservation practices is expressed in the Outdoor Code:

*As a citizen of the world, I will do my best to –
Be clean in my outdoor manners
Be careful with fires
Be considerate in the outdoors
Be conservation-minded*

Conservation and stewardship involves the careful future management and planning of an area. The goals of conservation and stewardship are to sustain both natural and cultural resources for the enjoyment and benefit of all. Each individual has a responsibility to care for the environment in which he or she lives, including both natural and cultural resources.

Scouting actively promotes environmental stewardship by teaching low-impact and no-trace methods of camping and hiking. Scouting encourages young people to be conservation-minded at home, in their communities, and in all other aspects of their lives.

History and Goals of the Hornaday Awards Program

This awards program was created to recognize the relationship between conservation and Scouting. It was begun in 1914 by Dr. William T Hornaday, director of the New York Zoological Park and founder of the National Zoo in Washington, D.C. Dr. Hornaday was an active and outspoken champion of natural resource conservation and a leader in saving the American bison from extinction. He named the award the Wildlife Protection Medal. Its purpose was to challenge Scouts to work constructively for wildlife conservation and habit protection. After his death in 1938, the award was renamed in Dr. Hornaday's honor and was sponsored by the New York Zoological Society for 35 years.

In the early 1970's, the present awards program was established with funding help from the DuPont Company. At that time, the late Dr. Hornaday's idea of conservation was broadened to include environmental awareness.

The fundamental purpose of the Hornaday Awards program is to encourage learning about natural resource conservation and the environment. Understanding and practicing sound stewardship of natural resources and environmental protection strengthens Scouting's emphasis on respecting the outdoors. The goal of this awards program is to encourage and recognize truly outstanding efforts undertaken by Scouting units, Scouts and Venturers, adult Scouters, and other individuals, corporations, and institutions that have contributed significantly to natural resource conservation and environmental protection.

The Hornaday Awards— General Requirements by Key Awards

“The fundamental purpose of the Hornaday Awards Program is to encourage learning about natural resource conservation and the environment”

William T. Hornaday Unit Award

A Hornaday unit certificate is awarded to a pack, troop, team, or crew when that unit plans and carries out at least one local environmental/conservation project. At least 60 percent of the registered unit members must participate. These units may be nominated, or they may apply to their BSA local council for recognition.

William T. Hornaday Badge

The Hornaday badge is awarded, upon approval of the local council, to a Boy Scout, Varsity Scout, or Venturer for outstanding service to conservation and environmental improvement.

1. Earn First Class rank (Boy Scouts/Varsity Scouts only).
2. Plan, lead, and carry out at least one project from one of the eight approved categories
3. Complete the merit badge requirements

Venturers must attach a statement from their Advisor stating that Ecology and Plants and Wildlife electives requirements for the Ranger Award (or Outdoor Bronze Award) have been satisfied.

William T. Hornaday Bronze or Silver Medal

These individual awards are granted by the National Council of the Boy Scouts of America to a Boy Scout, Varsity Scout, or Venturer for exceptional and distinguished service to conservation and environmental improvement.

1. Earn First Class rank (Boy Scouts/Varsity Scouts only).

For the bronze medal: Plan, lead, and carry out three projects from three separate categories.

For the silver medal: Plan, lead, and carry out four projects from four separate categories.

All projects are to be planned and carried out in a way that encourages others to

understand and appreciate sound conservation and environmental practices. Exacting standards of project documentation must be met.

2. Boy Scouts and Varsity Scouts: Complete the merit badge requirements—one must be Environmental Science.

Venturers must attach a statement from their Advisor stating that Ecology and Plants and Wildlife electives requirements for the Ranger Award (or Outdoor Bronze Award) have been satisfied.

Adult Awards

By nomination only.

Merit Badge and Ranger Electives Requirements

Boy Scouts should have achieved a rank of First Class and earn the specified number of merit badges for each award from Group I and Group II.

Group I

Energy
Environmental Science (ES)
Fish and Wildlife Management
Forestry
Public Health
Soil and Water Conservation

Group II

Nuclear Science	Mammal Study
Bird Study	Nature
Fishing	Oceanography
Gardening	Plant Science
Geology	Pulp and Paper
Insect Study	Reptile and Amphibian Study
Landscape Architecture	Weather

Hornaday Badge - Scouts need to earn 3 merit badges from Group I and 2 merit badges from Group II.

Hornaday Bronze Medal - Scouts need to earn 4 merit badges from Group I and 2 merit badges from Group II. One of the 4 merit badges from Group I must be Environmental Science.

Hornaday Silver Medal - Scouts need to earn all 6 merit badges from Group I and 3 merit badges from Group II.

