

Strategic Plan Research



2006-2010

Reaching the Next
Multicultural Generation

Reaching Generation X
and Millennial Parents

Introduction

In 2006 the Boy Scouts of America introduced the new 2006–2010 National Strategic Plan to build Scouting’s strength as it moves into its next century. As a part of this plan, 2006 was named the “Year of Research” so that we, as an organization, can better understand how to reach youth and parents, and provide a quality Scouting experience to all youth.

Two major national studies and several smaller programmatic research projects were completed in 2006. The two national studies examined how to reach specific demographic segments. The first, *Reaching America’s Next Multicultural Generation*, examined the image and awareness of Scouting among African Americans, Hispanic/Latino Americans, and Asian Americans. This study uncovered some positive perceptions and connections with Scouting, as well as some disconnects and concerns that Scouting will need to address to

serve youth and parents in these communities. The second study, *Reaching Generation X and Millennial Parents*, examined the expectations of parents between the ages of 20 and 39 when deciding on activities for their sons. This study uncovered some positive impressions of the Boy Scouts of America, as well as some areas that need to be changed or updated to meet these younger parents’ preferences and expectations.

This research book outlines the key findings from the two national studies. National office resources that can help councils in their recruitment and retention efforts are also highlighted. The national office is using these findings through task forces and demonstration projects to ensure that barriers to joining a Scouting program are minimized or eliminated so that all youth can receive the life-long benefits of being a Scout.



Reaching the Next Multicultural Generation

The Changing America

In 2006, we reached a population milestone of 300 million people living in the United States, the largest number of people ever to inhabit our country. This milestone was also a sign of change. Change in the populations that are growing through birth and immigration, and change in the way these populations become a part of the fabric of America.

In the past, America has been characterized as a “melting pot.” Immigrants came to the United States and assimilated into the customs and language of this country. By the second or third generation, language and customs from their ancestral countries were usually lost. During the late 20th century this changed and America is now characterized as a “salad bowl” where people mix and mingle but retain much of their cultural identity and values.

Over the coming decades the United States will become an even more diverse society. The Hispanic/Latino American and Asian American populations are projected to triple by 2050. The African American population is expected to almost double during this same time period.

Nowhere in American society is this change more evident than in the youth population. The

Millennial (born 1977 to 1994) and post-Millennial (born since 1994) generations are the most ethnically and racially diverse populations America has ever seen. Most of these youth are growing up in communities where diversity is the norm and their circle of friends reflects a variety of cultures. They embrace diversity and appreciate the experiences that friendships outside of their culture bring. They also want and expect diversity to be a part of the activities and organizations they join.

Overview of Study Methodology

The main goal of this study is to gain a better understanding of the needs and desires of the African American, Hispanic/Latino American and Asian American populations in relation to their participation in youth organizations in general and the Boy Scouts of America in particular. Focus groups were conducted in four markets: Los Angeles, Houston, Chicago, and New York. Twenty-five groups were conducted with youth and adults who were not currently in a Scouting program. To reach both acculturated (born in the United States or have lived here long enough to know the culture and customs, and are comfortable speaking English) and unacculturated (immigrants who are more comfortable speaking their native language) markets, focus groups with parents of Cub Scout-age boys were conducted in English, Spanish, and Mandarin Chinese. Venturing-age youth groups included both males and females, and Boy Scout-age youth groups were conducted with boys only. All youth focus groups were conducted in English.

Focus group research represents only the views and opinions of a cross section of the market in which they are conducted, and therefore may not be representative of the entire population. However, these findings can be used by councils to help determine a general direction for reaching each of these markets.



Executive Summary

After-School and Extracurricular Activities Learning About and Selecting Activities

Most African American, Hispanic/Latino American, and Asian American parents learn about children’s activities that are available in their community through word-of-mouth from their children, family, friends, and neighbors. Some also rely on media sources such as the Internet, television, and fliers to learn about activities for their children. Asian American parents also learn about activities through Chinese cultural centers and schools.

“I would be influenced by my friends because they will tell me what their children are doing and they tell you the specific things and information too. I have a neighbor who has a son, we hear a lot from this boy that a club is good or this activity is good.” Asian American unacculturated parent, Houston

Parents in all three racial/ethnic segments are highly involved in selecting their children’s after-school activities. Parents act as gatekeepers to ensure that their children are in activities that meet their goals as well as provide a fun experience for their children.

When selecting after-school organizations for their children to join, parents in all three segments say they look for activities and organizations that:

- Provide a safe place for their children
- Prepare their children for future success
- Reinforce values
- Build self-esteem or confidence

Each racial/ethnic group also mentioned specific goals they have for youth organizations and activities.

African American parents are also looking for activities that:

- Develop character
- Improve academic success
- Build discipline
- Build independence
- Teach leadership skills, teamwork, and physical fitness
- Provide youth with an opportunity to serve their community

Hispanic/Latino American parents are interested in activities that:

- Preserve their cultural heritage
- Teach responsibility
- Include the entire family. Family participation is particularly important to those with Mexican, Central, and South American roots.

Asian American parents look for youth programs that:

- Help their child succeed academically
- Build independence
- Improve physical fitness
- Build leadership skills
- Provide service to the community
- Preserve their cultural heritage

What Parents Want Their Children to Gain From Participating in After-School Activities (Mentioned without prompting)

Important elements for after-school activities	Black/African American	Hispanic/Latino American	Asian American
Build independence	√		√
Build self-esteem/confidence	√	√	√
Develop character	√		
Improve academic success	√		√
Improve fitness	√		√
Learn leadership skills	√		√
Learn teamwork	√		
Prepare for future success	√	√	√
Preserve cultural heritage		√	√
Provide discipline	√		
Reinforce values	√	√	√
Safe place for youth	√	√	√
Serve the community	√		√
Strengthen family bonds		√	
Teach responsibility		√	

√ — mentioned more than once in focus groups in multiple markets.

African American parents require their children to finish activities they start; therefore, youth are encouraged to research activities before becoming involved. In contrast, Hispanic/Latino American and Asian American parents indicate they allow their children to drop out of activities when they lose interest, allowing them to try another activity.

“I told him, ‘Once you make a decision, you’re not going to quit early.’ I make sure that once he starts something, he’s going to finish it. I tell him I don’t want him wasting my money.” African American parent, Houston

As youth get older, parents are still involved in the decision-making process; however, children take the lead in deciding which activities to pursue. When selecting activities, Venturing-age youth decide on activities based upon what their friends are doing and their own individual interests. Some teens also say they are influenced to join activities by trusted adults such as parents, coaches, and school counselors. A few also say they are influenced by advertising and the Internet.

“My mom influences all my after-school activities. She wants me to stay fit, stay healthy, but she won’t make me do something I don’t want to do. She always tells me to try new things, and if I don’t like it after I’ve tried, then I don’t have to do it.” Asian American Venturing-age teen, Los Angeles

Youth from all three segments indicate that when selecting after-school programs they look for fun activities that they can do with their friends. Youth in each racial/ethnic segment also mentioned specific goals they have when joining youth organizations and activities.

African American youth look for activities where they can:

- Gain recognition for their contributions
- Compete with others as part of a team
- Serve the community

Hispanic/Latino American youth look for organizations that:

- Offer a variety of activities so that they can choose what they want to do

- Allow them to do something new that they would not otherwise be able to try

Asian American youth join organizations or activities that:

- Allow them to meet new people
- Allow them to try new and different things
- Teach leadership skills
- Prepare them for academic success

What Youth Want From Participating in After-School Activities (Mentioned without prompting)

Important elements for after-school activities	Black/African American	Hispanic/Latino American	Asian American
Be with friends	√	√	√
Build leadership skills			√
Compete with others	√		
Gain recognition	√		
Have fun	√	√	√
Have a variety of activities from which to choose		√	
Improve academic success			√
Meet new people			√
Serve the community	√		
Try something new/different		√	√

√ — mentioned more than once in focus groups in multiple markets.



Youth Involvement in After-School Activities

Most youth are involved in a variety of organized and informal after-school activities. While youth most often mention that they are involved in sports and outdoor recreation, many also participate in arts and hobbies, community service, faith-based activities, academic clubs, and other youth organizations.

After-School Activities in Which Youth Are Currently Involved
(Mentioned without prompting)

Activities	Black/ African American	Hispanic/ Latino American	Asian American
Baseball	√	√	
Basketball	√	√	√
Chinese school			√
Community service	√	√	√
Dance	√	√	√
Drama	√	√	
Faith-based clubs/ activities	√	√	√
Football	√	√	√
Golf			√
Gymnastics			√
Hockey		√	√
INTERACT by Rotary Club		√	√
Key Club International		√	√
Martial arts		√	√
Music/band	√	√	√
Reading	√		√
Skateboarding		√	
Soccer		√	√
Swimming		√	√
Tennis		√	
Track and field	√	√	√
Volleyball			√
Weight lifting			√
YMCA	√	√	√

√ — mentioned more than once in focus groups in multiple markets.

