

Region Handbook

2021-2022



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I. Welcome to the Region

a. **Vision Statement for Regions**

Regions are the foundation for locally delivered Girl Scout programs that support and serve older girls both currently engaged in our program and new girls looking for an opportunity to connect into the amazing experiences Girl Scouts has to offer. They actively and intentionally provide a framework through the GSLE, reengaging passionate volunteers, recruiting new short-term volunteers, and utilizing their local resources so that all older girls have the opportunity to grow into amazing leaders. They inspire girls to achieve their Silver and Gold Awards and become the most successful women in society who will continue to carry the Girl Scout Movement forward for another century.

Girls have told us that, as they grow, the programs they participate in must also grow to meet their needs. The experience must look and feel different than it did when they were in elementary school and must be distinguished from their day-to-day activities, friends' birthday parties, and the other extracurricular options they are bombarded with daily. Girls want hands-on opportunities to learn, grow, fail, and get back up again. They want to be challenged and make leadership decisions within the context of the Girl Scout Leadership Experience (GSLE) that will help them gain confidence and in so doing change the world around them. Regions help girls do just that.

b. **Essential Functions of a Region**

Regions are organized throughout the Council, with each Region serving 2-8 Communities. GSSJC has 16 Regions that range in size from approximately 950-3,500 girls. Regions support girls in grades 6 to 12 through volunteer-led events and series. These activities are available to all girls, creating an inclusive and diverse catalogue for older girls. This approach will provide members with a variety of ways to engage in Girl Scouts through ways that meet their interests and provide GSLE curriculum. Regions also support adults working with older girls. Each region will have participations goals annually.

II. Volunteering

a. **Essential and Additional Roles**

Lead volunteers at the Region level are part of the Region Service Team (RST). This team has core, "essential" roles as well as many additional roles volunteers can choose. Auxiliary and extended roles are filled based on region needs and volunteer support/availability. A person may serve in more than one role.

Essential Region Volunteer Roles

Each Region should have the following "essential" roles filled in order to function at a minimal capacity:

- Region Leadership Coordinator (Members of Community Leadership Teams should carefully consider holding this position as well due to time commitments)
- Treasurer
- Communication Specialist
- Series/ Event Advisor(s)

Additional Region Volunteer Roles (these roles are optional but can provide assistance to the core team)

These roles can offer additional areas for volunteers to serve on the Region level. All adult roles require council appointment:

- Girl Panel/Planning Board Advisor

- Girl Panel Member (girl position)
- Teen Communicator (girl position)
- Take Action Lead
- Bilingual Communicator
 - *Heavily consider this position if a Region has a high multi-lingual population. In order to reach a representative demographic of girls within the Region, communication with them may need to be through a non-English medium.*
- Program Aide/Volunteer in Training Advisor
- Adult Enrichment Event Chair
- Series/Event Team Lead
 - can be appointed year-round/for each event as necessary/applicable
- Series/Event Facilitator
- Travel Advisor
- Year-round or Group Camping Advisor
- Special Interest Advisor
- Girl Scout Leadership Experience Mentor
- External Community Engagement Specialist
- Volunteer Recruitment Lead
- Secretary
- Equipment Manager

Note: If a Girl Panel and/or Planning Board is being utilized, an advisor must be present. One or both of the Series/Event Advisors can serve in this capacity if a separate Advisor is not available.

b. Position Descriptions

Position Descriptions are located on the GSSJC website's Forms and Documents page at: <http://www.gssjc.org/en/our-council/forms-and-documents.html>. The descriptions are "living" documents and may be updated periodically, making the website the best resource to obtain a description. Each volunteer should support GSSJC's plurality statement and be in good standing.

Suggestion: Although not specified in the description, it is advised that the Series/Event Advisor role is split in two (Cadettes and Seniors/Ambassadors) to better serve the membership.

c. Prospects, Appointments, Onboarding, and Delegates

Appointing, supporting, and supervising Region Service Team (RST) members

Volunteers on the Region service team report to the Girl Experience Coordinator for regions. The Region treasurer is appointed by and reports to the Council Financial Management Coordinator. The treasurer is required to complete Community and Region treasurer training.

Please see the training chart in the following section (e.) for specific appointer details. Referrals to the Council-wide coordinator(s) for qualified volunteers should ideally come from the service team and volunteers in the Region. Once selected to serve, a background check will be run for all positions.

Reminder

All adults who volunteer at the Region level must be registered members and in good standing. The GSLE Manager or Volunteer Experience Manager should ensure all adults are registered each membership year with a clean background check and are in good standing prior to appointment to Region positions.

Region Leadership Coordinator (RLC) Appointment

The RLC is appointed and supported by Girl Experience Coordinator(s) based on the recommendation from the Region Service Team.

The process for selection an RLC candidate is as follows:

- When the RLC's term is expiring, the Region Service Team will select a candidate during a meeting in the spring.
- If available, a Girl Experience Coordinator or designee will attend this meeting to assist with this process. (Please invite them if selecting an RLC is on the agenda).
- A GSLE Manager or Volunteer Experience Manager should be present at this meeting and will forward the candidate to the Girl Experience Coordinator for vetting and approval.
- The candidate must complete the required Region Orientation or Region Support Group meeting within 3 months of approval and serves for two years.

Prospect Cards

A Region prospect card is available in the forms section of the website. All members of the RST should actively recruit volunteers to fill out the prospect cards at all Region events, series, meetings, and electronically. Parents of older girls should also be invited to fill out a prospect card whether for themselves or another individual as they are a good resource for potential volunteers. A representative from the Region should contact the Communities in the Region and ask to attend the April Community Summit with prospect cards, to share information about region programs in a buzz session with older girls' leaders. The prospect cards should be collected by the RLC and forwarded to the Girl Experience Coordinator(s) or GSLE or VE Manager. The cards may be submitted, or the nominations can be submitted by email.

Annual Meeting Delegates

According to GSSJC Articles of Incorporations and By-Laws, prior to each Annual Meeting every Region shall select a minimum of one and maximum of two Delegates to attend the Council meeting to represent the Region.

- Delegate Eligibility Region delegates shall consist of Members, 14 years of age or over, in good standing with the Council, and who are affiliated with the Region. Not later than 10 days prior to each Council meeting, each Region shall deliver all meeting materials (including notice of the meeting) to its Delegates for such meeting.
- Selection and Term of Region Delegates Region delegates shall be selected for each Council meeting and shall serve until their successors are selected. The process for selecting its Delegates is up to each Region. The March Region Service Team meeting is designated for teams to select its delegates. This is a wonderful leadership opportunity for girls and each Region should strive to have one or both of its Delegates girls age 14 and up.
- Responsibilities of Delegates Region delegates shall become informed of the matters to be discussed at Council meetings and of the viewpoint of their respective Region membership. They shall prepare for, attend, and participate in Council meetings and report to their Region on actions taken.
- Substitutes If unable to attend, the Region delegate may appoint a substitute to attend such meeting, are if they provided that such substitute is from the same Region and not already a Delegate with respect to the applicable meeting, and otherwise complies with the procedures established by the Region. Such substitute shall have the same rights, responsibilities, and duties of the Region delegate for which such person is a substitute.
- Other Delegates There are also Community delegates, and delegates-at-large who represent either governance or operational groups. Delegates cannot represent multiple groups/entities at the same meeting.

d. Training

Training is offered for most roles to assist volunteers in carrying out the responsibilities and duties of their position to the best of their ability. Volunteers can utilize their staff partner for questions regarding how to find appropriate trainings. All positions are two-year terms except the Treasurer which is one. The online Camping and Overnight Basics training is encouraged for all roles.

