

Tender Bridge™ *Quarterly*

ISSUE 4
OCT 2011

Tender Bridge Home page <http://tenderbridge.acer.edu.au>
Tender Bridge subscription (NEW) <http://tenderbridge.acer.edu.au/subscription>
Tender Bridge email tenderbridge@acer.edu.au
Phone 03 9277 5410

Welcome

Since our last Tender Bridge Quarterly, Tender Bridge turned two years old! At the heart of Tender Bridge is our determination to improve the access for schools of education-related funds from business, philanthropy, government (all levels), universities and other not-for-profits. In this regard, knowledge building and sharing is critical because, as you well know, it's not a level playing field 'out there' and Australia's legal and tax status requirements just add to the complexity.

In this edition of TB Quarterly, read about some of the ways we have been seeking to assist schools and their potential partners or funders through projects, such as **LLEAP** and **Beyond the School Gates**. See also some key dates for your diary this year with visiting Professor Bill Lucas later this month and next year, as we gear up for another year of Tender Bridge professional learning sessions in 2012. We are delighted that some of these sessions next year will be in partnership with the Association of Development and Alumni Professionals in Education (ADAPE) and Victoria's Business Working with Education Foundation (BWE).

We often get asked about fundraising and so this quarter we invited Michele Dunn (CEO, Association of Development and Alumni Professionals in Education) to write an article on this topic. Our latest Tender Bridge 'Case of Success' is from Padbury Primary School in Western Australia. Read how they are going about developing and resourcing their Padbury School Community Links project. See also the Tim Fairfax Family Foundation's advice on partnering in our regular feature, 'From the Mouths of funders'.

In this quarter, Dr Emma Curtin and I are also delighted to introduce you to our newest team member, Leanne Eames.

Once again, thank you for your continued support and feedback. Like you, we too are grant seekers and we are working constantly behind the scenes to improve and enhance what we can offer to you, our valued subscribers and supporters.

Dr Michelle Anderson
Project Director, Tender Bridge
Australian Council for Educational Research

CONTENTS

LLEAP Update.....	2
Beyond the School Gates.....	2
The Tender Bridge Team is growing!.....	2
What is Fundraising?.....	3
Tender Bridge cases of success: Case 4.....	4
From the mouths of funders.....	5
Great Partnerships.....	5
Special Event!.....	5
Dates for your diary 2011/2012.....	6

LLEAP Update

In the last Tender Bridge Quarterly, we announced the launch of the three-year Leading Learning in Education and Philanthropy (LLEAP) project. LLEAP seeks to engage the education and philanthropy sectors in examining the current perceptions, approaches and successful practices in engagement in schools. We are pleased to report that the research is progressing well, with 300 respondents to the Year 1 surveys (138 schools, 80 not-for-profits and 84 philanthropic organisations).

A report on the survey results will be reviewed by the LLEAP Advisory Group before it is more widely disseminated. The first feedback session with representatives from the philanthropic sector was hosted by The Ian Potter Foundation on 6 October 2011. The Department of Education and Early Childhood Development (DEECD) in Victoria will a second session with schools and not-for-profits on the 2 November 2011.

We look forward to sharing more details about our findings as the analysis is finalised. For more information or to receive updates on the project, go to <http://www.acer.edu.au/lleap>



Some of the philanthropic foundations and trusts represented at the LLEAP Philanthropic Survey feedback session.

From back left to right: Caroline Whitby (The Trust Company); Andrew Lawson (Geelong Community Foundation); Caitriona Fay (The Ian Potter Foundation); Rebekah Lautman (The RE Ross Trust); Sally Gamble (Tomorrow, Today Foundation); Tabitha Lovett (Equity Trustees); Elena Mogilevski (The Myer Foundation, Sidney Myer Fund).

Beyond the School Gates

The Tender Bridge team have been working with the Principal of Berendale School on crystallising their idea for a pilot project called *Beyond the School Gates*. This pilot aims to increase the employability and improve the quality of life for intellectually disabled youth and their families through out-of-school-hours vocation, recreation, health and family support areas of focus and activity.

The Tender Bridge team has been assisting with the work-up phase of the pilot project, which included running a stakeholder focus group session. Research and stakeholder input has informed the development of key factors for effective implementation of an extended school model for intellectually disabled students.