Parental Involvement in After-School Activities

Parental participation in after-school activities varies by ethnicity and cultural roots.

African American parents and Hispanic/Latino American parents with Mexican, Central, and South American roots are highly involved and want to participate in activities with their children. These parents say that they volunteer to be coaches, team parents, fund-raisers, provide refreshments, attend events, and help in any way they are asked.

Asian American parents and Hispanic/Latino parents with Caribbean roots describe themselves as less involved in their children's activities. They generally provide transportation, refreshments, and financial resources but do not attend their children's activities because of other time commitments.

Overall Awareness and Perceptions of Scouting Programs

African American, Hispanic/Latino American, and Asian American parents and youth have an overall positive image of the Boy Scouts of America. They use words such as responsible, a leader, self-reliant, and a good citizen when describing a Scout.

Awareness of Cub Scouts, Boy Scouts, and Venturing varies by program:

- African American parents and acculturated parents in the Hispanic/Latino and Asian American groups are generally aware of the Cub Scout program. However, they lack knowledge about the activities and learning provided through the Cub Scout program. Unacculturated parents in the Hispanic/Latino American and Asian American groups have low awareness of and familiarity with the Cub Scout program.
- General awareness of the Boy Scout program is high among parents and youth in the African American, Hispanic/Latino American, and Asian American groups. However, similar to the Cub Scout program, awareness does not translate into familiarity with the activities and program provided through the Boy Scouts.

Besides camping and providing community service, parents and youth are unsure what else Boy Scouts do.

- Venturing-age youth are unaware that Venturing exists. However, when given a description of the program, youth in the Hispanic/Latino and Asian American groups said the activities and extreme sports in which Venturers participate are appealing.

“It sounds like so much fun, I would definitely join. Normally, my parents wouldn’t allow me to do things like rock climbing or go shooting, but if it was under an organization like this, then maybe they would.” Asian American Venturing-age teen, Houston

Concerns About and Disconnects With Scouting

While parents and youth have a generally positive impression of Scouting, many see a Scout as a white or Anglo person who is not comfortable with people from diverse backgrounds.

Parents also lack an emotional connection with Scouting. Few grew up in Scouting; therefore, most do not have a Scouting legacy to pass on to their children.

“My son is not in the BSA because it’s a culture thing. I think that a lot of times, we as Latinos restrict ourselves. We say, ‘It’s not for me, no one in my family did it, no one I know did it, my son is too young,’ those kind of things.” Hispanic/Latino American acculturated parent, Houston

African American, Hispanic/Latino, and Asian parents lack information about Scouting programs. Many have never received information about Scouting, or they received a flier that did not tell them what Scouts do. They also do not see Scouts in their community; therefore, some question whether Scouting is really welcoming of diversity.

“There is not a commercial on TV about the BSA. Hispanic parents often do not know what Boy Scouts are. I would want to see more information and publicity about the activities.” Hispanic/Latino American unacculturated parent, New York

Parents also mention some overall challenges that Scouting faces in every market, including:

- Concern about the costs associated with Scouting
- Time constraints caused by conflicts with other activities
- Youth not wanting to wear the uniform

Parents look for activities that provide a safe place for their children so it is not surprising that they list safety as a primary concern. Related to safety, parents are concerned with their children spending a night away from home:

- African American and Asian American parents allow their children to stay only at the homes of other parents they trust.
- Most Hispanic/Latino American parents will not allow their children to sleep away from home; the few that do allow them to stay only at the home of a trusted relative. Hispanic/Latino American parents want the family together for child-safety reasons as well as family bonding. Almost all say they would never allow their child to go camping without the family.

Hispanic/Latino American and Asian American parents are also concerned that their children will lose their cultural heritage and become too “Americanized.”

Unacculturated parents are concerned about language barriers and communicating with other parents in the program.

Asian American parents consider three elements for a balanced life for their children—school, language school, and music or sports. However, while they seek a balanced life for their children, academics clearly take priority over anything else.

“I emphasize the academics more than anything. That takes priority over anything else. That’s fine if he wants to be in clubs, as long as he’s making all A’s or all B’s.” Asian American acculturated parent, Houston

**Concerns About and Disconnects With Scouting
Parent Focus Groups
(Mentioned without prompting)**

Concerns/disconnects	Black/ African American	Hispanic/ Latino American	Asian American
Lack knowledge and information about Scouting	√	√	√
Lack of emotional connection/legacy to Scouting	√	√	√
Child safety	√	√	√
Do not see Scouts in their community	√	√	√
Uniforms their son would not wear	√	√	√
Describe Scouts as white or Anglo	√	√	√
Concern about costs associated with Scouting	√	√	√
Time constraints and conflicts with other activities	√	√	√
Do not see Scouts as being comfortable with their race/ethnicity	√	√	√
Sleeping away from home	√	√	√
Do not see a Scout as someone their child would hang out with	√		√
Concern about their children losing their cultural heritage		√	√
Language barriers		√	√
Want the entire family to take part in activities		√	
Have other priorities for their children			√

√ — mentioned more than once in focus groups in multiple markets.

“My parents didn’t want me to get involved in Scouts because they didn’t know about it.” Hispanic/Latino Boy Scout-age youth, Houston

While youth in all groups like Boy Scout and Venturing activities, they do not see others like themselves in Scouting nor do they have any friends who are Scouts:

- African American youth and Hispanic/Latino American youth do not think Scouts are comfortable with their racial/ethnic groups.
- Youth in all groups, except the Hispanic/Latino Venturing-age groups, do not see a Scout as someone they would hang out with.
- African American youth also say they prefer team sports to extreme sports; therefore, they are not interested in Scouting activities which they see as individualistic rather than team oriented.

“To be honest, I think it sounds boring. I prefer regular sports. With regular sports, you have fans and people supporting you—the whole school’s into it. But you don’t get that with just rock climbing. It’s cool, but it’s just not for me.” African American Venturing-age teen, Houston

**Concerns About and Disconnects With Scouting
Youth Focus Groups
(Mentioned without prompting)**

Concerns/disconnects	Black/ African American	Hispanic/ Latino American	Asian American
Do not see others like themselves in Scouting	√	√	√
Do not have friends who are Scouts	√	√	√
Outdated uniforms	√	√	√
Scouts are not someone they can see themselves hanging out with	√	√*	√
Do not think Scouts are comfortable with their racial/ethnic group	√	√	
Prefer team sports to extreme sports	√		

* — Boy Scout-age youth only, Venturers do not have this concern

√ — mentioned more than once in focus groups in multiple markets.

Connections With Scouting

While parents express some concerns about Scouting, they also mention goals for their children that directly connect to the Scouting program.

Parents want programs that:

- Are proven to build leadership, character, and values; and they trust faith-based organizations to provide these programs
- Will enhance their child’s academic skills

African American and Hispanic/Latino American parents are looking for organizations that will help them strengthen family bonds.

*“Church is one of those places people can trust.”
African American parent, Houston*

Scouting Connections Parent Focus Groups (Mentioned without prompting)

Connections	Black/ African American	Hispanic/ Latino American	Asian American
Want activities that build leadership, character, and values	√	√	√
Trust faith-based institutions	√	√	√
Want their child to be successful in life	√	√	√
Want activities that strengthen family bonds	√	√	
Want activities that help their child be academically successful	√		√
Want children to learn responsibility		√	

√ — mentioned more than once in focus groups in multiple markets.

Youth have areas of interest that also connect with Scouting. They want:

- Fun activities that they can do with their friends
- To learn from young adult mentors
- Coed programs (Venturing-age youth)

In addition, African American and Asian American youth want leadership opportunities.

Scouting Connections Youth Focus Groups (Mentioned without prompting)

Connections	Black/ African American	Hispanic/ Latino American	Asian American
Want to participate in fun activities	√	√	√
Want to be with their friends	√	√	√
Want to learn from young adult mentors	√	√	√
Want coed programs	√*	√*	√*
Like extreme sports		√	√
Want leadership opportunities	√		√
Want to meet new friends			√

* Venturing-age teen groups

√ — mentioned more than once in focus groups in multiple markets.

Keys to Reaching Ethnic Markets

Parents and youth in all three ethnic markets are looking for messages that are relevant to their age, gender, and cultural background. They want to see fun activities that match their cultural heritage and the area in which they live. In addition, they want these messages to be delivered by people they trust in their community.

Parents are focused on ensuring their children’s future success. Messages to all parents should focus on how Scouting prepares youth for a successful future. To illustrate to parents how Scouting can help their child succeed, use local community leaders, successful business people, and athletes who were Scouts in their youth or are Scout leaders now with messages of how Scouting has contributed to their success. Parental messages about Scouting activities, specifically extreme sports, should also emphasize safety and learning skills from trained adult mentors.

Youth need messages that focus on doing exciting and fun activities with their friends. They want to see ethnically diverse promotional materials so that they can picture themselves and their friends taking part in Scouting activities. They suggest placing these advertisements in places where they congregate such as

schools, malls, and their neighborhood. They also suggest advertising on television, radio, and the Internet as effective ways to reach teens.