Requirements for Venturers

Venturers applying for the bronze or silver medal are to complete all of the requirements for the medal except for earning the merit badges. In place of merit badges, Venturers must:

1. Complete the Ecology and Plant and Wildlife requirements for the Venturing Ranger Award.
2. In addition to the required project documentation the Venturer should provide specific information on:
 - The research performed in connection with the conservation projects undertaken. The relevant research must be cited at the appropriate location in the conservation project documentation. A bibliography must be provided that lists sources cited. The bibliography must be formatted according to established standards.
 - The applicant's entire Hornaday effort. This evaluation, included in the application packet in a separate section, should contain information on alternatives considered for each project and an explanation of why each specific conservation project was selected, procedures used, processes used, staffing levels used, funding requirements, and so on.
 - The lessons learned. Included in the report in a separate section, this details what the applicant, in hindsight, would do differently on each project. The section should include recommended changes in project selection; procedures, processes, and staffing levels used; funding requirements; and evaluations of project effectiveness over time.

Hornaday Project Categories and Examples

These awards require the Scout to conduct one or more “significant and unique” conservation projects, each in a different field of conservation. There is no set rule for what makes a project “significant and unique”. Certainly Dr. Hornaday was looking for that outstanding youth whose actions were truly worthy of note. The criteria used for Eagle Scout service projects to have a long lasting benefit for church, school, or community may be a good one to follow here as well. The Scout is required to plan, lead, and carry out these projects and as Dr. Hornaday stated, “actual results ... count heavily.”

Picking a suitable project is one of the first difficult steps for the Scout to overcome. The project must be “significant” enough without being of such a scale that it totally overwhelms the Scout. Many youth will focus on those projects that manipulate the environment, and while many projects do require the use of a shovel, an inventory or education project can also create significant benefit.

While we don’t really define “significant and unique,” it might help if we look at the same project executed two different ways. In one case a Scout gets some of the members of his or her unit to go out and plant a few hundred seedlings in an old burned over area. In another, the Scout does some research into why the area hasn’t naturally regenerated, what native species are common to the area, conducts an inventory, finds a good reliable source for those native plants, designs a tree planting event, and through flyers, radio spots, newspaper articles, etc. gets the community to turn out with their unit and plant those same few hundred seedlings, and the following year goes back to the area to document survival to see if replanting may be needed. The actual results (planting the seedlings) for these two projects are the same. Some reviewers may consider both significant. However, the second example does stand out in several areas, would have a better chance of successfully passing any review it may face, and results in better education of the Scout, the unit, and the community.

The Scout must plan, lead, and carry out these projects for themselves, but not by themselves. That means that they should learn what resources are available to them and how to use them and their expertise. The Advisor’s knowledge and guidance is necessary, but he must be careful not to do too much. If the Scout is directed too much they may not be able show the leadership that is necessary to be able to call the project their own. They should be able to demonstrate all of the steps in the project from idea germination, through alternatives presented to the land manager for selection, to project completion, and documentation. Be sure and work with the unit leader, the local Council, and all of the members of the team to become familiar with Scout methods and rules and the roles that everyone in your local area should play.

Many times a Scout’s interest in the environment gets a large boost from completing their first project. Each conservation project must be placed in a different category listed on the application. Some generic types of projects may be able to fit in several different categories depending on specific local circumstances. For instance, a trail reconstruction project may fit in soil and water conservation if it was done to address erosion, fish and wildlife management if it was done to

reduce the impacts of human intervention into critical habitat, or may not be a Hornaday project at all if it was not done to address an environmental problem but rather only for recreational access. On the other hand, several projects may be very closely related. For instance, a specific site may be able to support separate projects in forestry and range management, soil and water conservation, and air and water pollution control. Each project must be able to stand on its own and specific work items cannot be double counted in the different projects.

Energy Conservation

Work with adults in the chartered organization to conduct an energy audit of the home of a low-income family, preparatory to weatherizing it for energy conservation. Determine the materials needed and their costs. Help organize a workforce and undertake the needed improvements over several weekends. This effort should be part of the chartered organization's community outreach. Record the long-term impact by analyzing utility savings.

Soil and Water Conservation

Work with local park authorities to develop and maintain trails and paths, control stream bank erosion (with water bars, ripraps, grass and shrub planting), conduct a wildlife census, and "adopt" a stream.

Fish and Wildlife Management

With advice and assistance from state conservation department officials, introduce carp and catfish into algae-choked farm ponds to help reduce the algae load. Build nesting boxes and set them out for waterfowl. Plant hundreds of trees for windbreaks in at least 10 fields for wildlife habitat and to help control soil erosion. Plant native grasses that benefit wildlife. Using a portable puppet theater, make a presentation on fish and wildlife conservation to young children.

Forestry and Range Management

Work with a range specialist to collect, analyze, plant, and maintain trees and native grasses suitable to the local environment to control erosion and provide wildlife habitats. Record the short-term and long-term impacts.

