26TEN grants program for employers 2017-18

Information for applicants
At a glance

Grants open: Monday 28 August 2017 at 9 am
Grants close: Wednesday 28 February 2018 at 5 pm
Total grant pool: $440,000 (inc GST)

Grant range: $10,000 - $50,000 (inc GST)
Projects to improve the literacy, numeracy and communication skills of Tasmanians in the workplace and to make workplaces more accessible from a literacy and numeracy perspective are eligible to receive a grant. More details p 6.

Apply online at: 26ten.smyrtygrants.com.au

For more information and advice please contact:
Jennifer Dunbabin, email@26TEN.tas.gov.au, 03 6165 6122.
The 26TEN grants program for employers

26TEN aims to improve the literacy and numeracy levels of adult Tasmanians.

26TEN encourages action by the whole state through increasing the awareness and understanding of literacy issues and the importance of clear communication, and providing support and programs to improve literacy and numeracy levels and the use of plain English in Tasmanian businesses and communities.

26TEN is inviting applications from Tasmanian employers and registered training organisations (in partnership with Tasmanian employers) for projects to improve literacy, numeracy and communication skills of Tasmanians in the workplace.

Employers will contribute to this goal by allowing their employees to participate in literacy development projects. This can include releasing employees during paid work hours to attend literacy support programs, dedicating work hours to training with integrated literacy support or providing whatever assistance the employee needs to participate. Projects may also include improving all aspects of workplace communication

1. Funding

Applicants can apply for a grant in the range of $10,000 - $50,000 (including GST).

Successful applicants are required to report on project outcomes and milestones and acquit project funding (see Item 13).

Generally, projects will run for 12 months. Applicants may apply for a further grant if they can demonstrate it builds on the previous project outcomes. However, there can be no guarantee of a second year of funding.

2. Application period

We have a continuous application process and will accept applications at any time during the period Monday 28 August 2017 until Wednesday 8 February 2018, or until available funding has been awarded to projects.

What is a continuous application process?

Applications will be accepted between 28 August 2017 and 8 February 2018.

Grant applications will be managed by a continuous application and assessment process.

In this process, an application is assessed on its merits when it is received. This is instead of waiting until the application period closes and all applications are assessed against each other, as well as on their content. