Resources and Assets Worksheet

RATIONALE:

The purpose of this worksheet is to get you thinking about the people, organizations, businesses, and departments that might be interested in supporting your program. As you begin to identify these potential partners, you can start to have conversations that will help you figure out where your program will live, what it will focus on, and how it will be delivered.

INSTRUCTIONS:

The central task here is to make a list of all the people and organizations that could support program delivery in some way. Start by filling out each column, using the descriptions in the headings to help you brainstorm ideas. If you're having a tough time coming up with ideas, just write down any person or organization that comes to mind. The idea here is not to create a perfect list, but to get some ideas down. You can pick your best ideas later.

You can complete this worksheet by yourself, but it might be more useful (and more fun) to work with others. If working with a group is not possible, look for opportunities to talk to people one-on-one and build in their ideas.

Program champions

Anyone who understands the vision for the program and may be willing to help champion it (e.g., by connecting you to the right people, advocating for it, promoting it, helping out with fundraising and organizing, problem solving, and whatever else is needed to get the program off the ground)

Name	Potential role/contribution	Contact information and notes

Program delivery

Anyone who might make a good guest speaker, volunteer, mentor, or teacher

Name	Potential role/contribution	Contact information and notes

Organizations, band departments and businesses

Could include organizations that:
- *Already work with kids in your community (e.g., a community school, a youth organization)*
- *Have access to boats, vehicles, or other equipment that you might be able to use for program activities (e.g., trips)*
- *Can provide job shadow or internship opportunities*
- *Can provide staff to act as guest speakers, guides, mentors*
- *Can provide administrative support*

Name	Potential role/contribution	Contact information and notes

START CONVERSATIONS

Starting a SEAS program or something similar is not something that one person can do alone. This means that if you're interested in getting a land-based youth program off the ground, then the first step is to have some preliminary conversations with others about whether it could be a good fit for your community, and if there's enough interest to pursue the idea further.

The best way to do this is to talk the idea over with people who might make good **program champions**– in other words, people who you think will be excited about developing an on-the-land program, and who may be willing and/or well-positioned to help shape and support this idea as things evolve. Some questions to explore as you start having these conversations include:

- *Is there a clear need for this type of program?*
- *What kinds of issues could it help address?*
- *Does the SEAS model feel like a good fit, or do we need something different?*
- *Who else needs to be involved to move this idea forward?*

It's a good idea to come into these conversations prepared to provide some information about what SEAS programs are and why it may be worthwhile to set up something similar in your own community. Here are some resources you can use to support these early conversations:

As you talk to different people, you'll start to come up with ideas about how best to focus your program, how it may fit with other initiatives, how it can build on past efforts, and, practically, what people and organizations you can work with to envision, plan and deliver it. Keep track of any ideas that emerge. Later, you'll be able to draw on these ideas as you start pulling together a concept of what your program could look like.

- **Chapter 1: About SEAS (this toolkit).** Chapter 1 has lots of information about what SEAS programs are, how they work, and why they're worth pursuing.

- **The SEAS website[2].** Here you'll find more information about SEAS, including a link to a video about programs and contact info for current program coordinators.

- **The 2017 SEAS evaluation report:** *Taking Care of What You Know: An Evaluation of the SEAS Community Initiative[3]*. This report is full of graphics, photos and quotes that tell the story of how SEAS is benefitting youth and partner communities.

Give and rally support
Advocate
Engage partners
Support program design
Find funding
Grow network
WHAT CHAMPIONS DO
Lend resources
Set program goals

Principal
Youth Worker
Community Leader
Teacher
Volunteer

CHAMPIONS

FIGURE: *Champions help build excitement and support for your SEAS program.*

2   www.emergingstewards.org
3   https://www.indigenousguardianstoolkit.ca/community-resource/taking-care-what-you-know-evaluation-seas-community-initiative

Photo: © Jason Houston

LEARN FROM OTHERS

Many communities start this journey by reaching out to other communities who have already implemented SEAS or similar programs. Getting first hand insight and reflections from those who are currently delivering these kinds of programs can quickly orient you to how a program works and what the challenges and opportunities are.

Exploratory calls may lead to an invitation to visit other communities and see their programs in action. If you have this opportunity, organize a small group of program champions to go and learn from the coordinators of these established programs. This could be the inspiration and spark you need to carry your initiative and group forward and give you the confidence to overcome the hurdles and questions that can often make getting started the toughest step to take.