Region Leadership Positions

Region Leadership Coordinator	Required Training:	Region Orientation or Region Support Group
	Suggested Training:	Enrichment to enhance skills and complement role responsibilities
	Appointed By:	Girl Experience Coordinator
	Supported By:	GSLEM or VEM

Communication Specialist	Required Training:	Region Support Group
	Suggested Training:	Communication Specialist
	Appointed By:	Girl Experience Coordinator
	Supported By:	GSLEM or VEM

Treasurer	Required Training:	Community/ Region Treasurer
	Suggested Training:	Region Support Group
	Appointed By:	Financial Management Coordinator
	Supported By:	Finance and Administration Department

Teen Communicator	Required Training:	Communication Training
	Suggested Training:	
	Appointed By:	Girl Experience Coordinator
	Supported By:	GSLEM or VEM

Girl Planning Board Advisor	Required Training:	Event Basics and Weekend Events for overnight events
	Suggested Training:	Green Apple- Girl Panel/ Planning Boards ; Region Support Group
	Appointed By:	Girl Experience Coordinator
	Supported By:	GSLEM or VEM

Girl Panel Advisor	Required Training:	Green Apple- Girl Panels/ Planning Boards
	Suggested Training:	Event Basics, Weekend Events
	Appointed By:	Girl Experience Coordinator
	Supported By:	GSLEM or VEM

Series/ Event Adviser	Required Training:	Event Basics, Weekend Events for overnight events
	Suggested Training:	Girl Planning Board Green Apple
	Appointed By:	Girl Experience Coordinator
	Supported By:	GSLEM

Series/ Event Lead	Required Training:	Event Basics, Weekend Events for overnight events
	Suggested Training:	Girl Planning Board Green Apple
	Appointed By:	Girl Experience Coordinator
	Supported By:	GSLEM or VEM

Camp Event Lead	Required Training:	Volunteer Camper Certification, Event Basics, Weekend Events
	Suggested Training:	Region Support Group
	Appointed By:	Girl Experience Coordinator
	Supported By:	GSLEM or VEM

Adult Event Lead	Required Training:	Event Basics
	Suggested Training:	Thanks a Million
	Appointed By:	Girl Experience Director
	Supported By:	VEM

III. Planning for the Region

a. Region Event Planner F-203

The Region Event Planner should be submitted for each activity the region plans. It communicates the plan and proposed budget for the region activities to the Girl Experience Department coordinator and staff so the plans can be supported at the Council-wide level. The RLC is responsible for coordinating the completion and submission of the plan. Submission should include the Region Service Team Roster (F-35R) and proposed budget (F-450).

The Region Event Planner and additional documents are submitted to the Girl Experience Coordinator and GSLEM/VEM. The initial plans are due August 31st. As additional programming opportunities are developed, additional event plans should be completed and submitted so the GE Coordinator and staff can be apprised of all plans in place. Questions about completing the Plan should be directed to the Girl Experience Volunteer Coordinator(s).

b. Essential Expectations for Regions

Use this list when completing Region Event Planner and formulating plan for the year.

- Region Volunteer Positions
 - Focus on filling Essential Roles.
 - Complete F-35R Region Team Roster
- Region Service Team – goals
 - Identify and establish relationships with programmatic partners. (With guidance from Girl Experience Department)
 - Connect with camp opportunities.
 - Establish short-term volunteer plan – through onboarding.
 - Communicate with Council – plans and activities.
- Region Service Team Meetings
 - By June/July – Planning and calendar
 - November – Midyear checkpoint, Annual meeting delegates, recognitions nominations
 - March – Evaluation, elect roles for next year
- Staff support from GSLE or VE Manager
 - Team should be represented at planning meeting for girl and adult events.
 - Facilitate submission of Region Event Planner for each activity to Council.
- Financial
 - All Girl & Adult activities should be self-supporting.
 - Open/ maintain region bank account in accordance with GSSJC policies and procedures.
 - Keep accurate records, including receipts, and submit reports annually.
 - Funding will be available from product sales.
- Girl Program opportunities should incorporate the following:
 - All girl programming on the region level must be advertised on the council event page and must give opportunity for all girls within GSSJC to attend.
 - At least one offering for each level i.e., a cadette event and a senior/ambassador event.
 - Planned opportunities must take into account the region's participation goal.
 - All offerings must include elements of the Girl Scout Leadership Experience incorporating at least one of the 5 outcomes (see page 27)
 - One series or event must substantially complete a Cadette, Senior or Ambassador journey. Take Action Project completion should not be included as part of the offering as the projects must be girl-led and implemented.
 - One event must completely cover all the requirements of a badge or 1-2 GSLE outcomes.
 - Can offer a Program Aide training event if the Region has previously held a LiA (Leadership in Action) event in the same year
 - Activities that are strictly service opportunities can serve no more than 20% of region's participation goal and must be coordinated with a recognized service organization.
 - Could be separate or combined level opportunities.

- Ensure recruited volunteer to chair event completes GSSJC's Event Basics and Weekend Event (as appropriate)
- All events should be girl-planned and girl-led when able with planning and facilitation support from the Region Service Team. Additional support to volunteers will be provided as needed by staff in the Girl Experience Department or Volunteer Experience Department.
- Activities may not be approved if they replicate budgeted council activities. For example- regions may not offer babysitting certification but they may offer the Babysitter badge.
- See following chart for examples of programmatic opportunities:

Yearly Region Expectations

- The Financial Report (F-450, due May 31 for the Region from the previous year has been submitted to the Financial Management Coordinator; with a copy to the Girl Experience Coordinator(s) and GSLE Manager/VEM. If the region holds summer events, those events will be reported in the next years Financial Report (F-450).
- At least 1 event planner (F-203) filled out and completed covering a Badge or GSLE outcome.
- At least 1 event planner filled out and completed covering all requirements of a Journey except for the TAP requirement.
- Adult Event Planner for a completed adult event.
- Region must have achieved at least 80% of their girl participation goal for the previous Fiscal Year.
- All After Event Reports (due 2 weeks after the event) for programming (including Series, Events, Outdoor events, and Adult events) held in the Region the prior year have been submitted.
- All completed forms must be received by the council by June 1. Example-for the 2021 membership year cookie sale proceeds, all documents must be submitted by June 1, 2022, **no exceptions.**
- Event Planners will not be accepted after June 1st for events to be held in the current Fiscal Year which ends on August 31st.

