

Tender Bridge™ *Quarterly*

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Welcome

Welcome to the third issue of Tender Bridge Quarterly, where we share the views of seekers and granters of funds on how to be successful.

Like many of you, we have 'hit the ground running' in 2011 and can't believe nearly half the year has already gone. We hope you don't mind, but we held this issue of Tender Bridge Quarterly over so we could share with you information about two key activities and developments for 2011: the recent launch of the LLEAP Project (Leading Learning in Education and Philanthropy) and an Special Learning Event with Bill Lucas (a school leader and social entrepreneur from England) in October. In addition, we are also pleased to share with you our regular features - 'From the mouths of funders' (The CASS Foundation) and 'Tender

Bridge Cases of Success' (Waikerie High School in South Australia). We understand from your feedback that you are enjoying reading these practical tips and lessons learned from both grant maker and grant seeker perspectives.

To those of you who we have met at the various seminars, through phone-calls, emails and Tender Bridge tutorial sessions, and to those we are yet to meet, Emma Curtin and I wish you well for the next term. Don't forget, if there is anything you'd like to raise for the next edition, just give us a call.

Dr Michelle Anderson

Project Director, Tender Bridge
Australian Council for Educational Research

LLEAP – Leading Learning in Philanthropy and Education

Noted historian and governor of The Ian Potter Foundation, Professor Geoffrey Blainey launched the LLEAP project in March this year. According to Blainey, 'In philanthropy and education, as in everything, there are better ways of doing things. We should be hunting for them. We need to find ways to do the really important activities more effectively: education is one. By collaborating we may find a smarter path.'

The three-year Leading Learning in Education and Philanthropy (LLEAP) project aims to find ways to improve the quality of grant seeking and grant making in Australia, to build knowledge and improve outcomes for schools and philanthropic supporters. The research will also investigate the impact of philanthropy in education. The LLEAP project is an initiative of Tender Bridge in partnership with The Ian Potter Foundation.

Also speaking at the LLEAP launch, The Ian Potter Foundation Chief Executive Officer Janet Hirst urged philanthropic organisations and school principals to get involved in the project by taking part in the forthcoming interviews, surveys, focus groups and case studies: 'It is vital that we understand the true impact of this investment. This research will give both educators and philanthropists the knowledge to ensure the funds are making the greatest difference possible,' she said. At Tender Bridge we believe that filling a knowledge gap about the impact of philanthropy in education is important – and the long history of philanthropy in education and the significant dollars it provides suggests that it is – then we need to grab with both hands this project and shake it for all it's worth'.

On the road to filling this knowledge gap, the project in its 'benchmark' year will seek to answer such questions as:

- How many schools are accessing philanthropic grants, either directly or in partnership with other organisations?
- What projects are schools seeking philanthropic grants for? Who do these projects aim to benefit?
- Is this similar or different to what those in the philanthropic sector state are their areas of focus?
- What helps and hinders those in education and philanthropy to maximise the impact of a grant?

These are fundamental questions to be answered collectively. This is because at the end of the day, there is a need to provide a space for great educational projects to be examined, not just great grant writers to be funded.

In its first year the LLEAP project will collect information through interviews with leaders in both education and philanthropic sectors, followed by an online survey and focus groups, to help form a clearer picture of the impact of philanthropy on education projects. Not-for-profit philanthropic organisations are also invited to participate. Participation in the project is confidential and conducted in line with the ACER Code of Ethics for Research. You can express your interest in the project by contacting the LLEAP team via email at tenderbridge@acer.edu.au. For further information about LLEAP visit www.acer.edu.au/lleap



Professor Geoffrey Blainey (AC) launching LLEAP



LLEAP project team members (left to right) Caitriona Fay, Janet Hirst, Catherine Brown, Emma Curtin, Michelle Anderson

Tender Bridge cases of success: Case 3

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.

This quarter, read about how **Waikerie High School used the Tender Bridge successfully** to help them identify relevant funds for an *Independent Learning Centre*.

Waikerie Independent Learning Centre provides a flexible learning pathway for disadvantaged young people. Neil White is the Principal of Waikerie High School, and this is their story of seeking to address a real need for some of the youth in Waikerie and surrounding communities.

Waikerie High School

Waikerie High is a rural school, 170 kilometres from Adelaide. Situated on the river Murray, about 370 students from within the township and from the surrounding areas of Blanchetown, Morgan and Cadell attend the school. The township is well-serviced with sporting facilities, small businesses and key services, such as a local hospital, Police Station and excellent community facilities. Citrus and grape horticulture predominates.