When marketing to parents to overcome their concerns and gain their attention, parents suggest the BSA:

- Address safety concerns. Let parents know about the youth protection training and the rules Scouting has set up to provide youth with a safe environment. Also emphasize that parents are encouraged to participate with their son so they can see firsthand what is happening in the den, troop, or crew and can meet the leaders and other parents.
- Promote Scouting as a way parents can strengthen family bonds by doing fun activities with their children. This is especially important among African American parents and Hispanic/Latino American parents with Mexican, Central, and South American roots.
- Provide information about the long-term benefits of Scouting. When addressing African American parents emphasize the values reinforced through Scouting and faith-based partnerships. When addressing Hispanic/Latino parents emphasize the values reinforced through Scouting and building family bonds. When addressing Asian American parents emphasize the educational benefits of Scouting, the merit badges, and the activities that can help their children in future careers.
- Enlist sources they trust, such as friends, family, church leaders, school counselors, coaches, and other community leaders to help spread the message about the BSA.
- Increase the visibility of Scouting in ethnic communities. Have youth wear Scouting shirts and have “Scouts at work” signs when they are working on community service projects. Have Scouts participate in local festivals and community activities to raise visibility in the community.
- Provide in-language and culturally relevant advertising for unacculturated parents. Advertising in their native language shows that Scouting is making a sincere effort to be inclusive.

In addition to the above suggestions, each group gave specific ideas about how to effectively connect with parents and youth in their racial/ethnic market.

African American Parents

To attract more African American families to Scouting, African American parents suggest:

- Changing the uniform so that it has a more up-to-date style that youth will wear
- Using politicians, musicians, actors, sports stars and community stalwarts as spokespeople

Words That Resonate With African American Parents	
Adventure	Physically fit
Awards	Responsibility
Competition	Skills/survival skills
Friends	Socialize
Fun	Sports
Involved	Structured
Leadership	Succeed
Outdoor adventure	Teamwork
	Travel/trips

African American Youth

To attract Boy Scout-age boys and male and female teens, African American youth suggest:

- Making the uniform optional
- Using musicians such as rappers as spokespeople

Words That Resonate With African American Youth	
Fun	Competition
Boy Scout-age boys	Venturing-age teens
Activities	Adventure
Knowledge	Amazing
Sports mentors	Athletic
	Community service
	Leadership skills
	Survival skills
	Travel

Hispanic/Latino American Parents

To attract more Hispanic/Latino families to Scouting, parents suggest:

- Using sports stars, actors, and authority figures in their community to promote Scouting
- Advertising in Hispanic/Latino publications
- Focusing on the values taught through Scouting

Words That Resonate With Hispanic/Latino American Parents	
Activities	Involvement
¡Atrevete! (Dare to do it)	Learn
Benefits	Prepare
Competition	Pride
Diversity	Ready
Family	Sport
Good citizen	Success
Group activity	Team
Honor	Unity
	Wholesome

Hispanic/Latino American Youth

To attract more Hispanic/Latino youth, Boy Scout-age boys and teenage males and females suggest promoting the fun activities that have high appeal, such as travel and extreme sports.

Words That Resonate With Hispanic/Latino American Youth	
Active	Fun
Activities	Safe
Boy Scout-age boys	Venturing-age teens
Choice/choose	Adventure
Community service	Athletic
Cool	Competition
Helpful	Extreme sports
Knowledge	Leadership
	Nature
	Physical fitness
	Relax
	Travel/trips



Asian American Parents

To attract more Asian American families to Scouting, parents suggest:

- Highlighting examples of successful CEOs who are former Scouts to show how the program contributes to future success.
- Addressing parents' time-constraint concerns. Many of these parents own their own business or both parents work. Providing flexible options that allow them to participate when they can will alleviate their concern about the time commitment required for Scouting.
- Using other parents and opinion-leaders in the Asian community as spokespeople.

Words That Resonate With Asian American Parents	
Accomplish	Leadership
Activities	Learn
Community service	Mental skills
Educational	Physical fitness
Fun	Success
Helpful	Survival skills
	Variety

Asian American Youth

To increase the number of Asian American youth in Boy Scouting and Venturing, youth suggest:

- Using teachers, funny characters, or people like themselves to promote Scouting in the Asian community
- Scheduling meetings and activities so they do not conflict with school or after-school cultural programs

Words That Resonate With Asian American Youth

Amazing	Fun
Competition	Trips/travel
Extreme	
Boy Scout-age boys	Venturing-age teens
Clean	A rush
Cool	Bold
Exercise	Exciting
Fantastic	Exhilarating
Giant	Extraordinary
Sports	Friends
	Fantastic
	Leadership
	Out of the ordinary
	Physical fitness
	Social

How the National Council Is Using Findings From This Study

Findings from this study are currently being used by special task forces convened by the National Council of the Boy Scouts of America. The Hispanic/Latino task force has investigated best practices from 10 councils that have been successful in recruiting Hispanics/Latinos. From this research and council best practices, Hispanic Communications Network has crafted a strategy to increase Hispanic/Latino enrollment in the Boy Scouts of America. African American and Asian task forces are being formed to develop and test best methods in those communities.



Reaching Generation X and Millennial Parents

Generation X and Millennial parents are the mothers and fathers of today's Cub Scouts and younger Boy Scouts. Like previous generations, they want their children to participate in activities that will enrich their lives and contribute to their current and future success. However, life experiences of Generation X and Millennial parents are different from previous generations, leading them to take a somewhat different approach to parenting and time use.

Who Are the Gen Xers?¹

Generation X, born between 1965 and 1976, includes slightly more than 49 million Americans, making up 17 percent of the United States population. While most Gen Xers are white (63%), the non-white population (37%) is larger in this generation than previous generations. Because they have grown up in a more diverse society, they are more welcoming of diversity and individual differences.

Many Generation Xers were latchkey children, with more than 70 percent having mothers in the labor force. Coming home from school and taking care of themselves for a few hours each day developed a sense of self-reliance and isolation in many Gen Xers that has carried over into their adult lives. Many are also the children of divorce, remarriage, and blended families. These experiences produced a generation that is more self-reliant, has a more positive attitude toward working mothers, and also wants to build close relationships with their children and spend time with the entire family.

Most Generation X households have at least one child under 18 living in the home. The percentage of Generation X households with children is greater among Hispanic/Latino (70%) and African American (62%) households than among Asian (51%) or white (55%) headed households. Among married Gen Xers, 54 percent have two or more children living at home.

Generation X is also more highly educated than previous generations. Most have graduated from high school. In addition, 31 percent of Gen Xers have at least a bachelor's degree, with a larger percent of women (32%) than men (29%) earning college degrees.

In 2005, 40 percent of Gen Xers volunteered their time. They usually volunteer for educational and youth service (33.6%), religious (29%), or social (13.1%) organizations in their community. When volunteering for these organizations they most often take on the roles of fund-raising, food preparation or distribution, tutoring, providing transportation, or mentoring youth.

Who Are the Millennials?²

The Millennial generation, born between 1977 and 1994, includes 75 million Americans, making up 25 percent of the United States population. The oldest members of this generation have graduated from high school and college and are embarking on their careers. The youngest members of this generation are finishing elementary school and moving into middle school.

Like Generation X, the Millennial generation is very diverse, with 39 percent of this generation's members being non-white or Hispanic. This diversity is not evenly distributed across the country. Millennial populations in California, Texas, Hawaii, New Mexico, and the District of Columbia are less than 45 percent white, non-Hispanic, while those in Maine, New Hampshire, South Dakota, Vermont, and West Virginia are more than 90 percent white, non-Hispanic.

Among Millennial-headed households, 39 percent have children under 18 living at home, with most households having children under 3 years of age (23%). More than half of Millennial households headed by Hispanics/Latinos (54%) or African Americans (52%) have children under 18 living in the home. Fewer white (33%) or Asian (21%) headed households have children under 18. Most of these households have two or fewer children living in the home.

In Millennial married-couple households, generally both spouses work (63%). In one-third of these married-couple households the husband is the sole support.

The Millennial generation is also on a course to be the most highly educated generation, with more than two-thirds of high school graduates going on to college.

BSA Study

In the Generation X and Millennial parent study reported herein, the views and opinions of Generation X and Millennial parents related to after-school activities were more similar than dissimilar. Therefore, the two generations are looked at as one. However, when significant differences between the two groups exist they are noted.