Opportunity	Cadettes	Senior/Ambassador
BFF series (staff has resources)	X	
Program Aide Training	X	
Journey Series or Weekend	X	X
Camp-Based Program	X	X
Badge-Based Activities/Events	X	X
Gold Award Support		X

- Adult event – support from staff & volunteers
 - Regions must offer at least one offering for volunteers, potential volunteers, and/ or parents in the region.
 - Series & Event Training or other Girl Scout program/ training enrichment
 - Recognitions Event to celebrate success
 - Volunteer recruitment event
 - Adult event must be approved by GE Coordinator prior to promoting the event.
 - Activities may not be approved if they replicate budgeted council activities. For example- regions may not offer First Aid training for adults but they may offer it for girls.
 - Since Adult events serve as recruiting and educational events for adults in your region, adult events should typically be held within the first 3 months of the current fiscal year.
 - We strongly suggest that adult events be free of charge to the adults attending, or that regions charge a small base fee and are allowed to collect payment from the participants using mobile payment applications such as but not limited to Zelle, Cash App, Venmo, Paypal etc.

- Advertising and registration for adult events fall solely on the region. Only girl activities are posted on the council event page. All Adult events must be promoted through the region's channels.
- Adult events should cater to parents/troop leaders in your region.

IV. Communication

a. **Best Practices**

Communication Strategies

- When communicating with older girls, it is important to remember that they are busy and while it is important to send information directly to girls if possible, many do not read email on a regular basis so, using multiple avenues for communication is necessary.
- Rosters with contact information specifically for adults working with girls (leaders, co-leaders, cookie managers, etc.) can be obtained from the staff partner. See section IV b. Rosters for Girls for more information on how to contact members.
- For style and format questions, consult the "Official Stylebook" of GSSJC (see a staff partner for a copy).
- Support Event Team by sending necessary communications to girls, leaders, volunteers, etc. Proposed basic strategy.
- Facilitate internal communication and the bilateral flow of information between Council, Community, and Region-level volunteers using a variety of communication vehicles including newsletters, email blasts, and social media.

Information Dissemination

- Information should be disseminated in a manner that is best-utilized by the Region's membership. Communication Specialists should also consider using multiple avenues for distributing information; this can be done through emails, phone calls, social media, flyers, newsletters, etc.
- Contact lists should NEVER be used to deliver material for non-GSSJC promotional purposes (ie: Tupperware parties, Mary Kay mailing lists, etc.).
- Communication Specialists may be required to sign a Conflict of Interest statement as a part of their onboarding process.

Social Media and the Internet

- There are many social media sites that Regions can use. Popular sites change frequently, and Regions should consider using media that relates to how middle school and high school girls interact in order to reach their target audience. However – do not forget to target parents through appropriate outlets as well. The following are examples of sites that may be useful:
 - Facebook
 - Mail Chimp
 - Remind
 - Shutterfly
 - Rallyhood
 - Pinterest
 - Yahoo Groups
 - Google+
 - Scoutlander
 - Twitter
 - Instagram

- Take into account the following guidelines when representing GSSJC through the Region on the internet:
 - Write/post/etc. with a goal/purpose/etc. in mind.
 - Determine the audience and target appropriately.
 - Keep the overall look neat to facilitate scanning the page for relevant information – since this is how most people interact with the internet.
 - In doing so, present information concisely
 - Hyperlinks are great ways to lead users to more information, but ensure they are used appropriately and are functioning.
- When utilizing social media for the Region, the Communication Specialist should create a media account separate from their personal account and take into consideration the following tips:
 - Post regularly to keep the audience engaged. This typically consists of 2-3 times a week.
 - Since the information will be representing Girl Scouts, be sure to keep text, pictures, etc. respectful and mindful of content.
 - Have one main coordinator (ie: the Communication Specialist) who collaborates with 2-3 backup volunteers.
 - Avoid having personal email associated with Region social media pages. Consider creating a Region email address that can be used for social media as well as everyday communications.
 - Consider making the page private and/or content only viewable by invitation/approval.
 - However, still keep things private. Be mindful of publicizing times, dates, locations, as they're available to view by anyone.
 - Because content may involve minors, be especially mindful. Keeping photos anonymous, not using last names, etc. are advised precautions.
 - Per the COPPA Federal law, do NOT engage online with children under the age of 13.
 - For further guidelines and information, contact the Communications Department at communications@sjgs.org.
- Communication Specialists can utilize Volunteer Essentials for information on creating a website and further communication guidelines.

b. Rosters for Girls (and/or Adults)

Updated rosters are critical to maintain effective communication with members in a Region. Staff partners, GSLEM/ VEM can help the Region Communication Specialist set up a roster to be sent to them on a recurring basis, ensuring they have the most up-to-date information from the database. Staff partners can also pull individual rosters as needed. Helpful rosters may be:

- 6th-12th grade girls within a Region (both in troops and Individually Registered Girls)
- Lapsed members.
- Information for adults working with girls can be accessed through Community-level rosters, sorted by grade

In addition, Communication Specialists should maintain their own contact list for girls who have attended Region events that may be registered in other events.

c. Flyers

Flyers are a common way to communicate with girls (and adults) throughout the council, Regions, and Communities. A flyer should be made for each activity a Region hosts; with additional lead time, flyers can be created by the Communications Department when event information is supplied by the Region and this process will be facilitated by the manager. When a Region creates the flyer, it should be submitted to Communications to ensure appropriate use of the service mark and copyright requirements. Before flyers are released, they will go through this approval process, which may result in edits.

The following are tips and guideline to create consistent, effective flyers:

- Write and design with the audience and end-goal in mind.
- Use an attention-grabbing headline that is creative but not vague.
- Writing short and simple, but be sure to include all key information: Who, What, When, Where, and Why?
 - GSSJC has a template format that contains this information and is useful for most flyers; GSLEM/VEMs can help RSTs with this process.
- Use appropriate graphics, pictures, endorsements.
 - Do not endorse or promote an outside organization or product without prior approval from the Council Marketing/Communications Department, as this can create liability issues for you, your group, and the entire organization.
 - Be cautious with copyrighted pictures and information. When in doubt, utilize the Communications Department (communications@sjgs.org)
- Borders, boxes and colored shaded areas help bring attention to specific areas within the flyer but use them sparingly. There is a fine line between design and clutter.
 - In addition, keep in mind coloring, as flyers may be downloaded and printed in black and white.
- Avoid expressing or including personal opinions.
- Always include contact information so people can find out more if they have questions.
- Proofread, spellcheck and then proofread again.
- Send the flyer to your staff partner for review prior to any publication or distribution.

The Service Mark

Girl Scouts of the USA prefers the term service mark over logo. The Girl Scout service mark is composed of two parts:

the symbol (the trefoil with profile of three faces) and the logotype (the words “Girl Scouts,” along with the registration mark).

Regions should use the Girl Scout service mark on their documents and flyers.



Each region has its own GSSJC-developed logo. These can be found on the GSSJC Region Leadership Online Community.