Based on a number of interviews, a series of questions for consideration have now been developed around four key themes:

- 1 Stakeholder ready (attitudes and stakeholder education)
- 2 Program ready (governance, funding, staffing and evaluation)
- 3 Work ready (vocational skills, participation)
- 4 Community ready (social skills, interpersonal, communication)

These will be the focus of discussion for a *Beyond the School Gates* Management Committee, which will have responsibility for implementing the pilot project.

The Tender Bridge Team is growing!

This quarter, we've welcomed **Leanne Eames** to the Tender Bridge team. Leanne has been employed at ACER over the past three years, and now brings her enthusiasm, varied experience and superior writing and editing skills to Tender Bridge. Leanne's contribution to the team includes liaising with subscribers (some of you have spoken to her already), updating our funds database and arranging our exciting professional learning program for 2012 (see the Tender Bridge calendar on the final page).



What is Fundraising?

Fundraising can take many forms, from simple 'cake stalls' to trivia nights and raffles. However, for the purpose of this article I will focus on fundraising in a much more strategic context, where a vision for the future of your school comes into fruition through the support of generous gifts from people who share your vision and wish to contribute to its fulfilment.

Whether you are looking for significant funds for a new project or to complete a building, the old adage 'people give to people' is equally applicable and is the key to successful fundraising. You must be able to tell your story clearly and with passion, and importantly, in a way that expresses how the funds will change people's lives – those of your students, your staff or your community (perhaps all three).

You need to capture a potential donor's imagination and inspire them to support your plan, and you need to excite them by sharing your vision and taking them on the journey about the impact their donation will make. For instance, if you wish to refit your science labs, the details and specifications of the new microscopes you would buy may be interesting. However, when you tell the story of how talented students at your school will be able to explore the workings of the world through your new microscopes you add the human factor that fires the imagination of people who wish to enable such transformations of learning to occur, for they can see the impact on real people that their gift would make.

Aligning a donor's interest with your own vision is imperative. It is unlikely that someone with a great passion for the arts will give significant funds towards a new gym. However, where the vision for the project matches their own passion, the donor is much more likely to see the potential benefits their gift would make. That means that donor research is the starting point for any fundraising to be successful.

So how do you find out what interests your prospective donor? If they are a past student you may be able to find out what subjects they studied or did well in, or what sports or activities they were committed to. If you have staff who taught the student, what do they recollect about them? Out of school, questions such as did they go to university, what did they study, or are they members of any associations or professional bodies give some indication of their potential interest areas. There is often plenty of public information about people who you may be considering approaching for funds. Search through Google for media articles, board references or professional standing. Being well briefed about a prospective donor makes the task of asking them for a donation much easier, but only if they have an interest in something you are asking for. There is a growing trend for donors to want to be involved in a project in some way – perhaps as part of the planning committee or a general advisor, so consider ways that you may include their expertise as well as their money.

Donor research is the start of the process; donor cultivation is the next step. What that means is that once you have identified someone who may have the capacity to give you a large donation and they may

have an interest in your project or program, you must then work hard on building a relationship with them. Generally, it is not enough to simply give them a call or write a letter asking them for money. Perhaps you have an event at school that you might invite them to. It may be something in the area that you are seeking funds for – an art exhibition, if the project you have in mind is new art facilities, or you might invite them to prize giving if you are considering commencing a scholarship program to support some of your students.

It is important to take the time to reconnect the prospective donor with your school. They may never have been to the school, if they are a past student, they may not have returned there in many years. You might issue several invitations, and they finally respond to just one – that will tell you what interests them. Remember too, that potential donors are often exceptionally busy, so don't waste their time on events that are meaningless to them.

People who volunteer at your school already have some connection with you, and are showing their support quite tangibly. Don't forget to include them in some of these invitations. Volunteer effort is a significant commitment and should be recognised in much the same way as those who give you money. Sometimes these volunteers will become donors, and sometimes they know people they could recommend to you as potential donors. Volunteers can be your strongest advocates. Try to include them early on in the development of your vision for the project. These people will often spread the word amongst your community, and will give you feedback about the project from those they talk to.

Australians are not typically known for their philanthropy. We rally for disasters or when someone knocks on our door, but committing money to contribute to changing people's lives is not as intrinsic to Australian thinking as it is in USA. However, the power of education to significantly transform the future for many young Australians is unimpeachable. Translating that message into a project for your school and building relationships with potential supporters are the key steps to successfully attaining your vision.

Michele Dunn

CEO ADAPE Australasia

ADAPE (Association of Development and Alumni Professionals in Education) Australasia is the peak organisation representing and specifically catering for advancement professionals in the education sector.