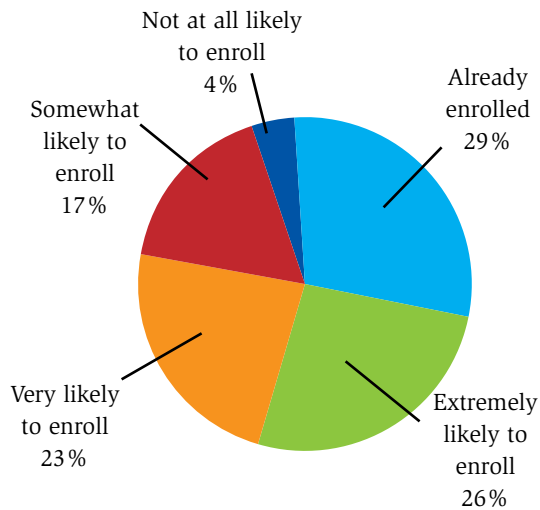
Executive Summary of Study Findings

Participation in After-School Activities and Organizations

Generation X and Millennial parents generally want their children to participate in after-school activities and organizations:

- More than three-quarters of parents (78%) have already enrolled or are extremely or very likely to enroll their son in an after-school activity or organization.
- Compared to white and Hispanic/Latino parents, African American parents more often say they are extremely likely to get their son involved in after-school activities.

Likelihood of Enrolling Son in an After-School Organization or Activity Now or in the Future



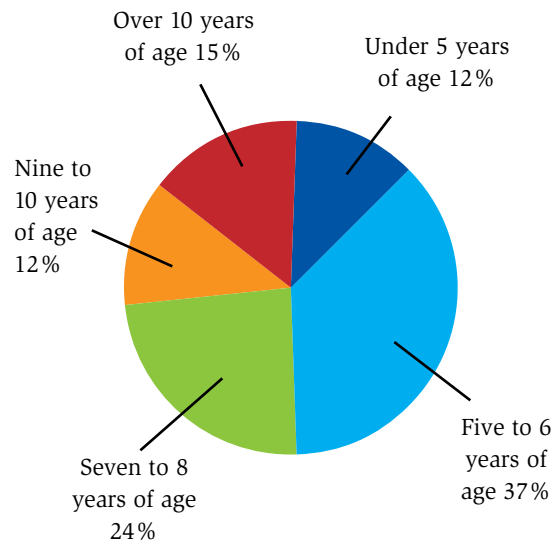
Base: 1,321 parents

- One-third of parents who are unlikely to get their son involved in any after-school program cite a lack of time as the primary reason they are unlikely to enroll their son.

In Generation X and Millennial households, usually both parents (75%) are involved in after-school activities with their son. In addition, more than one-fourth (26%) of parents also say that grandparents are involved with their son. This is especially true of parents who are likely to enroll their son in a BSA program. Thirty-two percent of parents who are likely to enroll their son in Scouting indicate that a grandparent will also participate in after-school activities with their son.

On average, parents expect to first enroll their son in an after-school activity or organization at 7 years of age. However, 37 percent expect to first enroll their son in after-school programs during his kindergarten years and 12 percent expect to enroll their son before he starts kindergarten.

Age Parent Enrolled or Expects to Enroll Their Son in After-School Activities

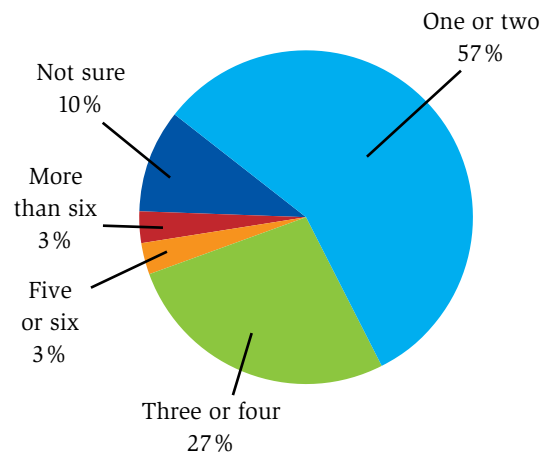


Base: 1,270 parents who currently or are likely to enroll their son in an after-school program

More than half of Generation X and Millennial parents say they will limit their son to membership in one or two after-school activities:

- Mothers more often limit their son to one activity.
- Fathers and parents earning more than \$100,000 more often say their son will participate in six or more activities.

Number of Activities in Which Parents Expect Their Son to Be Involved

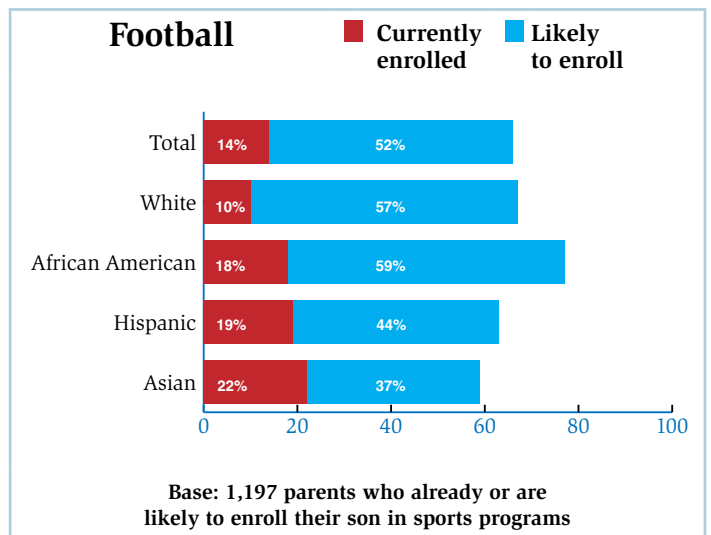
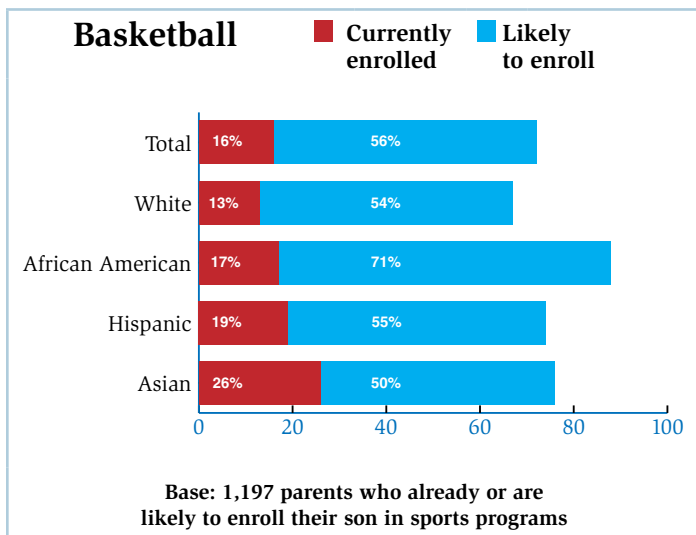
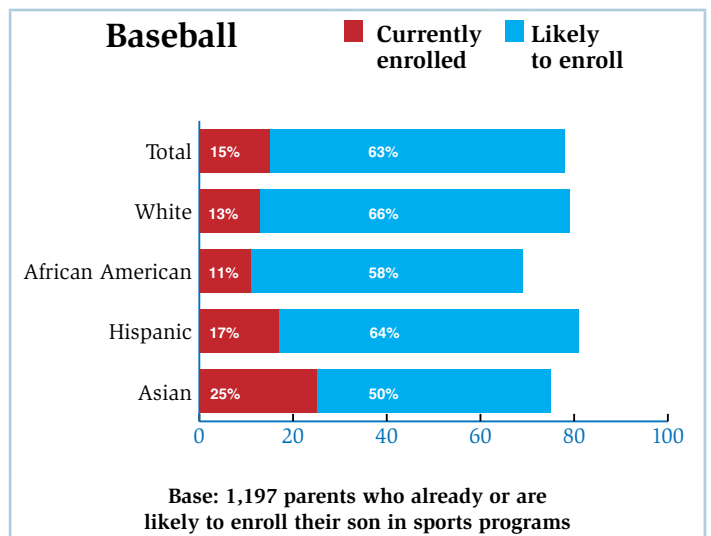
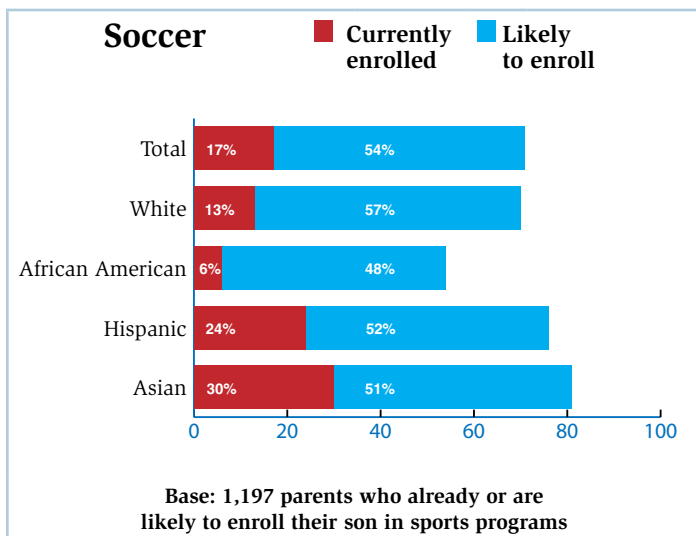