V. Event Planning

a. **Characteristics of Girl Activities**

Activities/events throughout the Council will have different focuses, reach different girls, and match different criteria. This chart displays characteristics of and differentiations between events across different levels:

	Community	Region	Council-Wide
Activity for Groups or Individuals?	Troop-based activities	Individual girl focus	All

Younger or Older Girls?	Younger girl focus or younger AND older girl focus	Older girl focus	All
New or Experienced Girls?	Beginning of year: new; Later: experienced	Available to new and experienced girls	Available to new and experienced girls
Location Served?	Neighborhoods (typically school-based)	Primary Location: within Region. Secondary Location: all 26 counties	All 26 counties
Recruitment or Retention?	Retention	Retention	Recruitment & Retention
Asset-Based?	N/A	N/A	Activities tied to assets including property or material goods
Publicity	Within Community	Within Region (newsletters, flyers, social media, etc.), Council-wide (Golden Link, social media, newsletter), and can be pre-publicized within Region	Council-wide (Golden Link, social media, newsletter, etc.)
Registration	Within Community through troop	In gsEvents (Council online registration system)	In gsEvents (Council online registration system)
Examples	"Me & My Guy" Dance Brownie Day World Thinking Day	<i>Mission: Sisterhood!</i> Journey Badge workshop Camping Weekends	Equitation program Council trips Resident Camp

b. Incorporate GSLE Outcomes

1. Sense of Self
2. Positive Values
3. Challenge Seeking
4. Healthy Relationship
5. Community Problem Solving

c. Camp Reservations; Room Reservations

Camp Reservation Deadlines for Regions

- **April 1:** All camp requests for September through February due.
- **October 1:** All camp requests for March through August due.
- Region camp reservations can be submitted through the submission of form F-126 to campreservations@sjgs.org.
- Full payment will be due 6 weeks prior to the camp date.
 - If payment is not received, reservations may be lost.
 - If units, buildings, etc. are not needed, they must be released by the 6-week mark, or a charge may still be incurred.
- Any cancellations must be submitted 6 weeks prior to the reservation to avoid a cancellation fee.
 - If cancellation is committed less than 2 weeks prior to the reservation date, a fee of \$15 per unit will be charged to the region.
 - If the cancellation is done less than a week before the reservation date, the region may be charged the full reservation amount
- Notification of placement will occur approximately six weeks after the deadlines above.
- If you miss the deadlines above, you will still be able to reserve camp. Reservations for troops will open on June 1 for September through February and on December 1 for March through August. Troop requests will be handled on a first-come, first-served basis, so any additional Region and Community requests that come in after the deadline will be placed first-come, first-served alongside the troop requests.

Room Reservations at PPG or Girl Scout Center

- Rooms may be booked at the Girl Scout Center and Program Place for Girls by filling out the “Reserving program space in the Program Place or Girl Scout Center” document.
- Requests for room reservations can be submitted up to **6 months** in advance.
 - **Tip:** Submit the request for the space immediately after you know the date of the event.

d. **Guidelines for Permission Slips, Girl Medical Information Forms, and Adult Emergency Slips for Activities Beyond Troop Participation**

Official GSSJC permission slips (either single use-F-204, or multiple use-F-204M) and health forms (Girl-F-185 and Adult-F-22) must be used for all Girl Scouts activities. The Council does not accept or retain electronic permission and health forms; therefore, each activity must maintain paper copies for all participants.

Check-in

- Girl participants age 15 and under need to check in to the event/series/activity with their responsible adult (parent/guardian or troop leader/s). Girl participants age 16 and older may check themselves into the activity as long as they have all required paper forms signed by parents or legal guardian.
 - The adults must be aware that girls age 15 and under may not check themselves in and that they (adults) are responsible for turning in (at check-in) health and permission forms and any other registration forms required.
 - Event coordinators or assigned volunteers are responsible for verifying appropriate signatures on all forms.
 - Any missing forms or signatures must be obtained prior to participation in the event or activity.

Maintaining forms during series/activity with multiple dates

- Multiple use permission slips for multi-date activities should have wording that covers all planned/scheduled dates within the current membership year.
- Event coordinators or assigned volunteers are responsible for collecting and maintaining all health (girl and adult) and permission forms during the event/series/activity.
- Health forms may be collected at the first meeting with permission slips. Updates to health forms must be verified at each subsequent check-in.
- Event coordinators or assigned volunteers are responsible for bringing permission and health forms to each session, meeting, etc. until the series/activity ends.
- Forms should be returned to participants at the end of the series/activity.
- Forms not picked up must be shredded.
- Forms not returned to girls/parents, should be shredded after events unless an incident occurred.

Record keeping for Incidents.

Current GSSJC guidelines (F-433 Policies and Operational Procedures) require that Incident Reports with permission and health forms attached be immediately forwarded to the GSSJC Girl Scout Center.

e. **Girl Planned and Girl Led**

The Girl Scout Leadership Experience (GSLE) is how Girl Scouts fulfills its promise to be the premier leadership organization for girls. GSLE engages girls in its Three Keys to Leadership:

1. Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world.
2. Connect: Girls care about, inspire, and team with others locally and globally.
3. Take Action: Girls act to make the world a better place.

The Three Keys to Leadership are achieved through the Three Processes (girl-led, learning by doing, and cooperative learning). These Processes encourage girls to take increasing responsibility for designing and implementing activities; and this results in extensive opportunities for them to see how their actions can impact the lives of others.

One way for girls to achieve the Outcomes of GSLE is to have girl-planned and girl-led activities. This is usually done through Girl Panels and/or Girl Planning Boards. One or both of these processes is essential and will allow girls to have input into programming that will lead to developing the leadership skills in girls that are core to our program.

Girl Panels

A Girl Panel is a group of girls from the specific region used to advise overall Region program opportunities for girls (as opposed to a specific event or opportunity). Participation is designed in a way that works best for the demographic (i.e.: appointment or volunteering) and usually takes place over a term of one membership year. Input can be provided via meetings, surveys, direct questions, or a combination of these in order to provide direction for the type of events and activities that will be offered during the membership year.

Girl Planning Boards (GPBs)

GPBs are a group of girls from the specific region (guided with minimal input from an adult advisor) who are given the responsibility for planning an event or activities that will affect them. Participation can be by application or simply by volunteering. The GPB should begin meeting 6-12 months before the event will be held. Girls in 6th-12th grade can choose, plan, and implement most elements of an event; including leading participation through sessions to earn journey components and badges. GPBs should have an adult advisor who has experience working with girls of all ages and planning events. If an advisor cannot be found, the Series/Event advisor may be a natural fit to serve as advisor for that event's GPB.

Region events championing Girl Planned and Girl Led components not only help enforce the Keys to Leadership, but also allow older girls to develop important life skills. Although Region activities are meant to provide GSLE programming for older girls, this may sometimes involve working with younger girls through LiA, Take Action Projects, or similar events. In these situations, Regions are encouraged to reach out to younger girls in the context of promoting GSLE Leadership factors.

f. Timeline for Region Event Planning

The GSLEM/ VEM) working with the Region is the staff partner to the Region program leads. They will be involved in planning meetings and responsible for many of the essential steps needed to make the Region event a success.

- For example, one of their responsibilities is making sure the Region event is available for online registration.