Tender Bridge is partnering with ADAPE in 2012 in the delivery of some joint professional learning sessions.

Tender Bridge cases of success: Case 4

This series aims to provide readers with concrete examples of how to grow and resource 'great ideas' for maximum impact. Each account portrays key elements that are needed if ideas are to take hold and flourish. Particular attention is paid to peoples' experiences of seeking and securing funds (and other resources), evaluating 'success', and lessons learned along the way.

Padbury School Community Links Project: Padbury Primary School

Padbury Primary School is a Tender Bridge subscriber. This year they have found several funds and potential partners through Tender Bridge to assist them in developing a key school-community initiative: Padbury School Community Links Project.

In this Tender Bridge Case, Aaron Young (Principal of Padbury Primary School) explains where the idea for the Padbury School Community Links Project came from, and how they are going about growing their great educational project to improve outcomes for the children at Padbury.

About Padbury Primary school

Padbury is located in Western Australia in the Perth city council area of Joondalup. The school has about 200 students and shares its location with Padbury Senior High School, the West Coast Language Development Centre and the Padbury Early Childhood Centre. The school is taking advantage of this cluster, a 0-18 Years Learning Community on one site. Onsite Dental Therapy facility, School Nurse and School Psychologist services are also part of the education partnership.

A core driver for the school is our strong sense of community, which led to the school initiating the Padbury School Community Links Project.

Why develop Padbury School Community Links Project?

Parents with children at Padbury were telling us that they needed more information about how they can be playing a stronger role in their child's learning and development. We noticed a gap in the support parents could be receiving and thought the school could be playing a stronger role in bridging that gap.

Evidence

We drew on a range of informal and formal sources to inform us about the need and how we might go about addressing it.

We used informal feedback from staff. Parents were telling staff that they wished they'd had a greater level of involvement in their child's learning and development *before* their child started school. Parents could access Maternal and Child Health Nurses, but when the child turns about 18 months of age, that support finishes.

We did doorstep interviews with families as they dropped off and picked up their children from the kindergarten and school.

Padbury's annual parent survey confirmed what we were hearing from our informal conversations with parents. The survey responses indicated that parents wanted more information on child development matters including speech and language development, occupational therapy and healthy eating.

In addition, the latest Australian Early Childhood Development Index (AEDI) report for Padbury Primary School showed us that 40% of our pre-compulsory children were developmentally vulnerable and/or at risk within the Language and Cognitive Skills domain and 37% were developmentally vulnerable and/or at risk within the Emotional Maturity domain.

About Padbury School Community Links Project

The purpose of the project is three-fold. We wish to:

- Improve the links with parents of 0-4 year old children through our Early Childhood Literacy Program;
- Coordinate a Childhood Development Guest Speaker Program to encourage intergenerational families and the wider community to become involved in the school community; and
- Provide an additional avenue for parents to access practical ideas and information on how to assist their children at home with child development matters and parenting skills through the employment of a School Based Community Liaison Officer.

The Early Childhood Literacy Program (ECLP)

The objective of the ECLP is to introduce young children (aged 0-4 years) to the inspirational world of books and reading. We created **Toddler Time**, an opportunity for preschool children and their parents or carers to share the joys of literature, language, rhythm and rhyme, as well as assisting in the development of fine motor skills. **Toddler Time** will be held regularly during the school term and each session consists of: songs and rhymes, stories read aloud, and a simple craft activity.

The Childhood Development Guest Speaker Program (CDGSP)

The objective of the CDGSP is to provide intergenerational families (extended family members) and the wider community within Padbury with information and practical ideas on a variety of child development topics.

The School Based Community Liaison Officer (SBCLO)

The principle objective of the SBCLO is to provide and promote a range of services and programs that help families and community members within Padbury.

For a number of families at Padbury Primary School, grandparents look after the children. So we knew that there was also going to be a need to create a space in the School Community Links Project where not only parents (working and non-working) but also grandparents could be supported.

We were asking ourselves, how could we better connect and develop stronger relationships with those in our community? We wondered whether our expectations of what children in Pre-primary and Year 1 could be achieving were high enough, and if not, how we could change this situation?

Growing and resourcing a great idea

Identifying a need, investigating that need and generating evidence of the issues and possible solutions were all important parts in getting the

Padbury School Community Links Project started. But this was just the start. The project now needed to be fleshed out and people needed to engage with it, all of which takes planning and time.