The need

We were losing students that were disengaged in school. Without a pathway of learning (whatever form and shape that may take), the life options for these young people were being severely curtailed. The flow on social, economic and educational costs to the young people and the community were clear. The potential health and criminal implications were also a concern. Something had to be done.

With the change in legislation to require students to be earning or learning until the age of 17 years, an increased urgency was apparent to help address the obvious need in the community. This only added to the desire to do something proactive.

Getting started

The WHS leadership team recognised the need for alternative programs for students and young people in the community. The Assistant Principal, Margaret Schultz, with other regional staff, visited a similar centre in the South East. The centre at Mt Gambier has been very successful in re-engaging young people and were a wonderful source of ideas and support.

We strongly believe in the idea that schools function within their communities. Much of why the Centre 'got off the ground' boils down to a strong clear need and the willing involvement of different groups and resources from the community. These include, the South Australian Police Force, Rotary, local media and the Regional Education Office.

What is the Independent Learning Centre?

Waikerie's Independent Learning Centre (ILC) provides a flexible learning pathway for kids who might otherwise be further disadvantaged by their lack of learning options, resources and life skills.

The Centre targets disadvantaged youth, young parents, the unemployed youth who have not completed their secondary schooling, and youth with mental health issues or a disability.

Students are enrolled at Waikerie High School through the Innovative Community Action Networks (ICAN) program. This program covers funding for staff to cover case management and the purchase of materials for some learning programs offered through the Centre. These programs include literacy and numeracy, first aid, business skills, practical skills (eg welding and multi media) and TafeSA courses.

Part of the Centre's objective is about getting students to commit themselves to the program. Students are expected to attend the ILC two-three sessions each week. On the other days, the students work on their Individual Learning Plan activities (Lit and Num homework, personal budgeting, cooking etc), Work Experience, or registered training through a service provider (TafeSA welding course, Lit and Num certificate etc)

The personalised support and 'case management' approach are cornerstones to way the Centre staff interact with each student. Many of these students have not had positive experiences of schooling. As such, the social and emotional support is vital to ensure the young people develop these necessary skills in order to enter the workforce and make positive contributions to the community.

Waikerie High School's Governing Council, through the Principal, oversees the staffing and other governance matters of the Centre. Each fortnight the Centre's Manager, Greg Hatcher and staff meets with the school's leadership team to discuss issues and planning. There is a clear commitment from all parties to keep the innovative centre moving forward. A key focus in 2011 will be the accreditation of student learning towards SACE or nationally recognised training.

In 2009, the Education Department's Regional Office agreed to fund a pilot project for 15 students. In 2010 the Riverland region became an Innovative Community Action Network (ICAN) area. This meant Flexible Learning Option funding was available to support the program. The money from this program cannot be used for the costs associated with rent or utilities of the premises. Other funding sources need to be relied upon to support the capital investment. Fortunately the landlords have reduced the rent due to the nature of the initiative. This is typical of the community support shown towards the program!

The Centre's program operates from a rented house two kilometres away from Waikerie High School. As a school leadership group, we discussed for some time whether the Centre should be on the school's premises or somewhere else. Many of the kids we were trying to target had negative views and experiences of school. We did not want the 'school' environment to put these kids off and so made the decision to have it close by, but not actually 'onsite'. The students are able to access subjects at the school site and often use the school bus for transport. A FLO coordinator has been appointed in 2011 to assist with communications and accredited training.

Finding a fund listed on Tender Bridge

When setting up a Centre in a rented house and its program from scratch, the issue is not so much what do we need funding for? Rather, the question becomes what do we need to prioritise first?

By 2010, we now had 35 students enrolled. We needed to move to a new premise. This of course, brought new challenges of how we were going to furnish the place! I saw that the Foundation for Rural and Regional Renewal (FRRR) Rural Education Program. What I noticed was that this grant would support infrastructure items. I wrote an application and we received \$6050 to purchase a range of furnishing items including, fridge, desk, oven filing cabinets and conference table. All of which were basic requirements, if we were going to provide somewhere for the students and staff of the Centre to sit and store their lunch!

One of the courses we wanted to make available to the students was a TAFE Welding course. We applied to the Max e Grants program (an initiative of Barnardos and OfficeMax®) for \$1,200. The grant would support the purchase of overalls, books and safety gear for the students. Without these, the students could not have participated.

In addition to these two grants, we also sought and gained the support from the Local Council. The Council agreed to support the program with an annual donation to the value of \$2,000. That's money, we can redirect into the quality and breadth of programs on offer.