5-6 months out

Form Adult Planning Committee

Form Girl Planning Board (GPB)

5 months out

Budget plan for the *specific* activity or program

- This budget is turned into the GSLEM/ VEM for review. Check with the Region treasurer and work with the GSLEM/ VEM to determine the best budget documentation/form for the activity. Potential budgeting tools:
 - Form F-203 Region Event Planner..
 - A portion of the F-450 Community/Region budget/financial report—excel version.
 - Use the income and expense rows that match the activity.
 - Software the Region might have purchased—check with the Region treasurer.
- Make sure the Region Treasurer is involved in supporting details regarding accounting and budget oversight.

- o With this budget, participant cost for the program will be determined, so it is a critical step in the process and needs careful planning and research of actual costs.

4 months out

Book venue

- o Pay close attention to dates that the event deposits and payments are due. The Region Treasurer must have this information.
- o Pay *especially* close attention to the last date the program offering can be cancelled without losing the deposit. The Region Treasurer must have this information.

Develop flyer and marketing campaign

- o All flyers must be submitted to the council to ensure appropriate use of service marks and copyright requirements. With additional lead time, the flyer can be created by Communications (with Region-supplied event information). Work with the GSLEM/ VEM for flyer specifics.

3-4 months out

GSLEM/ VEM will work with planning committee or chair to confirm all relevant details for posting the event online. A minimum of 3 months is needed to have time for the GSLEM/ VEM to create an online offering. This doesn't mean that the Region's activity will be advertised for 3 months, but we need approximately 2-3 weeks to take care of "back office" procedures in order to enter a program online. **To promote the offering in the Golden Link and to create it online, the following is needed:**

- o Event planner approval including activity name
- o Venue location, including address and county
- o Maximum and minimum # of participants
- o Cost for girls (and adults, if applicable)
- o Registration deadline
- o Fun, creative, inspiring and informative program description. This may include items girls need to bring with them (white t-shirt or lunch), forms (medical and permission) and other special instructions necessary for a girl to attend. Does the girl need to attend with an adult or troop leader? Can any adult or parent attend? The GSLEM/ VEM can help with appropriate online activity description and information.

GSLEM/ VEM will work with planning committee/chair to finalize program flyer for approval and release.

- o The flyer will be released when the offering is posted online, and will be removed as soon as registration closes.

2 – 3 months out

Program offering posted online and flyer released.

GSLEM/ VEM will monitor registration numbers and advise on additional marketing strategies if needed.

1 month out

Buy program supplies

Within 1 month after the program

Have post-program evaluation and celebration get together. Post Event Report must be submitted prior to receiving event proceeds. Funds typically will be available after the 20th of the month following the event. If Region has need for quicker payment, it should be communicated to their staff partner.

g. Journey Session Sample

A Journey sample session is laid out on the next 2 pages of the Handbook. This is a vision of how a singular session from a Journey would take place (a complete Journey would have multiple sessions). Outlines are available for select Journey weekends; GSLEM/ VEMs can acquire these if desired.



GIRLtopia: What's It All About?

Objective: Girls use positive values as the basis for thinking about how to make the world better for girls.

Materials:

- Paper
 - Pens/pencils
 - Cut out "Paired Words" for icebreaker
 - tape
-

INTRODUCTION TO THE JOURNEY 20 minutes

1. Split the girls into their individual groups. Send volunteers around to each group to tape a word on each girls back.
2. Explain that each word has a partner, ex. sun/moon or salt/pepper.
3. Instruct the girls to ask one another questions in order to find their "other half". Once they find here they should discuss one thing that they have in common and one thing that is different about them.
4. After each pair has found each other ask the girls to return to their group. Explain : *The purpose of this activity was to explore the similarities and differences that make us so special. How can we create a GIRLtopia without acknowledging our similarities and differences?*
5. Summarize the GIRLtopia Journey saying: *GIRLtopia is a journey to create an artistic vision of what an ideal world for girls looks like, and then move the world a step closer to that ideal through a Take Action Project.*
6. Explain that girls can choose any issue that affects girls and women but that there will be a special emphasis placed on women's health for girls to earn the Women's Health badge.



WHO'S A VISIONARY 15 minutes

1. Ask the girls to take out the "Visionary" list that they completed during the prep work.
2. Ask the girls to tell their group one quality, value, or skill she has on her list, and one that she would like to develop during the journey.
3. Invite the girls to spend a few minutes examining the Girl Scout Law found in their GIRLtopia girl book.
4. Ask:
 - Which line in the Law means the most to each of you? Why?
 - What value of the Girl Scout Law is hardest for you to live by? Why?
 - What values would you like to see reflected in GIRLtopia?
 - How could society not only meet your needs and celebrate your interests, but also meet and celebrate the needs and interests of other girls?

SHARED VISIONS OF GIRLTOPIA 15 minutes

1. Pass out one sheet of paper and one pen to each group.
2. Ask the first girl to write "*In an ideal world, girls could _____*", ask her to write her response to the question (girls can consult their prep work if they need to). After she has finished ask her to pass the paper and the pen to the girl on her right.
3. Allow each girl to add their sentence to the paper until the first girl gets the paper back.
4. Ask the first girl to read these GIRLtopia visions to the group.
5. Ask:
 - After hearing all of these GIRLtopia visions, what common ideas or suggestions do you notice?
 - What surprises you in these visions? What about them interests you most?
 - Think about the diversity of girls in the world. Could you create a GIRLtopia in which all girls would be happy? How?

ENVISIONING GIRLTOPIA THROUGH ART 10 minutes

1. Explain that the girls will be doing two creative visions for GIRLtopia based on women's health topics: a collage based on beauty and a poster based on health and prevention.
2. Explain that for their Take Action Project they can explore other creative avenues.
3. Ask them to open pg. 80-81 in the GIRLtopia book.
4. Using these pages, and a blank piece of paper, ask the girls to spend a few minutes brainstorming creative ideas for their Take Action Project.

Announce transition to next session.

h. Region Adult Events

Regions are required to host at least one adult event to enrich and recruit adults in the Region. Events could be workshops or networking occasions to bring adults together. The event chair will need to take the required training—*Event Basics* for day events and *Weekend Events* for overnight events. Adult enrichment events could target all adults working with older girls in a Region, and the parents and guardians of girl's 6th grade and older. For adult events occurring in late spring, it is appropriate to include parents of 5th graders to show them the opportunities available to their girls as they bridge to Cadettes. When planning an event working with the staff partner is the best way to find out about all resources available.

The consumption of alcohol is not permitted where girls are present. The consumption of alcohol by adults at Girl Scout events in commercial facilities (e.g., restaurant, Dave & Busters, Painting with a Twist) is approved as long as girls are not present and a TABC bartender is present and serving the alcohol. Please refer to F-433, GSSJC Policies and Operational Procedures for guidance concerning the consumption or presence of alcohol at a Girl Scout function or on Girl Scout properties.

Step One: Determine the goal of the event. Will the event educate/enrich or recruit? Recruitment can be built into almost every type of adult event.

Step Two: Who is the target audience?

An event to educate or enrich might target adults who are older girl leaders in the Region or parents of older girls. Examples of topics are: Event training, Girl Panels and Girl Planning Boards, Service and Take Action, Highest Awards, Trips and Travel and a Special Interest Group overview. By including the information about volunteering the event has a built-in recruitment component.