Keep ideas 'alive'

In a principal's day-to-day work, a reactive mode of thinking and behaving could dominate. You are always being called upon to make many decisions, and often quickly. To ensure that the School Community Links Project did not get overrun by other demands, I would keep jotting down ideas, connections and tasks about the project on a whiteboard in my office. I really wanted to get stuck into the project, but knew that growing and resourcing the idea was going to take time.

Articulate and document the project

Current and potential stakeholders cannot engage with something they do not understand. Once we were able to articulate what we were trying to achieve and by when, then and only then were we in position to seek potential partners and funders. This phase was about making sure we had, ready to go, an overview of the project, aims, outcomes and 'the case' for why the project was needed. We accompanied this information with a Gantt chart that clearly showed a timeline for implementation and key milestones. At the ready were other documents that we could use as supporting evidence (minutes of parent council meetings that showed they were actively involved in the project).

Find the right match

School leaders are not exposed to how to network effectively or 'sell' great ideas. It's more a case of putting toes in the water and seeing what happens. How to partner is a big challenge.

I attended a Tender Bridge seminar in Perth. We were not eligible to apply directly to two of the philanthropic foundations showcased at the seminar, but there was another foundation mentioned that peaked our interest. It is because of Tender Bridge that we even considered philanthropic foundations or trusts as potential partners or funders of our project. As a subscriber we get a Tender Bridge Weekly email alert of new funds added or new funding rounds added to the database over the previous week. It was through the seminar material and the Weekly Alert that we found out about the Myer Foundation/Sydney Myer Fund.

Before putting in an application to Myer, we investigated other projects they had funded. We used that information to get to know better the Foundation's interests and objectives. We wanted to capture their imagination with our project, but this was going to be futile if the goals of our project did not match with the goals (and eligibility requirements) of the Foundation.

Partner and funding support

Every piece of professional advice, expertise or funding is important to us, no matter the amount provided. Through The Myer Foundation/Sydney Myer Fund's \$10,000 small grants program, we have been able to shore up the School Based Community Liaison Officer part of the School Community Links Project. To date, a number of other partners and funders have also supported us. Joondalup Council has contributed \$1,900. Once I had made contact with the right person in the Council, they were happy to come out and meet, discuss the application and then identify additional areas of support that could contribute to the project.

Relationships Australia has offered to run some programs as part of our Child Development Guest Speaker Program.

Lessons learned

Build momentum: The smaller projects within the larger School Community Links Project were easier to get started on.

Communication: Keep partners fully informed. We built into the project plan the development of progress reports that we email to our partners and other key stakeholders (e.g. the P&C).

Write a project plan: If we had not written a project plan then we would have missed including what we needed to consider in terms of evaluating the project's success.

Partnering takes time and patience: Be open to exploring new connections; you do not know where these might lead. Only recently, we heard back from a group we had spoken with some time ago and now we are forging ahead with an area of support within the project.

Parent connections: Consider what connections your parents or ex-students have (banks, mining companies, the arts). Get a group of people from your school to develop an alumni database.

Develop a list of potential partners: Everyone is busy and we have the best of intentions of seeking potential support, but often we don't go any further. The email alerts from Tender Bridge hit us every week so we can use Tender Bridge's database and our own networks to identify a number of potential partners and funders that we will follow-up.

Keep a project file: We have set up a folder of ideas and information. As things come up, we add the information into it. This way, we are ready to act when an opportunity comes along.

Padbury Primary School's Project Folder Content

- Tax information (P&C's Certificate of Incorporation)
- School bank details
- Community needs (AEDI data, ABS data, City of Joondalup data, school parent and student survey reports)
- Sample project plans (in various states of 'readiness')
- Community database list (who is in our community)



From left: Padbury Pre-Primary teacher and literature coordinator Jane White with Loretto Ocariz and son Kiarn Mawford. Picture by Emma Reeves, Joondalup Times.

Postscript:

With the assistance of Tender Bridge, Researchers from The University of Western Australia have been in contact with Padbury Primary School to discuss possible connections. One of the foundations that presented at the Tender Bridge seminar has also been in contact with the school about setting up a meeting to discuss the project.

From the mouths of funders

Samantha Jorgensen
Executive Officer, Tim Fairfax Family Foundation

Partnerships between schools and not-for-profit organisations

The Tim Fairfax Foundation cannot fund schools directly, but is very keen to support schools in their ambitions to provide a range of experiences for students and teachers. These should result in increased engagement in learning and improved outcomes for students as well as high quality professional development for teachers.