Nature United can help make introductions if you're interested in learning more about a SEAS program supported by our organization. Contact questions@natureunited.ca.

IDENTIFY RESOURCES AND ASSETS

Once you've determined that there's enough interest in on-the-land youth programming to pursue the idea further, the next step is to think through what a program might actually look like in your community and what supports you might need to get it started.

Although the SEAS program has two common components (school program and summer internship), your program should be based on your community's needs. You can build slowly and focus on what will work for the youth in your community, and what you can do with the resources you have.

With this in mind, it is very likely that you have much of what you need already in place, and getting a better sense of what your local resources and assets are will help you come up with a program concept that really works. Start by making a comprehensive list of potential supports. This list should include any people, departments, programs, community organizations, companies, non-profits, and so on that might be interested in supporting your program, and that may have resources to support implementation. This could include financial, human, administrative, or in-kind resources such as facilities, vehicles and equipment.

Use Tool 2A, the **Resources and Assets Worksheet**, to help you create this list. File this list somewhere you can easily find it as you will need it when you go to design and plan your program (**Chapter 3** and **Chapter 4**).

TOOL 2A:
Resources and Assets Worksheet

Photo: © Phil Charles

DEVELOP KEY PARTNERSHIPS

If you've been following the steps in this Toolkit, you should by now have a pretty good sense of who your program's key delivery partners are. The next step is to formalize or firm up some of these relationships so that you can get the ball rolling on program implementation.

Begin by connecting with key program delivery partners, either through your program advisory committee or one-on-one. At this stage, your focus should be on working with these individuals and organizations to more clearly establish what their role will be. For example, if you're starting a SEAS school program, now would be the time to confirm that the school you're planning to work with is committed to being involved and willing to support your program's development within the school environment. You may also want to figure out some of the more practical aspects of program delivery, such as who will be responsible for securing and managing the program's budget and overseeing the work of the SEAS coordinator and finding ways to integrate the program into the curriculum and classroom plans.

Relationships with funding partners should also be confirmed at this stage. If you've already connected with some interested prospective funders, the next step is to work out an agreement, which will provide clarity on the dollar amount, when you will receive it, and any associated conditions, such as reporting requirements. If you have not yet figured out where your funding will come from, go back to **Chapter 2** for information about how to get started.

It's a good idea to invite anyone who will be critical to program delivery to sit on your program advisory committee so they can play a direct role in program planning and management. This is a great way to ensure that they are involved in decision making early on, which can help to strengthen their support for your program.

Keep in mind that though this Toolkit describes a step-by-step program planning process, developing key partnerships is something that will happen throughout your program's life cycle. As your program matures, you will develop new partnerships, and while some of your original partners will likely be with you for the long haul, some may become less involved over time. This may mean that your advisory committee's membership will also change over time.
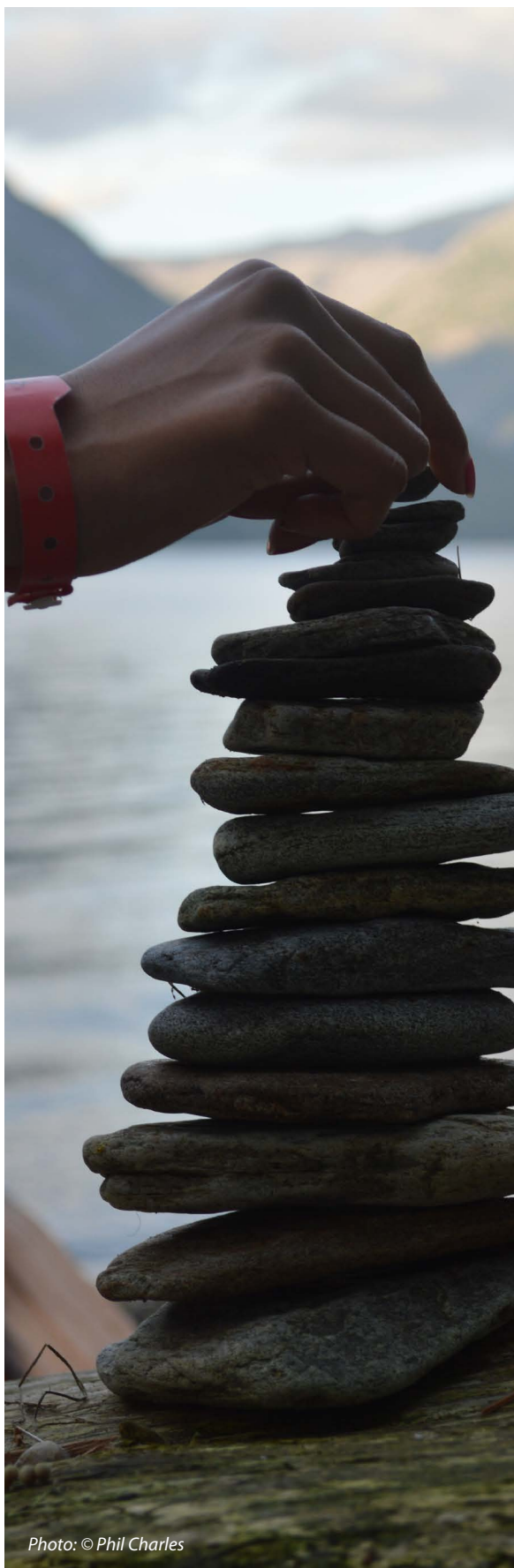
SEAS programs typically involve two types of partnerships: community partnerships, and partnerships with people and organizations from *outside* the community.