Step Three: Plug into Support

Connecting with the Girl Experience Coordinator for Regions will expand knowledge of what options are available for workshops and facilitators and fees. The GSLEM/ VEM will assist with promoting the event by providing rosters. Give plenty of time to select a venue, decide on offerings, connect with the facilitators in the Region to deliver the workshops, and promote the event to potential participants in Communities.

Step Four: Let the planning begin! Don't forget to work with the staff partner to create a budget to determine the costs of workshops and materials and set expectations for cash flow for reimbursements and payments due.

Examples of recent successful region adult events:

Positive parenting workshop

Adult Weekend at camp

Travel opportunities and guidelines workshop

Note: Activities may not be approved if they replicate budgeted council activities. For example- regions may not offer First Aid training for adults but they may offer it for girls.

The possibilities are endless! They can be tailored to a specific site, available facilitators, and number of participants. There may be more than one track to offer options or start smaller. The event could last all day, or just a morning, afternoon, or evening.

Whatever type of event is decided on, you are likely to find volunteers and parents who are interested in assisting you in providing exciting programming opportunities for older girls.

VI. Volunteer Recruitment

a. **Best Practices for Recruiting Adults**

Source Ideas for Potential Volunteers

- Local service organizations
- Business and professional women's clubs
- Faith-based institutions
- Local colleges and universities
- Sororities
- Civic and social organizations
- Former Girl Scout Gold Award recipients
- Girl Scout (and other organization) Alumnae
- Interest based clubs and organizations
- Lapsed member events
 - Contacting adults who have led girls and have dropped out with intriguing opportunities might generate some interest in volunteering for Region events, series, camping, and more.
- Bridging Events
 - Contacting adults who are leading girls preparing to make the move to the "older girl" level (bridging Juniors) with intriguing opportunities might generate some interest in volunteering for Region events, series, camping, and more

Effective Strategies

- Recruit for available jobs and refer prospective volunteers to our website for additional opportunities.
- Be clear and honest on what is required for a volunteer position. Always offer a position description and have information on training, support, and other requirements prepared.
- Be prepared to offer more than one available volunteer option.
- Recruit on the basis of serving girls, not serving the needs of adults or the organization.
- Be prepared to explain the onboarding process, including becoming a member, the Volunteer Application process, and the Criminal Background Check.
- Recruit person-to-person – personally ask people to volunteer.
- Recruit for subject matter or content experts from local retail stores, clubs and organizations not limited to any place specifically where a potential volunteer can align with episodic needs (e.g. recruit backpacking volunteers at an REI, recruit crafts/scrapbooking volunteers at Michael's).
- Use the "It's never too late to be a Girl Scout" approach. Non-traditional potential short-term volunteers do not know this is an option within the Girl Scout organization.
- Focus on adult women 18-30 for episodic engagement, but don't be afraid to recruit men as well as women in other age groups.

Specialized Recruitment: Hispanic Populations

- Provide coaches or mentors to welcome new adults and act as a resource for questions and processes.
- Utilize targeted marketing/communications strategies to dispel Girl Scout myths, including Girl Scout videos demonstrating types of activities by older girl levels and ways that adults can volunteer in both short-term and longer-term ways.
- Conduct a language inventory of volunteers within the Region and designate volunteers to work with families that require language assistance.

- For resources for Spanish-speaking audiences, connect with the Community Development Director through the VEM or GSLEM.

Specialized Recruitment: Collegiate Campuses

- Educate college recruitment prospects that all volunteers are welcome, and they don't need to have a Girl Scout background.
- Target geographically aligned faith-based college groups for volunteer recruitment.
- Advertise event and series volunteer opportunities through campus recruitment offices and student affairs offices, and through specific college departments (e.g. service fairs, sororities, other specific department fairs).

b. Recruitment Resources

Staff

The Community Engagement Manager (CEM) and the Volunteer Experience staff can serve as resources and can provide guidance and assistance with the process.

Materials

Materials are available to assist in promotion/recruitment. More detailed descriptions of the materials and suggested uses for them are available upon request.

- Flyers
- Posters
- Family Guide to Girl Scouts of San Jacinto Council
- Bookmarks
- Recruitment Sign in Sheet
- Girl Invitation Postcards
- Membership Registration
- Yard Signs
- Training Schedule

VII. Financial Information

a. Financial Essentials

Bank Accounts, Statements, and Checks

- Each Region should have a bank account titled "GSSJC Region #____" with 2 signers (ideally the RLC and the Treasurer). This will ensure that one of them will be available to sign checks. Signers on the account must be registered members, have a clear background check on file, and not be on the Council Debt List.
- Bank accounts should be registered within 5 days of opening through form F-36.
- Bank statements should be sent (or electronic access granted) to a person other than the primary check signer/debit cardholder. This acts as a check and balance for someone else to review the bank statement.
- Regions with lack of programming, may be asked to provide additional reports of their Bank Statements.

Budgets

- Region budgeting and financial reporting is done through form F-450.
- Each event, series, or other activity should have a separate budget with oversight from the Region Treasurer, and then be reflected in the overall Region budget.
- The Region should budget for and purchase financial software (Quickbooks, Quicken, etc.) to ensure accurate recordkeeping.
- After the activity has concluded and the region has submitted the event report, the GSLE Manager/ VEM submits a check request for the registration revenue to be sent to the Region by ACH.

Donations and Money Earning

- Regions may submit requests for in-kind donations only. They may not request monetary donations
- Donation proposals are submitted through form F-30

b. Cookie Program

- Calendar overview: Sales typically occur January- March; cookie booths take place February-March; program concludes at the end of March. Specific dates will vary by year.
- Regions will receive a portion of revenue from boxes sold by all older girls (Cadettes, Seniors, Ambassadors) in older girl troops selling in the Region (including all Communities). Currently, regions receive \$.02/box.
 - As with troops, in order to receive Product Sales funding, Regions must meet specific prerequisites:
 - The Financial Report (F-450, due May 31 for the Region from the previous year has been submitted to the Financial Management Coordinator at RegionFinances@sigs.org and FMC@sigs.org; with a copy to the Girl Experience Coordinator(s) and GSLE Manager/VEM.
 - If the region holds summer events, those events will be reported in the next years Financial Report (F-450).
 - At least 1 event planner (F-203) covering a Badge or GSLE outcome filled out and executed.
 - At least 1 event planner covering all requirements of a Journey except for the TAP requirement. been submitted to the Girl Experience Coordinator and Sr. Director of GOLE.
 - Adult Event Planner for a completed adult event.
 - Region must have achieved at least 80% of their girl participation goal for the previous Fiscal Year.
 - All Event Reports (due 2 weeks after the event) for programming (including Series, Events, Outdoor events, and Adult events) held in the Region the prior year have been submitted.
 - All completed forms must be received by the council by June 1. Example-for the 2021 membership year cookie sale proceeds, all documents must be submitted by June 1, 2022, **no exceptions.**
 - Event Planners will not be **accepted after June 1st** for events to be held in the current Fiscal Year with ends on August 31st.