Air and Water Pollution Control

Work on a legislator's staff to draft legislation and encourage enactment of state laws that require the planting of trees along all state highway rights-of-way to assist in reducing motor-vehicle air pollution, as well as filtering silt and many toxic substances.

Resource Recovery (Recycling)

Design a survey of fellow students to discover recycling and pollution-prevention opportunities in the school. This could include activities such as recycling high-grade paper, reusing some paper products in the classroom, making use of disposable materials from the school cafeteria, and collecting glass and recyclable metal containers. Present the findings of the survey to school administrators and the school board. Achieve, as a result, the launch of an innovative recycling program in your school that delivers considerable dollar savings to the system with strong student, teacher, and school administrator support.

Hazardous Material Disposal and Management

Working with local environmental officials, design and organize a program in which special plastic bags to dispose hazardous materials are distributed by Scouts to homeowners. The homeowners are asked to bag and deposit their used household batteries at special locations operated by city hazardous waste officials for appropriate disposal. Scouts design the informational brochure and run the public-information campaign to explain the environmental problems created by household batteries. The program reduces serious discharge of pollutants by the local waste incinerator.

Invasive Species Control

Working with a land managing agency or organization, help control or eliminate exotic plant or animal species that pose a threat to native species. Educate others to recognize invasive species and to conserve and protect our native plant and animal heritage.

Other Ideas

Other good ideas for projects may be found in the publications and pamphlets of groups such as the National Audubon Society, the Izaak Walton League, the National Wildlife Federation, or governmental agencies including the Environmental Protection Agency, US Forest Service, Army Corps of Engineers, Bureau of Land Management, Fish and wildlife service, National Park Service, state natural resource conservation agencies, and state cooperative extension service. The best way to identify a project is to discuss the options with a Hornaday advisor.

Partnerships in Conservation

Boy Scouts and Venturers are eager to help resource management agencies care for the environment. Scouts are active participants in outdoor activities and want to become involved in projects that are good for the land, air and water. They are enthusiastic about doing their part in caring for our natural resources.

Projects that involve Scouts in the protection and conservation of natural resources often allow agencies to complete conservation work that could otherwise be difficult due to budget and staffing restraints. A Scout unit can be a very mobile and dependable work force. Participation in hands-on projects can inspire Scouts to become lifelong stewards of the land.

Conservation efforts made possible by agency partnerships can give Scouts an effective way to practice the environmental messages learned in Scouting. Often times you will find that agency personnel were at one time scouts themselves.

Finding an Agency

Discovering the right resources and agencies to assist in research a project can sometimes be difficult. Scouts, particularly younger Scouts, may have trouble communicating their interests to agencies.

Most agencies have volunteer coordinators or other field personnel who will work with Scouts. Working with Scouts may be a new experience for some agencies. It may be helpful for the Scout to provide the agency with information about the Scouting program and the value of conservation partnerships.

One of the Advisor's roles is to provide the scout with project related coaching and facilitation. This might include discussing various project options, possible resources, instructing the Scout how to research the internet for project related agencies, or how to find and communicate with the appropriate contact within an agency. It is never the Advisor's role to find a project or an agency for the scout!

Internet Resources

While the Internet can be an invaluable resource to research a project idea or to find agency information, it's important that scouts learn how to use this powerful tool safely and responsibly. Most Scouts are probably familiar with using the internet and may have internet access readily available at home, school or their local library.

Finding Funds

Finding funds to make a terrific project possible may be a challenge for Scouts. Some projects may require substantial labor resources and little financial resources. Others may require significant financial resources and limited physical resources. Most projects will fall somewhere in between. Preparing a project budget can be a good way for a scout to understand the financial requirements that might be needed to complete a project.

Your local Chamber of Commerce may be able to supply names of businesses and contact people who have contributed funding to similar projects in the past. Many local businesses are aware of the contributions made by Scouts in their communities and are often reliable sources of funding. Do not forget to consider individuals who have a vested interest in the project or issue and sources who will donate in kind materials, services, or information.

Government support for conservation projects comes from a number of different agencies at local, state, and federal levels. Government agencies each have formal procedures and their own forms to be submitted for a funding application. The review process can be lengthy. It may take from six months to a year to have an answer to your request.

Planning a Project

Careful design and planning of a project allows Scouts and resource managers to develop projects that are of value to the environment and satisfying to everyone involved. Advisor enthusiasm and commitment to the project are keys to success in initiating the project and creating a sense of ownership with Scouts. Advisors are encouraged to refrain from sharing their own perspectives until the Scouts have researched their topics, formed their own ideas, and had a chance to discuss their project. It is a challenge to facilitate in such a way that the Scouts have the power to make decisions, to overcome barriers, and to rely on themselves for answers or direction.