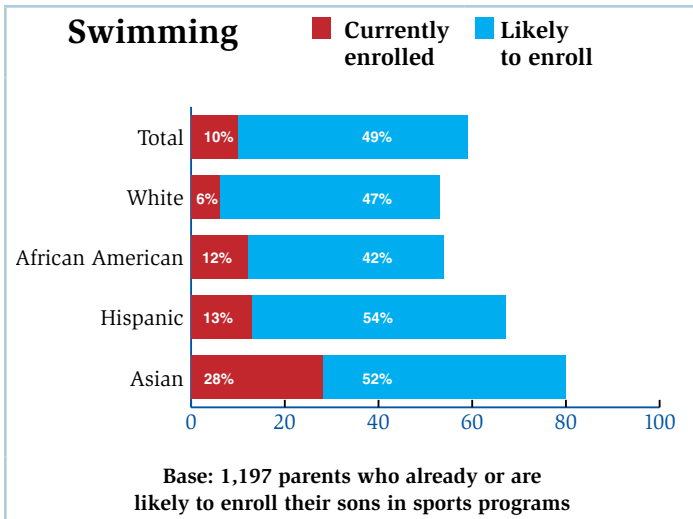
Base: 1,270 parents who currently or are likely to enroll their son in an after-school program

Sports or athletic programs are the most common after-school activity for boys. More than one-third of boys (36%) are currently enrolled in some type of sport, with most indicating they are currently enrolled in soccer, basketball, baseball, football, or swimming. More than four in 10 Asian American (45%) and Hispanic/Latino American (42%) boys are currently enrolled in sports, compared to about three in 10 white, non-Hispanic (33%) or African American (28%) boys.

More than half of parents (57%) whose sons are not currently enrolled in sports indicate they are likely to get their sons involved in sports in the future.

Millennial parents are more likely to enroll their sons in baseball, football, basketball, swimming, or hockey than are Generation X parents.





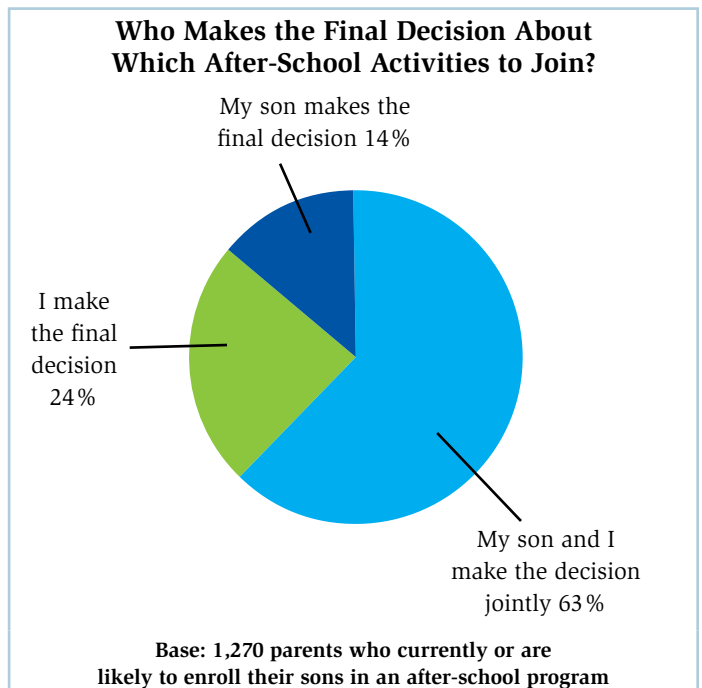
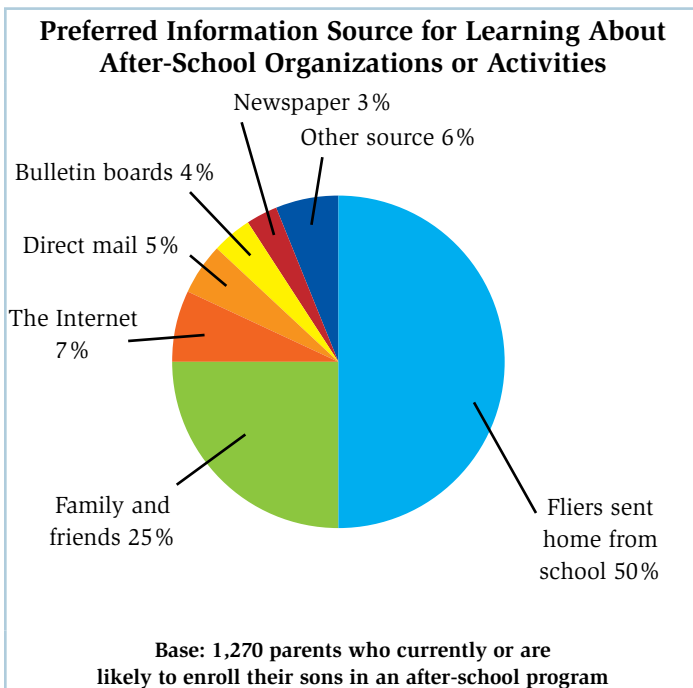
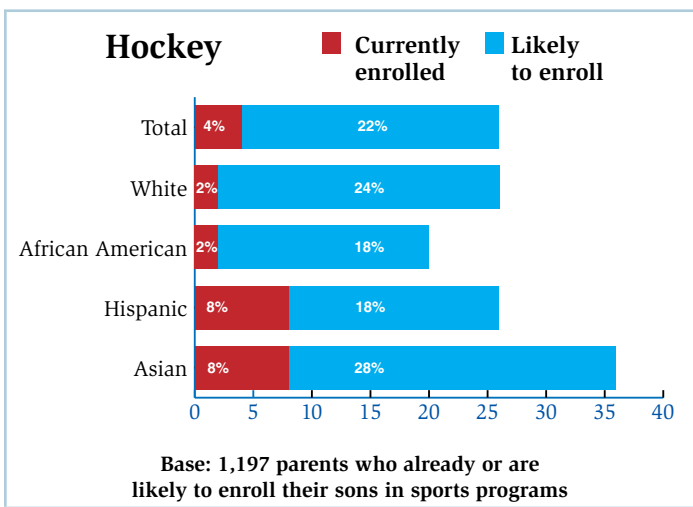
Deciding Which After-School Activities and Organizations to Join

Half of parents (50%) prefer to learn about after-school activities or organizations through fliers sent home from school. Mothers (55%) are more likely than fathers (41%) to prefer this method of communication.

One-fourth of parents prefer to receive information through friends and family. Fathers (33%) are more likely than mothers (28%) to rely on referrals.

Generation X and Millennial parents and their children are generally partners in decisions about joining after-school activities:

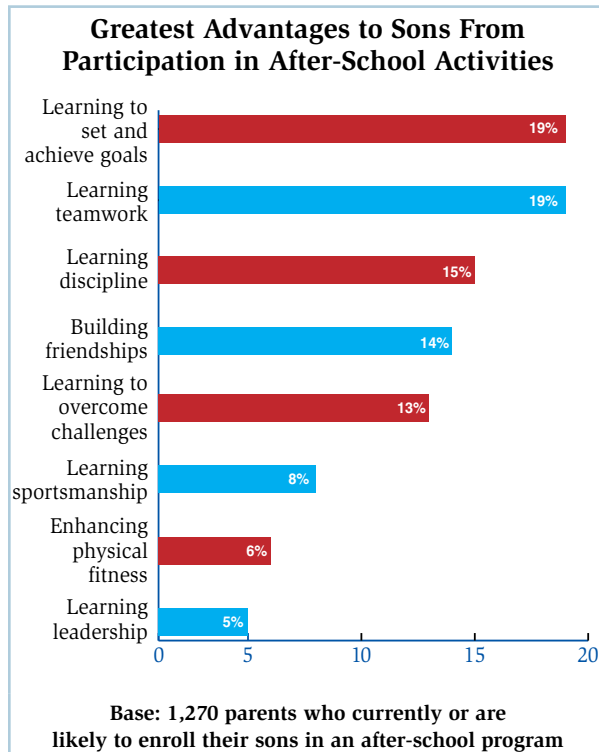
- Most parents say they and their sons both take part in identifying available activities (48%).
- They also share in the final decision about which activities to join (63%). African American parents (40%) are more likely than white (17%) or Hispanic/Latino (27%) parents to indicate they make the final decision about which activities to join.



Elements Parents Are Looking for in After-School Activities and Organizations

The majority of Generation X and Millennial parents (85%) believe it is very or extremely important for youth organizations or activities to teach their son values such as honesty, loyalty, and leadership.