VIII. Appendix

The following resources are on subsequent pages:

- a. Helpful Documents
- b. Glossary
- c. Council-wide Coordinators and Specialist Volunteers
- d. Community and Region Connections
- e. Region Interest Indicator/ Prospect Card

a. Helpful Documents

Obtain forms and other documents from the Forms and Documents page on the GSSJC website (<http://www.gssjc.org/en/our-council/forms-and-documents.html>) to ensure the most up-to-date version of the document is being used.

Form Name	#	Use
Council Contribution Solicitation Request	F-30	Submit a donation for approval
Money Earning Request	F-32	Submit a money-earning event for approval
Bank Account Instructions	F-34	For opening a bank account
Region Roster	F-35R	Contact information for Region Service Team and volunteers
Registration of Bank Account	F-36	Reports bank account information to Finance Department
Region Event Planner	F-203	Plan and report for every region activity
Tax Exemption Certification	F-114	Make tax-exempt purchases
Camp Reservations Community Region	F-126	Form to enter draw for space due Feb. 1.
Community Region Camp Reservation Process	F-191	Guide to how to request a camp facility
Volunteer Reimbursement	F-351	Request for reimbursement for expenses
Community Region Budget & Financial Report	F-450	Budget development and reporting, financial reporting

b. Glossary

Adult Book	Companion guide for adult volunteers for each Journey; contains key information about the Journey, its awards, and its leadership benefits, along with step-by-step sample plans for sessions with the girls and unique activity sheets. Sometimes called the Adult Guide.
Carousel	Unique troop camping program where older girl troops plan a special program around a unique theme for participating troops.
CE	Community Engagement; usually indicates the Community Engagement Department

CEM	Community Engagement Manager; Primarily responsible for recruitment and community engagement
CLT	Community Leadership Team
CST	Community Service Team
C-W	Council-Wide
Girl's Guide	Shortened name for the Girl's Guide to Girl Scouting; An easy-to-use binder specially designed for girls at each level; a handbook, badge activities, financial literacy/cookie business badge activities, ideas of how girls can tie badges into Journeys, and an awards log
GE	Girl Experience; usually indicates the Girl Experience Department
GSLEM	Girl Scout Leadership Experience Manager; Primarily responsible for programming
GPB	Girl Planning Board; See section V. c. for more information
Gold Award	The highest award in Girl Scouting. The Gold Award recognizes the leadership, efforts, and impact girls have had on their communities. More information available at: http://www.gssjc.org/en/about-girl-scouts/our-program/highest-awards/gold-award.html
GSLE	The Girl Scout Leadership Experience; GSLE engages girls in discovering themselves, connecting with others, and taking action to make the world a better place.
GSSJC	Girl Scouts of San Jacinto Council
Highest Awards	Highest Awards consist of the Bronze, Silver, and Gold Awards. Each Award recognizes the leadership, efforts, and impact girls have had on their communities. Information can be found at: http://www.gssjc.org/en/about-girl-scouts/our-program/highest-awards.html
Indicators	Signs that girls are achieving Outcomes within GSLE; these are listed in the Adult Guide for each Journey in the National Leadership Outcomes chart.
IRG	Individually Registered Girl; Girl member (typically an older girl) who participates outside the troop pathway
Journey	A fun and challenging experience spread over a series of sessions where girls are following a purposeful theme and trail that allows them to have fun, collect their own ideas, and experience GSLE. Journey books and awards take girls at every grade level through a series of Discover, Connect, and Take Action experiences, with emphasis on inviting girls to "Take Action" on issues they care about.
Kaper	A term to describe end-of-event/day/etc. clean up; ie: participants can sign up on a kaper chart to complete the sweeping kaper.
3 Keys to Leadership	GSLE engages girls through the Keys to build leadership skills; They are Discover, Connect, Take Action. All Girl Scout experiences are intentionally designed to tie to one or more Outcome

LiA	(Pronounced “leah”) Leadership in Action Award; Cadettes earn their LiA through assisting Brownies on a Journey. Prerequisite to earning Program Aide.
My GS	GSSJC website used by members to register for annual memberships, training, and program opportunities within-Council https://gsmembers.force.com/members/login
NPP	National Program Portfolio; NPP has two main parts – the National Leadership Journeys and the Girl's Guide to Girl Scouting. NPP is designed to help girls develop as leaders and build confidence by learning new skills. It also ensures that Girl Scouts at every level are sharing a powerful, nationally-consistent experience.
Outcomes	All Girl Scout experiences are intentionally designed to tie to one or more Outcome, or benefits. There are 5 goal Outcomes. (see page 34)
3 Processes	There are 3 processes that, when joined with the Keys to Leadership, will lead to the GSLE Outcomes: girl-led, learning by doing, and cooperative learning
Program Aide	A girl who works directly with a troop/group under the supervision of an adult volunteer and is trained to give service to younger girls. The Aide is required to attend one core training session.
PSOT	Product Sales Operation Team
Resource Site	GSSJC website with information volunteers need. Sections include Volunteer Essentials, Safety Activity Checkpoints, and more. Found here: http://resources.gssjc.org/Pages/Default.aspx
RLC	Region Leadership Coordinator
RST	Region Service Team; Volunteers who serve a specific Region
SAC	Safety Activity Checkpoints; Living document on GSSJC's Resource page that lists specific-activity safety considerations and guidelines, gear needed, prerequisites, etc.
VE	Volunteer Experience; usually indicates the Volunteer Experience Department
VEM	Volunteer Experience Manager; On the Region level, staff partner in Regions 1 and 10.
Volunteer Essentials	Volunteer Essentials is a living resource handbook on GSSJC's website detailing crucial information for volunteers.

C.

Council-Wide Coordinators

Name	Position	Phone	Email
Kirsten Davenport	Girl Experience Coordinator	(713) 305-5259	kdavenport@davenport-law.com
Triniti Brown	Girl Experience Coordinator	(832) 368-6687	triniti_brown@yahoo.com
Corrie Jenkins	Girl Experience Coordinator	(832) 428-8730	cjen98@yahoo.com
Jo Blackburn	Volunteer Experience Coordinator	(832) 484-8570	jlb832@gamil.com
Pam Ugalde	Volunteer Experience Coordinator	(832) 212-4964	pammee44@gmail.com
Genevieve Walls	Outdoor Experience Coordinator	(713) 562-2563	gsw72958@att.net
Elena McCreery	Community Engagement Coordinator	(281)855-2644	e.m.mccreery@sbcglobal.net
Jennifer Lowry	Product Sales Coordinator	(916) 879-0584	little_bo_peep77@yahoo.com
Angela Worthington	Financial Management Coordinator	(281) 392-8210	ammworthington@hotmail.com
Genevieve Walls	Volunteer Relations Committee (VRC) Chair	(713) 562-2563	gsw72958@att.net