At the start of 2011, 57 students have enrolled at the Waikerie Independent Learning Centre. The word is getting out and we have young people from the surrounding areas (and beyond) engaged in a flexible pathway of learning and new possibilities. In the space of three years the numbers have increased nearly four-fold!



Case manager Cassie Golding works with a student at the new tables provided through a grant from FRRR.

Lessons learned

- 1 **Impact:** Know what impact you are trying to make by doing a particular program/project/initiative
- 2 **Pithy overview:** Communicate the impact of your educational project in a pithy sentence or two – 'The Waikerie Independent Learning Centre seeks to re-engage young people in vocational learning pathways towards productive citizenship'
- 3 **Budget set up:** Create a separate line item for every source of funding you receive. It will save you a lot of time when it comes to acquitting your grant. Your finance officer will thank you too!!
- 4 **Staffing and leadership:** Invest in the 'right' staff and then make sure that the appropriate leadership support is available (i.e. principal and regional office)
- 5 **Monitor progress:** We review the number of students who complete the TAFE Certificate 1 & 2 and specific short-courses, such as First Aid. We note any awards our students receive (e.g. last year 4 students received a new media award. We also monitor attendance rates. This is especially important, given a key objective of the Centre is to re-engage students.
- 6 **Celebrate success:** There are positive cultural spin-offs. In our case, we invite the local media to do stories on key activities. The local newspaper has written a number of articles promoting the successes of students including the runner up award in the New Media awards, welding course at TAFE (Highlighting the support received from Barnardos) and the new furnishings being put to good use in cooking lessons (FRRR Rural Education funding). It's a great way for the media and those in the local community to understand the positive work being done by the students through the Centre. It also provides a public way to acknowledge any funders. Keep a record of any media stories and photos that can be used as part of your acquittal of a fund.
- 7 **Be prepared to take a risk:** 'If you see a need, have a go at addressing it'

Tips:

- 1 There are many funds 'out there'. What I tend to do is scan the Weekly Alerts from Tender Bridge. If I don't think the target group of the funder fits our Centre's target group, then I don't go any further. Time is too scarce to waste chasing funds that simply do not fit our focus.
- 2 Check the eligibility requirements!! You might fit the target group, but what you are seeking funding for (e.g. equipment, travel support) might fall outside the grant maker's criteria.
- 3 Be specific about what you are seeking the funding for – if it is to purchase a fridge, then say so.
- 4 Be realistic about the dollar amount you need but don't go outside the boundaries of what the grant maker says they typically fund (e.g. In 2010, the Max e Grants program made it very clear that they provide 'small grants' of up to '\$5,000).
- 5 Include other staff in your thinking and submission of application. There are often different ways of looking at potential projects and funding arrangements.

(Case written by Michelle Anderson based on an interview with Neil White and edited by Emma Curtin)

Waikerie High School is a Tender Bridge subscriber.

Tender Bridge – learning events

When was the last time you really had time to think about your school's grant seeking strategy and processes; and ways to engage donors?

Thanks to Western Australia's Department of Education, Institute for Professional Learning, Tender Bridge ran two learning events in February/March this year. The feedback from both days was very positive, with comments such as,

A great eye opener in many instances. Really appreciate the chance to have so much explained.

Catherine's [Catherine Brown & Associates] legal advice was very important and relevant. Annie [Fogarty Foundation] and Caitriona [The Ian Potter Foundation] sessions were awesome, very helpful, inspired some ideas and gave hope to us fund seekers.

I gained a clear understanding about the work of foundations and a clearer understanding of a process that will lead to the development of clear and concise applications.

Thanks a lot – a mind blowing and intensely informative two days – I'm excited!

In addition to the Tender Bridge team, the first day's 'grant seeker' seminar program involved Catherine Brown (cb&); Annie Fogarty (Executive Chairperson, Fogarty Foundation); Caitriona Fay (Education Senior Program Manager, The Ian Potter Foundation); and Nicole Clarke (Sponsorship and Relationship Marketing Coordinator, Hawaiian Perth-based Property Group). On day two, Tender Bridge facilitated a Master Class on 'engaging donors' in your school, led by Catherine Brown. A great addition to the Master Class was the attendance of the Department's Chief Financial Consultant, Financial Services and Support, Frank Wee. If any curly questions relevant to government schools came up; these were easily clarified with Frank 'on-the-spot'.

We are told that a welcome feature of our learning events is the post-session delegate document. The Tender Bridge team put together all the key points from the event, including responses to questions raised by delegates on the day, and emailed each delegate a copy.