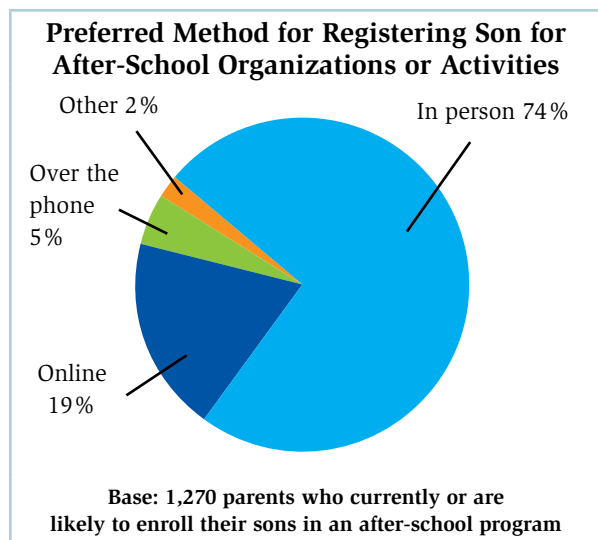
Parents believe that learning to set and achieve goals and teamwork are the greatest advantages of participating in after-school activities.



Registering for After-School Activities and Organizations

Almost three-fourths of parents prefer in-person registration to online or telephone registration for their child's activities. This is especially true of African American (89%) and Hispanic/Latino (84%) parents, with more than eight of 10 saying they prefer in-person registration to all other registration methods.

Almost one in five parents (19%) prefer online registration. Parents who live in the suburbs (25%) and those earning more than \$50,000 (27%) are most likely to prefer online registration.



More than one-third of parents (38%) say the number of days or weeks they have to register their child is extremely or very influential when deciding whether or not to enroll their child in an activity or organization. The registration time period is more influential among African American (48%), Hispanic/Latino (47%), and Asian (44%) parents than among white parents (31%). Most of these parents prefer an open enrollment that lasts from one week to one month.

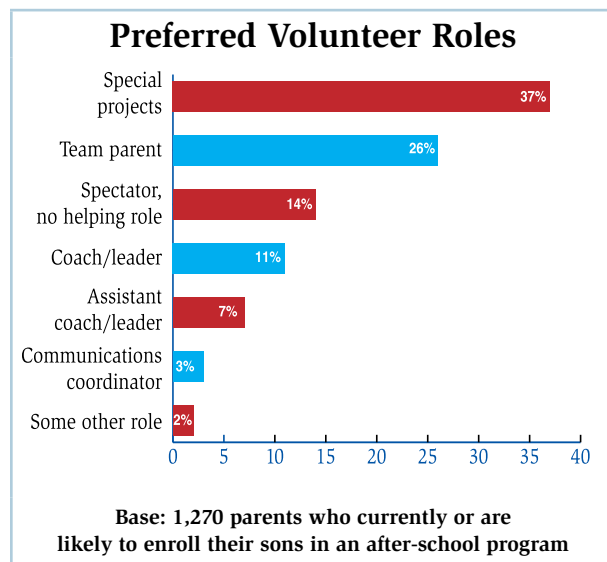
Generation X and Millennial parents are almost evenly split in their preferred payment schedule when registering for after-school activities:

- Slightly more than one-third of parents (35%) prefer to pay for all the costs associated with membership at the time of registration, including paying for registration, uniforms, activities, and literature. Fathers and parents earning more than \$100,000 a year more often select an all-inclusive one-time registration fee.
- Another third of the parents (34%) prefer to pay for all costs associated with the activity over time on a scheduled basis. Mothers and parents earning less than \$35,000, are most likely to say they prefer scheduled payments over a period of time.
- Slightly less than one-third (31%) had no preference between the two payment options.

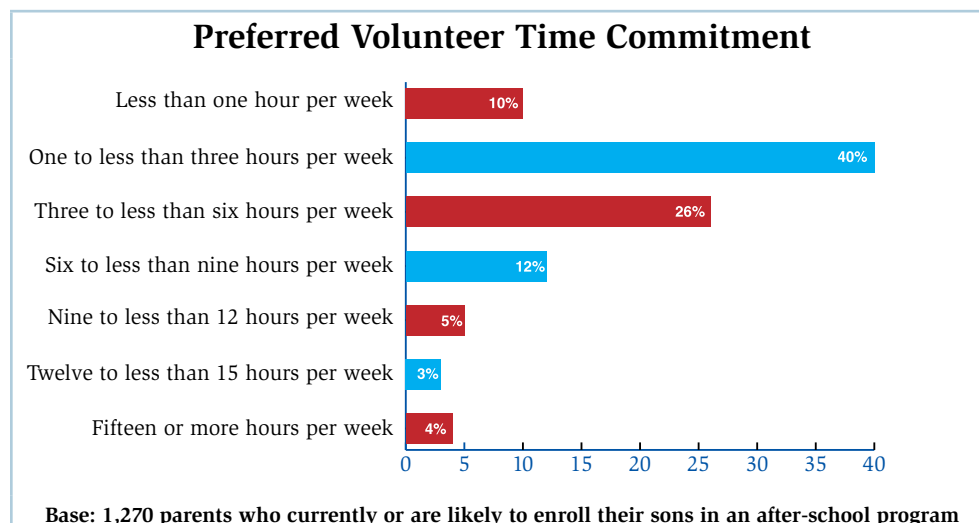
Volunteering for After-School Activities and Organizations

Most Generation X and Millennial parents are willing to volunteer for some type of role in their sons' after-school activities or organizations:

- The role most parents prefer is helping with special projects on an as-needed basis (37%).
- More than one-fourth (26%) indicate they are willing to be the team parent.
- Only around one in 10 (11%) prefer taking the role of leader or coach, with fathers being more likely than mothers to prefer this volunteer role.



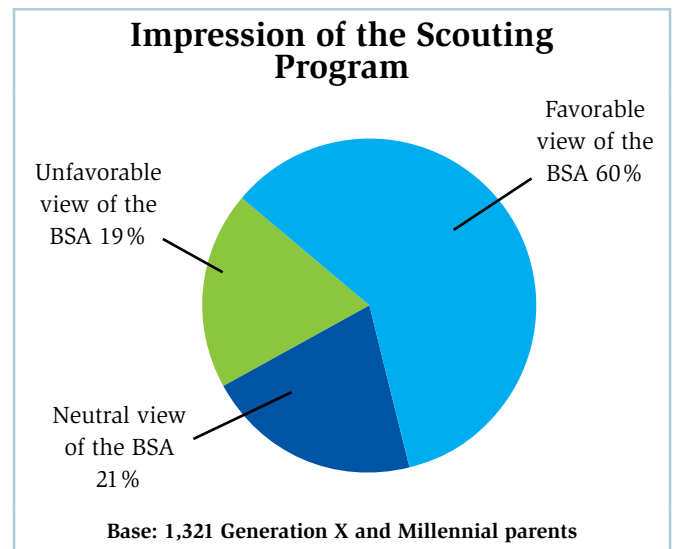
Two-thirds of parents prefer to spend between one and six hours per week volunteering for a youth organization. Fathers indicate that they are willing to give more time than mothers.



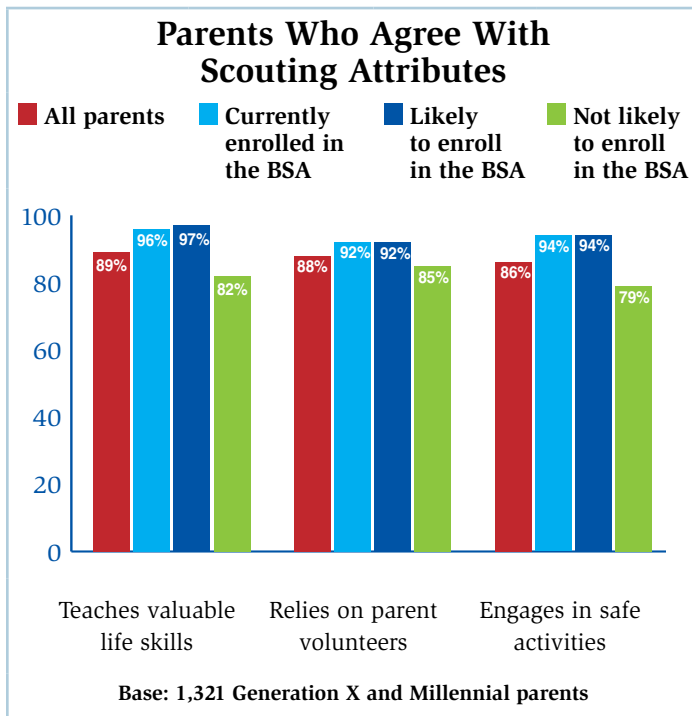
Attitudes Toward the Boy Scouts of America

Six of 10 parents (60%) have a favorable view of the Boy Scouts of America:

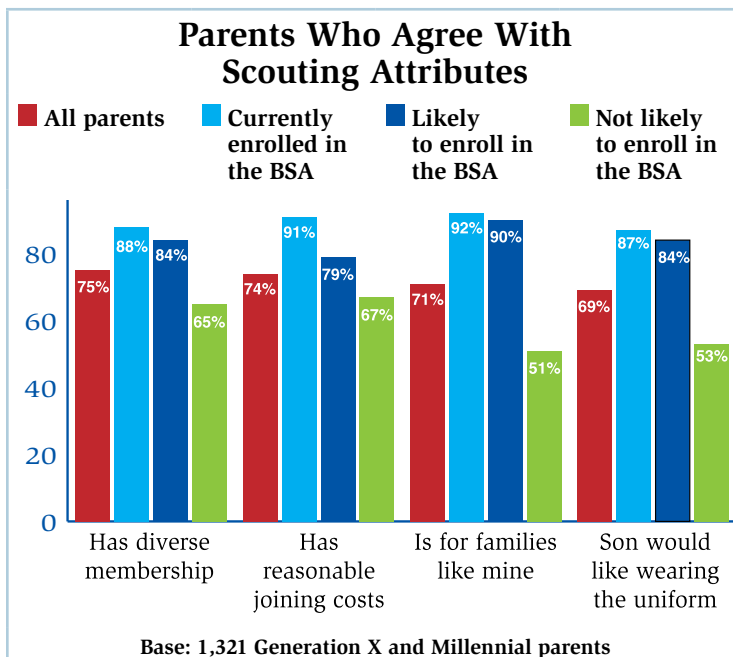
- Parents who think it is important to teach values are more likely to have a favorable view of Scouting than those who do not think teaching values is important.
- Parents who participated in a Scouting program as a youth are also more likely to have a favorable view of the program.