Projects require Scouts to exercise a range of practical and creative skills that are useful for life. To make choices about which project to do and how to go about doing it, Scouts must gather information, organize and analyze their data, compare positive and negative aspects of each choice, and develop an action plan. Scouts may surprise everyone with creative solutions to a community problem that no one has been able to resolve. The more the Scouts work with others to bring about change and practice using these skills on real-life projects, the better prepared they will be for future challenges.

Leadership

Many Scouts interested in pursuing a Hornaday Award may not have much experience in leadership. To be an effective leader, one must work to improve one's skills, take the time to understand the group, and learn how to apply the appropriate leadership style for the group and situation.

Leadership skills can be divided into three categories: technical skills, human relations skills, and conceptual skills. Effective leaders combine these skills in a manner that helps them accomplish their goals.

- Technical skills are those that are specific to accomplishing a task. People with technical skills know how to perform the tasks required to get the job done. Agency partners often contribute technical skills to a project.
- Human relation skills are those that involve interactions with others. Human relation skills include good communication skills, the ability to understand group dynamics, and the ability to inspire and motivate people and help them feel valued and respected.
- Conceptual skills involve the ability to communicate and share a vision. Conceptual skills involve the ability to analyze, anticipate, and use critical thinking and problem solving skills.

Knowing Your Group

The Scout will want to recruit assistance from fellow Scouts and others in the community for his or her project. Working with those that share your ideas and convictions will make the project run more smoothly. Fellow scouts who are friends but do not share the same goals for a Scout's project can hinder the project. Choose participants wisely as projects often require a long term commitment.

Project Planning and Management

All projects are to be planned and carried out in a way that encourages others to understand and appreciate sound conservation and environmental practices.

One of the most effective ways to provide a sense of ownership with the project is to involve the group in the planning process. While the project should be designed and planned by the Scout, other participants should be involved in planning the actual work. A detailed Work Plan should be developed and include such items as a project timeline, transportation, food and menu planning, responsibilities, and equipment. See Appendix B.

Safety and Risk Management

Good safety and risk management planning is essential to provide a safe experience for Scouts and other participants.

Legal liability is a concern whenever volunteer groups consider working on public or private lands. A Scout's planning should include obtaining parental permission slips that inform the participants of any risks associated with the project and having a clear set of written emergency procedures to cover any unexpected events.

Safety on the project starts with the leader. The Scout should prepare a list of safety guidelines and enlist the aid of adult leaders to ensure safety during the project. If possible, the Scout should visit the project site with the group before the actual work date to explain the project. This is a good time to identify and discuss any safety hazards or need for any special safety equipment such as goggles or gloves.

The Scout should enlist the assistance of at least one person in the group who holds a current certification in First Aid and CPR to be present during the work phase of the project. The Troop or Crew should have a First Aid kit that the Scout can use while working on the project.

Weather can pose an immediate and dangerous threat to Scouts Advise the Scout to consider weather conditions when planning work days. It is far better to re-schedule a work day than to place Scouts at risk.

It is the responsibility of the project leader to monitor the group. The Scout needs to keep an eye on the energy level of the group. Planning should include time for breaks, time to explore the area, and snacks. If participants are tired or bored, low spirits may threaten safety. It is always preferable to return to the project site another day rather than risk injury.

Crisis Management

It is important to help the Scout be prepared in all aspects of the project planning including crisis management. An emergency is always stressful and having a well thought out written plan is helpful. Things to consider are:

- Natural hazards – animals, insects, snakes, etc.
- Natural disasters – lightening, flood, fire, tornado, etc.
- Project activities – equipment use, hiking, etc.
- Operation of facility or equipment – stoves, electrical, food poisoning
- Behavior of people – harassment, fighting, missing persons, etc.
- Pre-existing medical conditions – asthma, allergies, heart condition, etc.

The plan should include what to do, who to contact, roles and responsibilities, and a reminder to stay calm. Carry this information in an easily accessible location.

Documentation

The old adage, “The job is not done until the paperwork is complete,” applies for the Hornaday Awards as well. For many applicants this will be the hardest part of the entire process. A good guide for how the Boy Scouts of America approach documenting a project is the “Eagle Scout Leadership Service Project Workbook.” (Part no. 18-927A) Scouts are required to use this workbook as they work on their Eagle Scout rank, so it should be readily available to you. This workbook helps the applicant by dividing the project write up into separate sections that are easier to address. Another good source of information is the official Hornaday Award web site maintained by the Boy Scouts of America. (<http://www.bsa.scouting.org/awards/hornaday>) This web site includes a section that describes the elements of the project that the National Hornaday Awards Committee is looking to be addressed in the write up (“How Applications Are Judged”). It is also important to note that the project descriptions are all that the committee has to review during its deliberations. It also doesn’t hurt to include an extra project or two just in case one may be determined not to stand up to the high standards expected for the Hornaday award.

