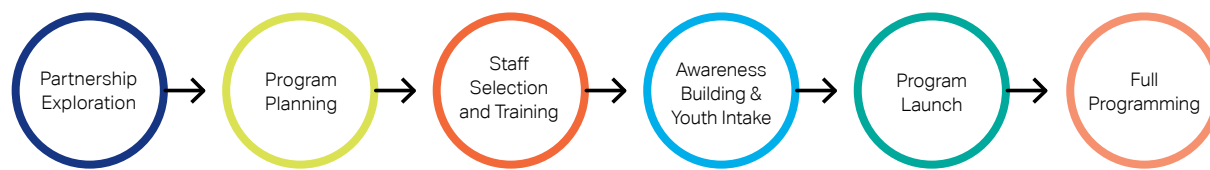


New Program Development Process



NEW PROGRAM DEVELOPMENT PROCESS



It generally takes one to two years to move a Take a Hike program from concept to opening. The **timeline** varies from community to community and depends largely on the amount of time the school district can devote to the project, **along with** the level of support from the community.

REGIONAL APPROACH TO NEW PROGRAM DEVELOPMENT

Take a Hike's strategic plan identifies growth into three regions of BC: Lower Mainland, Vancouver Island, and Thompson/Okanagan. The organization has selected these regions based on the higher populations in these regions: they have a need for the program, **available** philanthropic support, and a number of school districts where Take a Hike's resources can be shared.

As the organization considers growth beyond 16 programs, there are two feasibility studies that need to be conducted:

- **Growth Beyond BC:** The first phase of a feasibility study is an assessment of school system interest both at the school district and provincial government levels. Should the system desire the Take a Hike program, a second phase will determine the feasibility of obtaining sufficient funding.
- **Northern and Remote:** We know there is sufficient need and demand for the Take a Hike program in the North and Interior. However, there are two barriers to entering Northern and Remote markets: 1) finding sufficient sources of funding, and 2) developing a program support model when programs are geographically dispersed. If Take a Hike were to identify funding partners for these markets, we are willing to develop a program support plan.

Once Take a Hike has identified a new region for growth, we generally obtain letters of support from school districts we have already developed relationships with. These letters of support are non-obligatory and provide sufficient information for seed funders. Once we have determined sufficient funds can be raised within the next 1-2 years, we begin the new program development process.

NEW PROGRAM DEVELOPMENT PROCESS

	Partnership Exploration	Program Planning	Staff Selection and Training	Awareness & Intake	Program Launch	Full Programming
Timing	As long as needed	8 months pre-launch	6 months pre-launch Concurrent with planning & awareness	4-months pre-launch	September is ideal launch date	When ready
Begins when	SD reaches out to TaH	TaH & SD sign Letter of Intent to develop program	Verbal agreement that we are aligned enough to start recruitment	TaH & SD Sign Collaboration Agreement	Start of school year	Mutual agreement the program is ready
Activities completed	Assess alignment between partners Explore TaH Program Model & Theory of Change Explore SD Alternate & Mental Health Programming	Document how the program will operate and who is responsible for what Build strong relationship between SD & TaH	TaH hires Mental Health Clinician SD hires Teacher(s) & Youth Worker(s) No formal hires are made until collaboration agreement signed	Promote program to referral sources in school district Select & prepare youth to participate Build partnerships in the community Form staff team	Regular program cohort Embedded mental health clinician Weekly local trips Group volunteering Simplified year end trip	Program at full capacity Multi-day expeditions Volunteers and Interns in Program
Concludes with	SD is invited to submit Letter of Interest	Collaboration Agreement and Program Plan	Full staff team prepared to offer program	Group of youth ready to participate in program	Fully functioning staff team Strong program culture	
Further Information	Considerations in selecting a School District Partner	Typical Roles of Each Partner Program Planning Process				

NEW PROGRAM DEVELOPMENT PROCESS TIMELINE (FOR SEPTEMBER START)



CONSIDERATIONS IN SELECTING A SCHOOL DISTRICT PARTNER

SCHOOL DISTRICT CONSIDERATIONS

- SD has approached Take a Hike and submitted an Expression of Interest
- Culture and values alignment assessed during partnership exploration phase
- Experience working with external community partners (or willingness to gain)
- Championed by a senior leader (most commonly Director of Instruction or Associate Superintendent)
- Meets mutually agreed upon deadlines and brings appropriate people into conversation