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
	Far North	Greater Montgomery County	Cy-Fair West	Cy-Fair East	Klein	Humble	Aldine	Spring Branch
C O M M U N I T I E S	001 Dogwood Wonders	005 Magnolia Blossom Hills	009 Heart of Texas	011 Wildflowers	014 Klein Trails	016 Top Flowing Trails	019 Magic Blossom Trails	024 Rainbows End
	002 Pine Village	006 Spring Creek Trails	010 Firefly Trails	012 Cypress Bend	015 Rainbow Trails	017 Emerald Pines	020 Heritage Trace	025 Tall Pines Hill
	003 Tannybo	007 Lone Star Trails		013 Copper Creek Meadows		018 Blossom Creek	021 Rose Petals	026 Harmony Creek
	004 Pine Forest	008 Woodland Trails				022 Emerald Oaks		
						023 Bending Bayou		

	Region 9	Region 10	Region 11	Region 12	Region 13	Region 14	Region 15	Region 16				
	Katy	Golden Triangle	Trinity Bay	Coastal Plains	Greater Brazoria	South Central Houston	Great Alief Sharpstown	Fort Bend				
C O M M U N I T I E S	027 Island Creek	030 Golden Coast	032 East Enders	037 Gulf Coast Stars	042 Sunshine Stars	045 South Bridge	048 Westmoreland	051 Brazos Valley				
	028 Western Horizon	031 Eastern Thicket	033 Crystal Cove	038 Tonkawa Trailblazers	043 Shooting Stars	046 Braes Oaks	049 Buffalo Trail	052 Lone Star Treasures				
	029 Way Out West "WOW"		034 Monument	039 Clear Creek	044 Lone Stars	047 Willow Rock	050 Wind Catchers	053 Yellow Rose				
			035 Skyline Junction	040 Stargazers				054 Heart of the Brazos				
			036 Gulf Meadows					055 Wharton County				
								056 Bay Pals				
								057 Colony Creek				
				058 North Star								



e. Region Interest Indicator

Regions primarily serve girls 6-12th grade with events, series and camp activities. Please fill out both sides of this interest card to denote your interest in serving at the Region level. Don't forget to check out the Council-Wide and Community Interest Indicators for more opportunities.

Name _____

Email _____

Current Position(s) _____

Current Community _____ Region # _____

Mobile # _____

Home # _____

Brief statement supporting your interest in positions indicated (or nominee): _____

Recommended by (Name and Email) _____

Return to your GSLE Manager, VEM, CEM, Region Leadership Coordinator, Girl Experience Volunteer Coordinator.



Please note your top 3 choices by listing 1, 2, and 3 (1 being the position you're most interested in). Refer to the position descriptions on the Resources site.

Leadership:

_____ Region Leadership Coordinator
(Coordinates, motivates and
champions Council strategies
and goals.)

Girl Experience (GSLE):

_____ Series/ Events
_____ Girl Panel/ GPB Advisor
_____ Silver or Gold Award
_____ Program Aide/Volunteer in
Training Advisor
_____ Travel

Recruitment:

_____ External Community Engagement
_____ Volunteer Recruitment

Communications:

_____ Communicator
_____ Bi-lingual Communicator
_____ Teen Communicator (girl position)

Support:

_____ Treasurer
_____ Secretary
_____ Equipment Manager
_____ Adult Enrichment
Event Chair

OTHER:

Reserving program space in the Program Place or Girl Scout Center

Email : rooms@sjgs.org to submit your request.

Please send the request in with exactly what you'll need. Reservation requests can be submitted at **least 6 months** in advance.

Note: Your submission of this document doesn't guarantee you the space, as program space is limited. Submit this form as soon as you determine the dates of your event, due to space limitations.

Please insure you include the information below:

Event Name:

Event Date:

Event Time:

Event Capacity:

Event Venue (circle one): Program Place or Girl Scout Center

Room Preference:

Number of rooms needed:

Room set up request (how you'd like the tables and chairs arranged):

Event Contact Name:

Contact Email:

Contact Phone number:



5 Ways Girl Scouts Builds Girl Leaders

Girl Scouts' mission is to build girls of courage, confidence, and character, who make the world a better place. Since 1912, girls have explored new fields of knowledge, learned valuable skills, and developed strong core values through Girl Scouts. Today Girl Scouts is, as it always has been, the organization best positioned to help girls develop important leadership skills they need to become successful adults.

At Girl Scouts, guided by supportive adults and peers, girls develop their leadership potential through age-appropriate activities that enable them to *discover* their values, skills, and the world around them; *connect* with others in a multicultural environment; and *take action* to make a difference in their world. These activities are designed to be girl led, cooperative, and hands-on—processes that create high-quality experiences conducive to learning.

When girls participate in Girl Scouts, they benefit in 5 important ways:



STRONG SENSE OF SELF

Girls have confidence in themselves and their abilities, and form positive identities.



POSITIVE VALUES

Girls act ethically, honestly, and responsibly, and show concern for others.



CHALLENGE SEEKING

Girls take appropriate risks, try things even if they might fail, and learn from mistakes.



HEALTHY RELATIONSHIPS

Girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.



COMMUNITY PROBLEM SOLVING

Girls desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems in the community, and create “action plans” to solve them.

Why do these five outcomes matter?

When girls exhibit these attitudes and skills, they become responsible, productive, caring, and engaged citizens. But don't take our word for it! Studies show that the development of attitudes, behaviors, and skills like confidence, conflict resolution, and problem solving are critical to well-being and rival academic and technical skills in their capacity to predict long-term positive life outcomes.¹

Youth who develop these five outcomes...



Are happier, healthier, and less likely to engage in problem behaviors or be victimized. Youth who develop competencies such as perseverance, positive self-esteem, and sociability have lower rates of obesity, depression, and aggression, and show greater life satisfaction and well-being than those who do not develop such attributes/skills.²



Achieve more academically and feel more engaged in school. Youth who participate in programs that promote the attributes and skills linked with our five outcomes show stronger academic performance and school engagement compared to those who do not.³ When students are more self-aware and confident about their learning capabilities, they try harder and persist in the face of challenges.



Become strong job applicants. While employers want new hires to have technical knowledge related to a given job, those skills are not nearly as important as good teamwork, decision-making, and communication skills.⁴ Yet many employers around the world report that job candidates lack these attributes.⁵



Become successful, well-adjusted adults. Kindergarteners who learn how to share, cooperate with others, and be helpful are more likely to have a college degree and a job 20 years later than youth who lack these social skills.⁶ They are also less likely to have substance-abuse problems and run-ins with the law.

Join Girl Scouts today! girlscouts.org

¹ Child Trends. (2015). [Key "Soft Skills" that Foster Youth Workforce Success: Toward a Consensus across Fields.](#)

² OECD. (2015). [Skills for Social Progress: The Power of Social and Emotional Skills.](#) OECD Skills Studies, OECD Publishing, Paris.

³ Durlak, J., Weissberg, R. Dymnicki, A. Taylor, R., & Schellinger, K. (2011). [The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions.](#) *Child Development*, 82(1), 405-432.

⁴ National Association of Colleges and Employers. (2015). [Job Outlook 2016: Attributes Employers Want to See on New College Graduates' Resumes.](#)

⁵ ManpowerGroup. (2015). [Talent Shortage Survey.](#)

⁶ Jones, Greenberg, & Crowley (2015). [Early Social-Emotional Functioning and Public Health: The Relationship between Kindergarten Social Competence and Future Wellness.](#) *American Journal of Public Health*, 105(11), 2283-2290.