Many Scouts focus on the actual time spent in the field working with others to complete the project, and often don’t realize all of the preparation, research, negotiation, design, approvals, etc. that they also completed. Scouts will need to maintain detailed records of what was done and by whom, when they did it, who has been contacted and for what reason, what materials were used, and so on. These records are also helpful in discussions with professional experts or advisors from the community.

Regular periods of reflection allow the Scouts to evaluate their projects. Through this process, Scouts can determine whether their actions are on target or if they need to modify their plans. New information or unexpected events can affect the project. It is okay to rethink the project goals and objectives and to revise the action plan if necessary.

It is important for the Scout to capture in the documentation the reasons why the Scout chose this project and did what they did. Supporting materials (letters, newspaper articles, photos, etc.) are also necessary to include. A letter from the benefiting group accepting the project completed by the applicant is almost a requirement.

It is not easy for most youth to sit down and complete the significant documentation required, let alone have their work reviewed and corrected by an adult. The Advisor can be empathetic and help the Scout understand that this process is normal in the professional world and will help them arrive at a better product with a much higher chance of receiving a favorable review by both the Council and the national review committees. (See Appendix B for Report Elements and Format)

Publicity and Media Attention

One of the key elements of the documentation of the project is newspaper articles, letters of thanks, etc. One of the first decisions to be made is how extensive a publicity campaign to undertake. For many reasons, such as available time and costs of different options, Scouts may want to limit such outreach to the immediate community. This decision is appropriate, especially if their project impacts the Scout's community. The Scout can make the planning and implementing of a publicity plan as simple or as extensive as circumstances warrant.

Methods of publicizing a project might include:

- Video or slide show of project highlights presented to the public
- Web page
- Articles for the newspaper, partner organization newsletters, or national science journals
- A community field trip to the site to show off Scout accomplishments
- A panel discussion of the project, including students and community participants in the project
- A news conference with TV and radio supporters
- Posters and brochures for distribution at libraries, post offices, and other public places
- Display of before-and-after photos plus artwork by the Scouts for posting in the project site or other public place.

The Scouts need to know that their projects are important. Every action counts and lots of small actions contribute to big changes. Having a dialog with the community is an excellent way for students to learn how valuable their efforts are to the community where they live.

How Applications are Judged

Applications are first screened by a council committee composed of knowledgeable people aware of the needs, problems, and opportunities for conservation and environmental improvement in the local council area. Committee members will base their judgments on the work accomplished relative to the applicant's age. The decisions are based on several principal factors:

3. How much the applicant has actually contributed to the improvement or better management of natural resources and the environment, and the extent to which the applicant has learned from that experience?
4. The leadership the applicant has demonstrated in the planning and execution of the project(s).
5. The extent to which the applicant has encouraged others to plan, understand, appreciate, and practice sound conservation and protection methods.

At the national level, the application, with supporting documentation, is the primary basis upon which decisions are made. The national Hornaday Awards committee may grant as many awards as possible, provided the demanding expectations are met. Dr. Hornaday stated. "Unusual prizes are to be won only by unusual services."

The applicant should be provided with the "*William T. Hornaday Awards for Distinguished Service to Natural Resource Conservation*" (BSA Publication No. 21-107). This booklet provides the necessary application sheets to be submitted with the project binder. Consideration is given to a neat, concise, organized presentation. Give special care to the appearance of the application and the correctness of all information provided.

All effort is made to protect and return original supplemental materials. The original application, however, is not returned. Applicants and councils should keep copies.

The national Hornaday Awards Committee meets three or four times a year. Therefore, applicants must recognize the lead time involved.

BSA Letters of Understanding

Eagle Service Projects may be used to satisfy project requirements for a Hornaday award, “provided that

1. The project meets the criteria in the Hornaday awards application, and
2. The write-up and documentation for the project follows the format for the Hornaday Award.” (April 11, 1996)

“The Hornaday Committee purposefully does not specify **requirements for projects** because they like to see evidence of initiative, innovation, and giving leadership to inspire others. The project . . . does need to be meaningful and constitute a substantial contribution to conservation.” (November 23rd, 1998)

Special Circumstances

There are some special circumstances that an Advisor should be aware of. These include a Lone Scout (an individual in Scouting without the normal support mechanism of a Troop or Crew) or possible physical or mental disabilities. It is the policy of the Boy Scouts of America that every individual be given the opportunity to succeed regardless of any of these circumstances. If an Advisor encounters a situation that appears to be a hindrance for the individual you are working with you should contact their unit leader or the Council headquarters in your area and ask for their advice on how to work with these circumstances and creative ways to proceed and present materials so that the applicant is afforded the greatest chance of success.