COMMUNITY CONSIDERATIONS

- Youth and community need
- Availability of funding
- Meets a void in mental health programming
- Availability of partner organizations

TAKE A HIKE CONSIDERATIONS

- In a board-approved region (Lower Mainland, Vancouver Island, Thompson/Okanagan)
- Capacity exists to support an additional program (funding, regional staff, etc.)
- Ability to recruit staff members - mental health clinicians and program managers in particular
- Proximity to other programs to share transportation, gear, and regional manager

TYPICAL ROLES OF EACH PARTNER

SCHOOL DISTRICT ROLE

School districts are responsible for, at a minimum, everything they would provide to any other youth with similar needs to those in the Take a Hike classroom:

- Educational expertise
- A hands-on Principal to support the staff and youth
- A BC Certified Teacher
- A youth worker
- Outdoor instruction
- Facilities (classroom, counselling office, kitchen, storage, parking)

TAKE A HIKE'S ROLE

Take a Hike layers on mental health supports and funding for outdoor activities – things that are above and beyond the mandate of the school system:

- Program model and theory of change
- A 0.2 FTE Program Manager for each classroom
- A full-time registered clinical counsellor for each classroom
- Funding for outdoor equipment
- Transportation to outdoor activities
- Enhanced support for Land-based Learning, Indigenous Education, and creating community amongst teachers working in all programs

PROGRAM PLANNING PROCESS

Program Planning is an iterative process that takes place in the 8 months prior to a program being launched. Scheduled bi-weekly meetings allow each partner to engage the appropriate individuals in each meeting. A key milestone is the Program Planning Review Meeting which brings together all those who will have final sign-off and approval of the program; the program plan and collaboration agreement are presented, and each partner has a chance to ask clarifying questions. The entire planning process is an opportunity to develop deep relationships

between the partners, understand the Take a Hike Program Model and Theory of Change, and design how the program will come to life in the classroom and school district.

PLANNING TO PLAN

- **Approval Process:** Who has final sign-off and approval of this partnership in the School District and Take a Hike? What will they require in order to sign-off? How should they be involved in the planning process? How long does contract review normally take within the district?
- **Planning Team:** Take a Hike members include a Project Manager to guide the process and a Program Manager who will be responsible for the program. The school district must provide a member of their senior leadership team and the principal who will oversee the program. During the process we often involve the Superintendent, Secretary-Treasurer, Human Resources, Transportation, Unions, and Trustees.
- **Critical Path:** What decisions need to be made by what dates in order to have the program start on time?
- **External Communications:** How will we communicate about this partnership? In the school district? To youth? Guardians? Community partners?

PROGRAM PLAN

- **Physical Space:** What is the physical location of the program? Is there sufficient space for a classroom, mental health clinician's office, and storage?
- **Staffing:** What are the job descriptions and minimum qualifications for each position? What is the recruitment and selection process? Who can be involved? How will final decisions be made? What if one partner disagrees with a choice made by the other partner?
- **Program Leadership:** How will both the SD & TaH provide support, coaching, and supervision to all adults working in the program? Who will lead the classroom-based team? How will the team communicate amongst themselves? What other resources are available for the team to access?
- **Youth Profile:** What are the requirements to enter the program? How will youth be screened? What is the classroom capacity?
- **Educational Instruction:** How will instruction be structured so youth will be able to achieve a dogwood diploma?
- **Land-based Learning & Risk Management:** Who will plan the trips? What is the risk profile we're willing to accept? Who will have legal responsibility? What qualifications will staff have? How will trips be approved? Who will provide equipment and gear? How will we transport youth to activities?
- **Youth Data Sharing:** What data does each partner need to collect on youth? How can we streamline the data collection process? What data sharing agreements need to be put in place?
- **Program Evaluation and Outcome Measurement:** How will each partner evaluate the outcomes of the program and each youth? What tools will be used? What permissions are required? What data can be shared?
- **Outdoor Gear & Equipment:** What gear and equipment is required for the first semester and year of programming? Who will purchase it and when? Where will it be stored? When can storage set-up start?
- **Youth Onboarding:** What is the plan for the first six weeks of the program that will help the youth settle into the program?
- **Volunteers:** What are each partner's policies on volunteers? How are they best integrated in the program? How will they be recruited, selected, screened, and supervised?
- **Budget:** What is the program budget? Which partner will cover which costs?