More than eight of 10 Generation X and Millennial parents agree that the Boy Scouts of America teaches valuable skills, relies on parent volunteers, and provides safe activities.



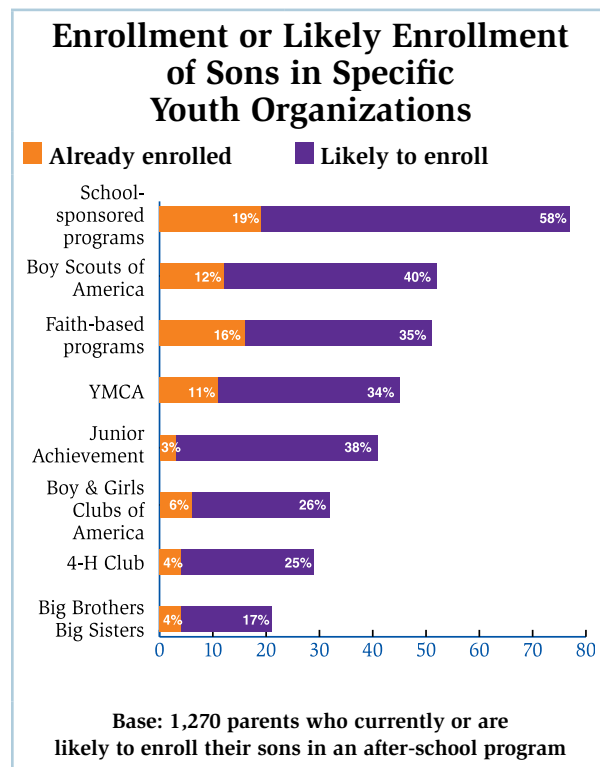
Around seven of 10 Generation X and Millennial parents agree that the Boy Scouts of America has diverse membership, has reasonable joining costs, is for families like theirs, and has a uniform their sons would like to wear.



- Parents whose sons are currently enrolled or likely to enroll are more likely to agree with each attribute statement than are parents whose sons are not likely to enroll in a Scouting program.
- White parents (91%) are more likely than Asian (81%) or Hispanic/Latino (80%) parents to agree Scouting activities are safe.
- Hispanic/Latino parents (64%) are less likely than African American (75%) and white parents (74%) to agree that Scouting is for families like theirs.

Participating in the Boy Scouts of America

More than half of parents report that their son is already in Scouting (12%) or is likely to enroll (40%) in a Boy Scouts of America program in the future. Parents are more likely to choose to enroll in the Boy Scouts of America over all other activities and organizations except school-sponsored programs (e.g., athletics, academic clubs, band, choir, etc.). Parents who participated in a Scouting program as a youth are more likely to enroll their sons in Scouting than those who have never participated.



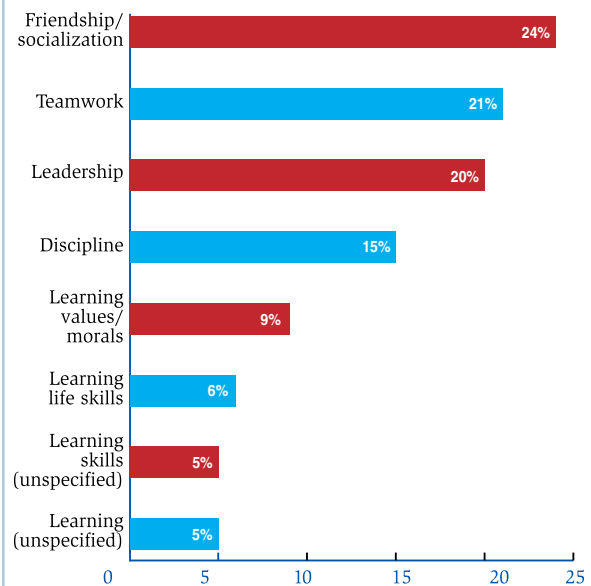
Among the parents whose sons are not likely to join Scouting, one-quarter (25%) say they or their son are just not interested in the program. A few mention:

- They or their sons were Scouts and had a negative experience in the program (8%).
- They have already committed their time elsewhere (7%).
- They believe the Boy Scout leadership policy is discriminatory (7%).

Parents whose sons are currently enrolled or likely to join Scouting listed a variety of benefits they expect their sons to receive from participation in the program. Parents most often list the following as primary benefits:

- Friendships/socialization
- Teamwork
- Learning leadership skills
- Learning values

Primary Benefits of Participating in the Boy Scouts*



Base: 662 parents whose sons are currently in or likely to join a BSA program
*Percentages may add to more than 100% due to multiple responses.



Volunteering for the BSA

Almost half of parents (49%) whose sons are in Scouting or are likely to enroll in Scouting say they plan to volunteer for the BSA. More than two-thirds of Hispanic/Latino American (67%) and half of African American (54%) parents say they plan to become Scout volunteers.

Parents are motivated to become a Scouting volunteer because they like to get involved in activities with their children and to help their sons:

- Hispanic/Latino parents are more likely than other parents to volunteer because they want to help their sons.
- Millennial parents are also more likely than Generation X parents to say they will volunteer to help their sons.

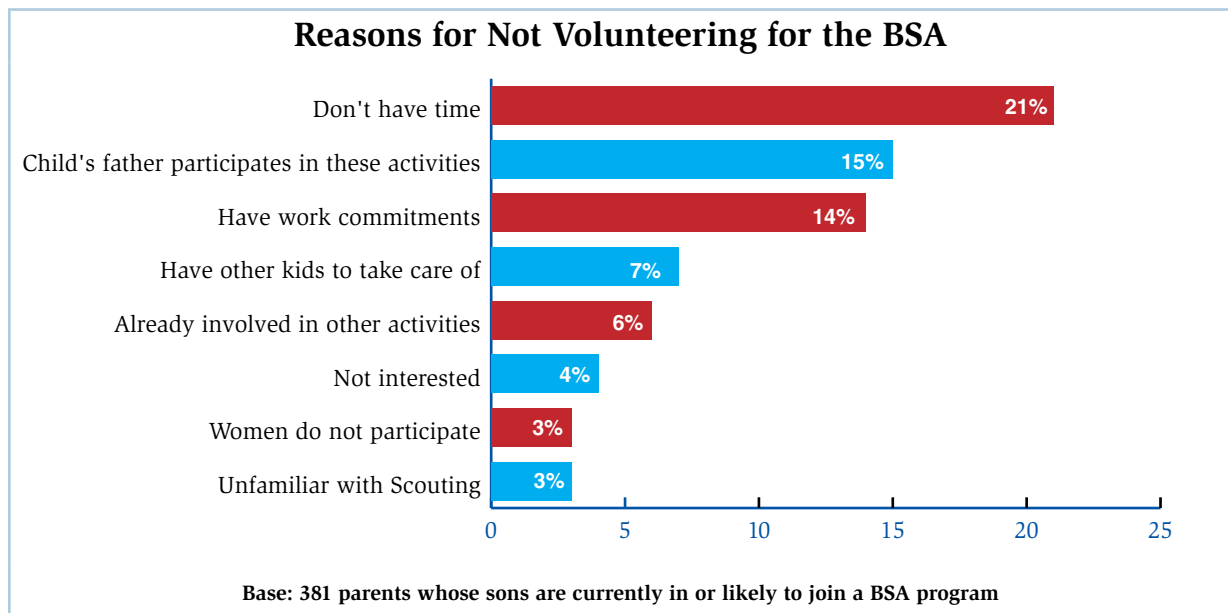
Parents who do not plan to volunteer for the BSA cite a lack of time as the primary reason:

- Mothers also report that they will not volunteer for the BSA because their husband participates in these types of activities with their sons (23%).
- Some African Americans hold a misperception that women cannot volunteer for the BSA and cite this as the reason they will not volunteer (12%).