APPENDIX A

Advisors Responsibilities and Tasks

Hornaday Advisor Duties

Encouragement of current and possible participants/applicants
Project options discussion
Conservation adviser contacts

Application process coaching and facilitation (administrative)

Conservation Advisor Duties

Project-related coaching/facilitation (technical)—

Preparation
Research
Consulting with others
Designing the project
Planning the project
Carrying out the project
Preparing the application/documentation
 Thorough
 Accurate
 Detailed
Securing approval

Principal Advisor

(Usually the Unit Leader, Conservation Adviser, or Hornaday Adviser)—***Overall coordination/supervision/coaching***

APPENDIX B

Report Elements/Format

A quality report is well-organized, correct and complete, and looks good – neatness counts!

Report Headings:

Project **Category**

Project **Title**

Project **Description**

What was done?

Who did it?

When was it done?

How was it done?

How did you come up with **the idea**?

Why did you undertake this project?

How was the project **planned**?

How was the project **designed**?

How long did it take you to do the project?

Where was the project carried out?

What was the environmental issue or problem?

What was the resulting environmental improvement?

How did the project involve and influence others?

How did you give **leadership** to the project?

What **help** did you receive from others—individuals and Organizations?

Supporting Materials:

Photographs

Sketches

Letters of appreciation/thanks

News articles

Signatures (before submitting to CAC CC):

Applicant

Hornaday and/or Conservation Adviser

Unit Leader

APPENDIX C

PROJECT CHECKLIST

1. Has the candidate planned, lead, and carried out one significant project from one of the project categories?
 - a. Energy Conservation
 - b. Soil and Water Conservation
 - c. Fish and Wildlife Management
 - d. Forestry and Range Management
 - e. Air and Water Pollution Control
 - f. Resource Recovery (Recycling)
 - g. Hazardous Material Disposal and Management

2. Has the candidate performed research for the project?
 - a. The candidate has provided documentation that research related to the project was performed.
 - b. The candidate has provided documentation that alternatives were investigated.
 - c. The project includes documentation related to other similar cases.
 - d. The candidate should have a sound explanation for the best practice that has been chosen for the project.

3. Were the project requirements clearly stated in the documentation?
4. Were the project success criteria clearly stated in the documentation?
5. How much has the candidate contributed to the improvement or better management of natural resources and the environment?
6. Has the candidate shown leadership during the project?
7. To what extent has the candidate encouraged other people to plan, understand, appreciate, and practice sound conservation and environmental protection methods?
8. Have there been any public relations as part of the project (this can include newspaper articles, television or radio spots, etc.)?
9. Are thank you letters (notes of appreciation) documented as part of the project?
10. Is there a list of lessons learned (both good and bad) documented as part of the project?
11. Is there a project plan listing the planned and actual tasks, times, and resources used on the project?