Important dates for your diary!

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 will be sharing, **New thinking about intelligence and learning; new ideas for resourcing new thinking in schools and colleges**

Do you believe that intelligence is expandable? That mindset matters? That we need to equip young people with a set of wider skills to thrive in an uncertain world? That parents can play a very different role? And, most importantly, that the relationship with students needs to change? Do you want well-tested practical ideas drawn from across the world to put these kinds of visions into practice?

And if you do share these views, do you know how you can raise the money to turn them into action?!

YOU CAN!

Bill Lucas is a school leader turned serial social entrepreneur. He 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.

He is also a best-selling author whose recent book 'rEvolution; how

to thrive in crazy times recently' won the UK's Management Book of the Year Award for Innovation and Enterprise; so he knows what he is talking about! And he is a truly motivational speaker and facilitator.

Bill's workshops will:

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

Bill is a worldwide speaker on learning, creativity and leadership, including appearances on radio and TV (BBC Today Programme, BBC The Moral Maze, BBC 2 Newsnight, BBC TV Breakfast, BBC The Learning Curve, BBC Start the Week and BBC Woman's Hour). In 2001, he was the international guest of Australia's Adult Learners' Week. In 2011, his book rEvolution; how to thrive in crazy times, won the UK Management Book of the Year Innovation and Enterprise award.

At this stage, put these dates in your diaries (more details will be published shortly):

Monday 17 October, Perth

Wednesday 19 October, Melbourne

Thursday 20 October, Sydney

Have you heard about Hawaiian?

Hawaiian, a WA-based property company, is leading the way in extra-curricular support for schools by providing leveraged sponsorship benefits in the form of free excursions and in-school workshops.

Established in 1993, Hawaiian is a privately owned property group which owns and manages an Australia-wide commercial, retail and hospitality portfolio. Hawaiian's philosophy of uniting business and people is delivered through business collaboration and community partnerships, particularly in the Perth CBD and the suburbs in which its shopping centres operate.

Hawaiian Alive was conceived three years ago with the aim of creating an organised program of free school activities. Teachers register their details on the website www.hawaiianalive.com.au and receive regular monthly e-newsletters which outline the range of "offers" suitable to primary or high school students. They simply respond to the email to apply and go in the running to win that particular excursion or workshop.

If required, Hawaiian covers the cost of bus transfers and catering to enable a completely free activity for the school. Their sponsor partners

provide the experience, for example entry tickets or a performer's time. In 2011 over 50 free activities will be offered to the teacher database and Hawaiian is now finding that their sponsor partners are being forthcoming with unique opportunities for schools to experience.

Some of Hawaiian's sponsor partners include the Perth Wildcats, His Majesty's Theatre Foundation, WA Opera, WA Academy of Performing Arts (WAAPA), Black Swan State Theatre Company, and charity partners Youth Focus and Ready to Work.

Hawaiian Alive demonstrates how an organisation's community engagement culture blends perfectly with schools that need to find creative ways to give their students experiences beyond the classroom. In essence, the program is a shining example of how business and education can have mutually beneficial partnerships.

To learn more about Hawaiian Alive, visit the website www.hawaiianalive.com.au In the coming months a brand new website (with the same address) will be launched, enabling more connectivity as the program continues to grow from strength to strength.

Quarterly review of funds

We are currently in the midst of another major review of our database (the fifth to date). For those of you who are not aware of this process, it involves double-checking every entry in our growing database (now 880+ funds and still growing) against the funding source website (from which the information came). We are dedicated to ensuring that the information provided is as accurate and as current as possible and we also give funders an opportunity (both on a regular basis and as part of this review) to provide further information beyond what is available on their website. We continue to receive terrific feedback from many funding bodies and are strengthening our relationships nationally. This is central to helping us continuously improve our service to you through knowledge building and sharing.

From the mouths of funders

Lyndall Jones, Project Manager – Education,
The CASS Foundation has this sound advice for grant seekers:

Grant-making is about supporting people to turn their ideas into reality. Based on recent experiences with grant seekers who assume that a wonderful project concept (substantially un-costed) will do the trick, I offer the following advice:

Pay careful attention to your project budget: many grant applicants do not realise that this part of their submission is likely to receive close scrutiny from funding assessors! Take time to identify the various components of your project and estimate the required quantities and costings. Check the actual unit cost of items and services you specify - don't guess them! A realistic budget outline demonstrates to a selection panel that you have thought practically about the expertise, resources, equipment and time you will need to implement your project concept; it provides evidence of sound planning, accountability and value for money.

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.