Community partners are people and organizations who either play a role in delivering SEAS programming or contribute resources to support SEAS programming (or both). Examples of common community partnerships include:

- *Partnerships between SEAS programs and community schools (school boards, administrative staff and teachers);*
- *Partnerships between SEAS programs and staff from community stewardship or resource management offices and aligned Band departments with health, youth, social, or economic mandates;*
- *Partnerships between SEAS programs and community-based organizations, such as youth organizations; and*
- *Partnerships between SEAS programs and local businesses.*

While SEAS programs may receive funding from local organizations or through own-source revenues (i.e., Band revenues), community partners may also support SEAS programming by helping to administer the program, or by providing people, transportation, and other resources to support SEAS activities. For example, to be successful, SEAS school programs need the support of school administrators and others involved in making decisions about what happens in the school. Similarly, SEAS summer internships often rely on the involvement of community staff and organizations to provide work experience opportunities for youth.

Partners from outside the community may contribute financial resources (i.e., program funding), but some also support SEAS training and education activities as well. Examples include:

- *Partnerships between SEAS programs and non-profit organizations and foundations;*
- *Partnerships between SEAS programs and government agencies; and*
- *Partnerships between SEAS programs and local businesses from outside the community.*

Photo: © Phil Charles

Photo: © Phil Charles

CONTINUE TO DEVELOP PARTNERSHIPS AND SUPPORT

Experience in other communities suggests that SEAS program success is often closely tied to the extent to which community members, leadership and other groups and organizations are aware of the program and engaged in supporting it. Sometimes, SEAS coordinators encounter a lack of interest in or support for their work, which can stem from a lack of awareness about what the program is and why it's important.

The best way to build support for your program is to constantly be sharing information about the activities you're doing and the impact these activities are having. In general, the more that your community knows and hears about SEAS, the more likely they are to support it. This means keeping parents, teachers, school administrators and boards, Council, and aligned programs and departments well informed about what's going on. Invite supporters (and folks you'd like to involve) to participate in classroom activities and out-trips. Offer to present information about the program at community events, meetings, annual gatherings, and so on. Regularly update folks about the program through school and community newsletters, community Facebook groups, and other social media channels. Invite students to be ambassadors for the program at home and in the community. Organize community events that bring students and community members together in celebration and mutual support.

As you build awareness about your program, you'll have opportunities to continue developing partnerships and support, and you'll also have opportunities to develop a clear program identity. Programs with these characteristics tend to be better at achieving strong outcomes and attracting and retaining long-time supporters.

CHAPTER CHECK-IN

By the end of this chapter, you should have:

✔ *Learned how to create a plan for each upcoming activity*

✔ *Developed an understanding of any potential liability issues and identified some steps you can take to manage risk and keep the students in your care safe*

✔ *Done some thinking about how you can engage your community and continue to build awareness about your program on an ongoing basis*