The Foundation encourages schools to find partners (not-for-profit organisations) whose values, culture and objectives are aligned with those of the school and who can deliver the initiatives they want for their school, based on the school's own unique context and needs.

We encourage schools to build genuine, strong relationships with these partners to address their needs, complementing and building on the existing skills and resources within the school community wherever possible.

Our preference is to support applications from not-for-profit organisations who can demonstrate strong relationships with schools, based on clear, agreed ambitions for particular outcomes and results.

While the partner organisation generally plays the lead role in implementing and managing these targeted initiatives, the success of any initiative is heavily dependent on support from the school and often the wider community.

Some successful collaborative initiatives have involved schools working with the partner organisations to raise some of the funds required to deliver an initiative within a school. Schools can leverage their contacts and engage the local community through local businesses and local government in their quest to gather financial and/or in-kind support.

In summary, while schools cannot apply to us directly, we look to support their endeavours through well-targeted initiatives delivered in conjunction with eligible organisations that have strong and genuine relationships with schools. We encourage schools to explore the benefits of partnering with carefully selected not-for-profit organisations.

Great Partnerships

A great example of just such a partnership in Queensland is that of a regional school and a local contemporary dance company.

In early 2010, the school approached the dance company about how they might work together with some of their secondary school students, to re-engage these students with learning and to provide opportunities for personal development and life skills. This partnership continues to grow and develop and to date has realised some key benefits for the students involved. These include significant increases in self-esteem and self-confidence, ability to work in groups and with peers, and respectful relationships with adults. And of course are some fantastic creative outcomes for the students.

This dance company was recently successful in gaining support from the TFFF to continue and expand their work with this school and its students in 2012. It will also expand its work into a sister school in another regional location which learned of this successful partnership and is keen to develop a similar partnership of its own with the same dance company.

Special Event!



SPECIAL EVENT: ACER Institute, Tender Bridge, WA Institute for Professional Learning and the NSW Secondary Principals' Council are bringing **Bill Lucas** to Australia in **October 2011**.

Bill Lucas, school leader turned serial social entrepreneur, is touring Australia to share his experiences of turning good ideas into resources - money, time and talents. Bill has helped to create five organizations (Learning through Landscapes, Campaign for Learning, The Talent Foundation, The Centre for Real-World Learning and, most recently, the English Project). He has raised many millions of Australian dollars and is a best-selling award winning author.

Bill's sessions will:

- inspire
- connect with issues being faced in Australia and globally, and
- be packed with practical ideas and grounded in good research and common sense.

Monday 17 October, Perth
Wednesday 19 October, Melbourne
Thursday 20 October, Sydney

Want more details? Contact: tenderbridge@acer.edu.au

Dates for your diary 2011/2012

2011

Mon. 17 October	Bill Lucas Seminar (ACER Institute, ACER Tender Bridge and the WA Department of Education Professional Learning)	Perth
Wed. 19 October	Bill Lucas Seminar (ACER Institute, ACER Tender Bridge)	Melbourne
Thurs. 20 October	Bill Lucas Seminar (Institute, ACER Tender Bridge and the NSW Secondary Principals' Council)	Sydney

2012

Tues. 27 March	Capacity Building Workshop Part 1 (in partnership with Business Working with Education Foundation)	Melbourne
Tues. 8 May	Capacity Building Workshop Part 2 (in partnership with BWEF)	Melbourne

2012 will also see the Tender Bridge seminar program expanded to four capital cities – Perth, Melbourne, Hobart and Brisbane.

Issues covered in the program will include:

Navigating the grant-seeking landscape

The grant-seeking playing field

Identifying and connecting with potential partners or funders

Dos and don'ts of proposal writing

Dates will be published on the website and in our next Tender Bridge quarterly.

my Say

As a subscriber, the *Quarterly* gives you the chance to have 'your say' on the shape and direction of Tender Bridge topics and services. Previously we asked 'Should the Tender Bridge also include 'scholarship' opportunities in its database?' The overwhelming response was 'Yes' and so we have been adding many scholarship opportunities (both for students and teachers' professional learning) to the database. There are many more still to capture! But we're on to it!

my Alert

Every subscriber receives their own relevant weekly state or territory alert. Every Sunday night a 'search' is run for your state/territory alert, in readiness for the **Tender Bridge** team to forward these to you on the Monday. If you have not been receiving yours, or you would like others in your school added to the email list, just let us know.