More than one-third of parents (38%) who do not plan to volunteer say there is nothing the BSA can do to motivate them to volunteer. However, a few say they will volunteer if:

- Their children decide to participate in the program (4%).
- Flexible volunteer times are provided (4%).
- Information about volunteer opportunities is communicated to them (3%).
- They have a variety of interesting projects to choose from (3%).



How the National Council Is Using the Findings

Strategies and tactics are being developed based upon this research to increase recruitment of Generation X and Millennial households. The strategies and tactics developed will be tested in councils across the country during the 2007 recruitment rallies so that strategies can be refined before implementation in all councils.

Study Methodology

Harris Interactive surveyed 1,321 parents between the ages of 20 and 39 who had at least one son between the ages of 3 and 14. Online surveys were conducted with 1,256 parents in November and December 2006. Telephone interviews were conducted with 65 non-white or Hispanic parents to supplement the online surveys. Hispanic and non-white parents were over-sampled in order to have enough respondents to test for significant difference between groups.

Parents surveyed were also screened to ensure that they had major or sole influence in decisions regarding their sons' after-school activities.

Demographic Profile of Generation X and Millennial Parents Participating in the Study

The tables below show the demographic profile of all the parents participating in the study (1,321 parents) as well as the demographics of parents who currently have a son in Scouting (158 parents).

Gender	Total parents	Sons in Scouting
Female	61 %	48 %
Male	39 %	52 %
Base	1,321	158

Race/ethnicity	Total parents	Sons in Scouting
White	52 %	50 %
Hispanic	26 %	27 %
African American	13 %	10 %
Asian/Pacific Islander	9 %	12 %
Base	1,321	158

Percentages may not add to 100% due to rounding.

Number of male children	Total parents	Sons in Scouting
1-2	90 %	86 %
3-4	9 %	12 %
5-6	1 %	3 %
Base	1,321	158

Percentages may not add to 100% due to rounding.

Number of female children	Total parents	Sons in Scouting
0	41 %	34 %
1-2	53 %	54 %
3-4	4 %	8 %
5-6	1 %	2 %
7-8	0 %	2 %
Base	1,321	158

Age of son	Total parents	Sons in Scouting
3 to 6 years of age	49 %	40 %
7 to 10 years of age	31 %	65 %
11 to 14 years of age	21 %	34 %
Base	1,321	158

Percentages may add to more than 100% due to multiple responses.

Age of parent	Total parents	Sons in Scouting
Millennial		
20 to 29 years of age	32 %	24 %
Generation X		
30 to 39 years of age	68 %	76 %
Base	1,321	158

Highest level of education	Total parents	Son in Scouting
High school or less	42 %	26 %
Some college or technical school	31 %	27 %
College graduate	16 %	28 %
Some graduate work or graduate degree	11 %	19 %
Base	1,321	158

Household income	Total parents	Son in Scouting
Less than \$35,000	27 %	22 %
\$35,000 to \$49,999	16 %	6 %
\$50,000 to \$74,999	22 %	22 %
\$75,000 to \$99,999	13 %	17 %
\$100,000 or more	17 %	30 %
Refused/no answer	5 %	3 %
Base	1,321	158

Employment status	Total parents	Son in Scouting
Employed full-time	58 %	73 %
Homemaker	22 %	14 %
Employed part-time	11 %	8 %
Self-employed	7 %	4 %
Unemployed	6 %	7 %
Student	6 %	6 %
Retired	1 %	2 %
Base	1,321	158

Percentages may add to more than 100% due to multiple responses.

Marital status	Total parents	Son in Scouting
Married	70 %	75 %
Single, never married	13 %	14 %
Divorced/separated/widowed	8 %	9 %
Living with a partner	9 %	2 %
Base	1,321	158

Participation in Scouting as youth	Total parents	Son in Scouting
Girl Scouts	23 %	22 %
Boy Scouts	12 %	23 %
Cub Scouts	12 %	21 %
Explorers	7 %	15 %
Venturers	3 %	9 %
Never a Scout	55 %	37 %
Base	1,321	158

Type of community	Total parents	Son in Scouting
Urban	34 %	35 %
Suburban	41 %	44 %
Rural/small town	26 %	22 %
Base	1,321	158

Region	Total parents	Son in Scouting
Northeast Region	18 %	24 %
Southern Region	33 %	28 %
Central Region	24 %	28 %
Western Region	25 %	21 %
Base	1,321	158

Sources

¹ *Generation X: Americans Born 1965 to 1976* (Fifth edition). (2006) Ithaca, NY: New Strategist Publications Inc.

² *The Millennials: Americans Born 1997 to 1994* (third edition). (2006) Ithaca, NY: New Strategist Publications Inc.

Resources to Use With Parents

Youth Recruitment

www.joincubscouting.org can help parents and youth learn about the opportunity from joining Cub Scouts. There are also some fun games on the site for youth.

Cub Scout Recruiter DVD (13-118A) can be used with youth to help with peer-to-peer recruitment.

www.thescoutzone.org provides informative videos, games, and a local troop locator for the Boy Scout program.

The Outdoor Program brochure (18-954) highlights Boy Scout outdoor activities.

Climb On Safely brochure (20-099B) highlights Boy Scout high-adventure climbing activities.

Trek Safely brochure (20-125) highlights Boy Scout high-adventure trekking activities.

Boy Scout billboard graphic (02-752) can be printed as a postcard for direct mail to Boy Scout-age boys.

www.scouting.org/venturing provides information about the Venturing program and a link to the council locator where youth can find the nearest Venturing crew.

Venturing: What Did You Do Last Weekend? print ad (02-733) can be used as a postcard for direct mail, or as a recruitment poster or flier.

Serious fun! print ad (02-735) can be used as a postcard for direct mail, or as a recruitment poster or flier.

Parent Recruitment

Cub Scouting . . . Time Well Spent brochure (02-342) highlights the benefits youth receive from participating in the Cub Scout program.

More Than Ever, American Families Need Cub Scouting brochure (13-077A) highlights the benefits youth receive from participating in the Cub Scout program.

What Will Your Son's Future Hold? brochure (02-789) highlights the benefits youth receive from participating in a Scouting program.

Cub Scouting: Un Buen Programa Para Nuestras Familias brochure (13-125) can be used with Hispanic/Latino parents to show that Cub Scouts is a family program that fits with the goals they have for their children.

Su Hijo-un Gran Tesoro (Your Son—A Great Treasure) brochure (94-018) is designed to be used with Hispanic/Latino parents to explain how Scouting will benefit their son.

Scouting—Si Funciona Para Sus Niños (Scouting—It Works for Your Youth) brochure (94-098) is designed to be used with Hispanic/Latino parents or community groups to show the benefits of Scouting.

Que es Scouting video (94-124) is designed to be used with Hispanic/Latino parents or community groups to explain the Scouting program.

Cub Scout billboard graphic (02-732) can be printed as a utility bill mailer or distributed to kindergartners during the school year with information about joining when they complete kindergarten.

Don't Tell Them It's Not Just About Having Fun print ad (02-702) can be used as a poster or flier to introduce parents to Cub Scouting.

Helping Build Better Kids From the Ground Up print ad (02-703) can be used as a flier to introduce parents to Cub Scouting.

Boy Scouting . . . Time Well Spent brochure (02-341) can be used to illustrate the benefits youth receive from participating in the Boy Scout program.

The *Values of Americans* booklet (02-849) shows that Scouting builds values and academic skills.

A Year in the Life of a Cub Scout . . . Boy Scout . . . Venturer booklet (02-303) shows parents how Scouting reinforces values, goal setting, and teamwork.

Values of Scouts, booklet (02-882) shows parents how Scouting reinforces values, goal setting, academic achievement, and teamwork.

Parent Orientation Guide on www.scoutparents.org briefly explains the Scouting program to new parents.

www.scoutingvalelapena.org provides information in Spanish about the Scouting programs.

Scouting Believes in Us print ad (02-815) focuses on African Americans and can be used as a flier or poster.

Be Prepared to Lead print ad (02-675) focuses on African Americans and can be used as a flier or poster.

Scouting Works in the African American Community DVD (11-251) can be used to introduce parents and chartered organizations to Scouting.

Volunteer Recruitment

The Volunteer Outcomes Study booklet (02-658) introduces parents to the benefits provided through Scout volunteering.

Build a Better Future for Yourself and Your Community's Youth . . . Become a Scout Volunteer brochure (02-822) highlights the benefits of volunteering as well as helping overcome some of the most common objections parents give when asked to volunteer.

Volunteer Indicator Form on www.scoutparents.org helps uncover parents' volunteer interests so they can be matched with the right volunteer job.

Specific Tasks list of unit needs on www.scoutparents.org details the tasks parents can perform to support the unit.

It's Our Turn to Make a Difference brochure (02-478) can be used with grandparents to explain how they can change the lives of their grandchildren and other children in their community through volunteering.

Other Resources

Councils will also find a best practices menu on www.scouting.org, BSA info, or My BSA. These menus highlight councils' successes in recruiting members and volunteers.

www.scoutparents.org. Resources are continually being developed for this site, so check back to learn about the latest resources.

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