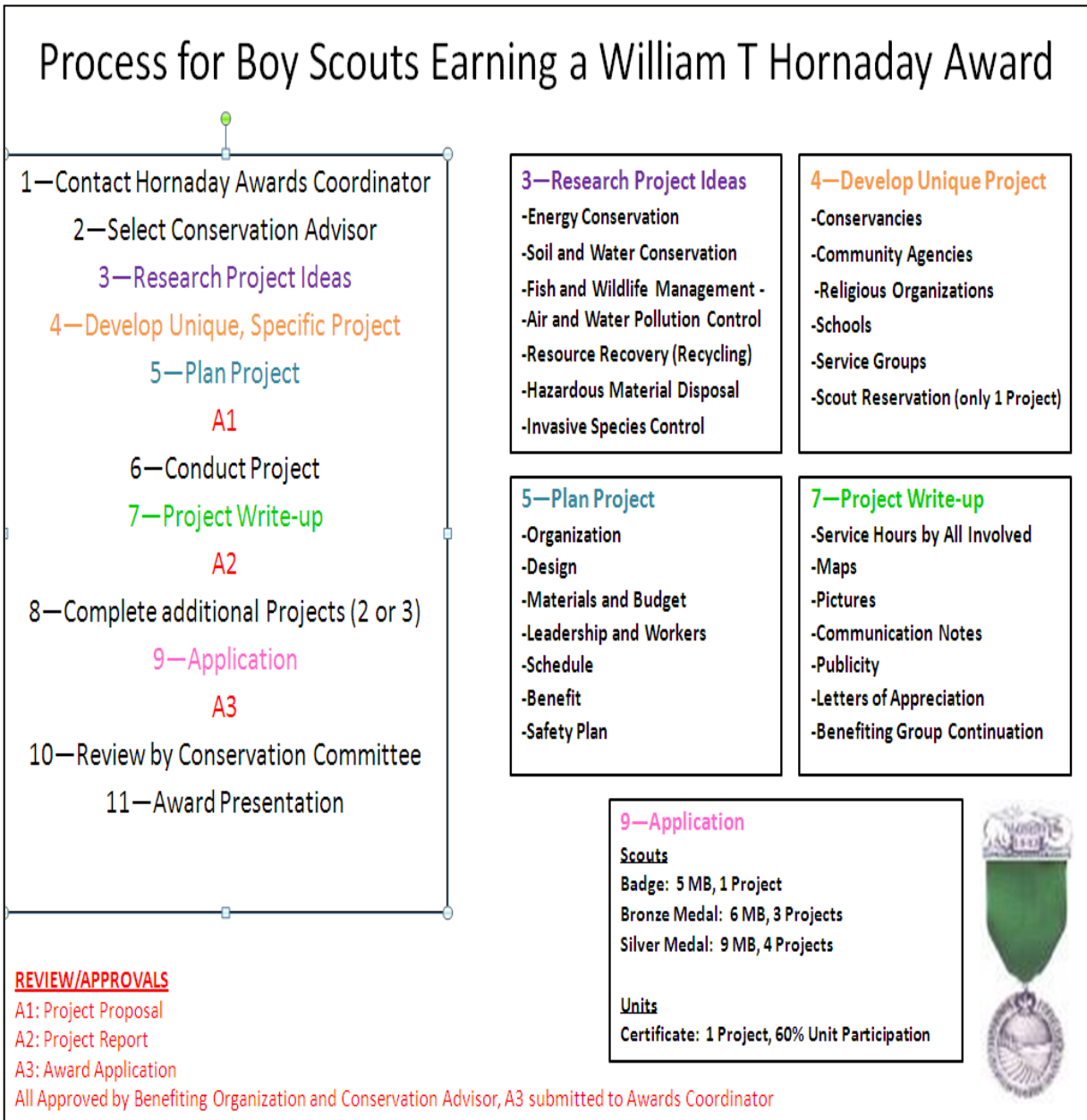
12. Is there an appropriate level of budgeting and financial records (receipts) for this project (some projects will not require expenditures)?
13. Are there an appropriate number of photographs / diagrams in the documentation to document the conditions before, during and after the project? (Note: some project will not require photos or diagrams – i.e. legislation might not require visual documentation.)
14. Success of the project – Did the project meet the success criteria? Did it have an impact to the community and the environment? Did it have an impact?
15. Is there an ongoing piece of this project which will either be picked up and carried by others or will educate others in the future?
16. The scout has presented the project in a very professional manner (consider the age of the scout).

APPENDIX D

ADMINISTRATIVE CHECKLIST

1. Has the candidate completed any three merit badges from Group 1:
 - a. Energy
 - b. Environmental Science
 - c. Fish and Wildlife Management
 - d. Forestry
 - e. Public Health
 - f. Soil and Water Conservation
2. Has the candidate completed any two merit badges from Group 2:
 - a. Nuclear Science
 - b. Bird Study
 - c. Fishing
 - d. Gardening
 - e. Geology
 - f. Insect Study
 - g. Landscape Architecture
 - h. Mammal Study
 - i. Nature
 - j. Oceanography
 - k. Plant Science
 - l. Pulp and Paper
 - m. Reptile and Amphibian Study
 - n. Weather
3. Has the Applicant signed the application?
4. Have the Unit Leader, the Conservation Advisor and Hornaday Advisor signed the application?
5. Have all categories on the application form been completed appropriately – namely, Project Category, Project Title, etc.
6. Is the project write-up is contained in a single binder, well organized and neatly presented?

Appendix E



Nomination for the **William T. Hornaday Gold Badge**

This conservation award is granted by the local council to an adult Scouter. Nominations are made to the local council. Central to the selection process is the influence the nominee has had on youth and educational programs emphasizing sound stewardship of our nation's natural resources and environmental improvement during a period of at least three years.

Nominee _____

Address _____

City _____ State ____ Zip code _____

Council _____ Council No. _____

Currently registered as _____

Accomplishments that warrant the granting of this award _____

Nominator _____

Address _____

City _____ State ____ Zip code _____

Telephone No. _____

Council Conservation Committee's Approval

The council conservation committee has reviewed this application and determined that this adult Scouter has met all requirements for the William T. Hornaday gold badge and has this committee's approval and endorsement.

Conservation Chair signature _____ Date _____

Scout Executive's Approval

I have reviewed this application and approve the awarding of the William T. Hornaday gold badge to this applicant.

Camping Chair signature _____ Date _____

Note to local council: Following council approval, forward the completed application to:

Director of Conservation
Boy Scouts of America, S250
1325 West Walnut Hill Lane
POBox 152079
Irving, TX 75015-2079

The badge will be returned to the council.

Application for the **William T. Hornaday Badge**

Name _____ Date of birth _____

Applicant's address _____

City _____ State _____ Zip code _____

Current Registration. Check one and indicate unit number:

Boy Scout Troop No. _____ Venturing Crew No. _____

Varsity Scout Team No. _____

Boy Scout:

Rank at time of application _____ Became a First Class Scout on _____
(DATE)

Venturer:

Check the awards that you have earned as a Venturer:

Bronze Award

Quest Award

Gold Award

Ranger Award

Silver Award

Quartermaster Award

Trust Award

other _____

Council _____ District _____

Council No. _____

Unit leader's name _____

Telephone No. _____

Conservation adviser's name _____

Professional conservation affiliation _____

Telephone No. _____

Statement of Applicant

I have thoroughly read the requirements for this award. I have worked closely with my conservation adviser in the design and execution of each project. The work summarized in this application is of my design. I request consideration for receiving the William T. Hornaday badge.

Applicant's signature _____ Date _____

Additional requirements for the **William T. Hornaday Badge**

Boy Scout: Complete the requirements for any three merit badges shown in **boldface**, as well as any two others from this list.

MERIT BADGE	DATE COMPLETED	MERIT BADGE	DATE COMPLETED
Energy		insect Study	
Environmental Science		Landscape Architecture	
Fish and Wildlife Management		mammal Study	
Forestry		Nature	
Public Health		Nuclear Science	
Soil and Water Conservation		oceanography	
Bird Study		Plant Science	
Fishing		Pulp and Paper	
Fly-Fishing		reptile and Amphibian Study	
Gardening		Weather	
Geology			

Venturer: After completing your conservation service project, complete the following requirements, document them on a separate sheet of paper, and attach them to the application.

1. Make a tabletop display or presentation on your conservation project for your crew, a Cub Scout pack or Boy Scout troop, or another group.
2. Lead a Cub Scout pack or another youth group in carrying out an age-appropriate conservation project from the list of Hornaday award categories.

Applicant:

I have completed the (check one): Boy Scout Venturer requirements listed above and I am applying for the William T. Hornaday badge.

Applicant's signature _____ Date _____

Unit Leader:

I have reviewed this application and the requirements for the William T. Hornaday badge. The above requirements have been met, and the dates indicated accurately reflect our unit's advancement records.

Unit leader's signature _____ Date _____

Project description for the **William T. Hornaday Badge**

For your project, attach an executive summary, complete project description, and any supporting materials to this application. You may follow the structure that is identified in the Eagle Scout Leadership Service Project Workbook, No. 512-927, to help you record the plans and execution of the project. Be sure to identify the conservation issue or problem that your project was designed to address as well as any relationship that your project may have to other projects worked on by you or others. Individual work items cannot be counted in more than one project.

Applicants for the Hornaday badge must plan, lead, and carry out at least one project from an approved conservation category. For a list of approved categories and additional information, please see the official William T. Hornaday Award website at www.scouting.org/scoutsource/awards/hornadayawards.

The project is to be equivalent in scope to an Eagle Scout leadership service project. You may use your Eagle Scout project as a Hornaday badge project if it meets the aims and objectives of the William T. Hornaday Award. As such, the project must benefit a school, community, religious organization, or BSA property, or fulfill some other public service purpose. Applicants are encouraged to involve their unit members in project work and demonstrate Scout leadership, thereby making their unit eligible for the unit award.

The project must contribute to sound conservation and environmental improvement in the local community, the region, or the nation. The applicant is expected to research potential projects and to choose, with guidance from a Hornaday adviser, a worthy project.

There must be clear written evidence in your application that you did indeed plan, lead, and carry out a long-term, substantial project in one of the conservation categories. Additional written supporting material relating to the applicant's conservation work (newspaper articles, letters of commendation, or photos of the completed project) will be considered. Evidence of leadership in researching, planning, leading, and carrying out the project, and of how this influenced other people, must be clearly documented.

Project

Project category _____

Project title _____

Principal adviser to this project if other than the conservation adviser:

Name _____

Telephone No. _____ Date project completed _____

Endorsements and Actions for the **William T. Hornaday Badge**

Applicant's name _____

Conservation Adviser's Approval

I have worked closely with the applicant named above in the design and execution of the required project. I have reviewed this application and recommend that the applicant receive the William T. Hornaday badge.

Adviser's signature _____ Date _____

Unit leader's signature _____ Date _____

Council Conservation Committee's Approval

The council conservation committee has reviewed this application, interviewed the applicant, and determined that the applicant demonstrated leadership in the design and execution of the project described. The applicant has met all requirements for the William T. Hornaday badge and has this committee's approval and endorsement.

Conservation Chair signature _____ Date _____

Scout Executive's Approval

I have reviewed this application and approve the awarding of the William T. Hornaday badge to this applicant.

Camping Chair signature _____ Date _____

Note to local **council**: Following council approval, forward the completed application to:

Director of Conservation
Boy Scouts of America, S250
1325 West Walnut Hill Lane
POBox 152079
Irving, TX 75015-2079

The certificate and badge will be returned to the council.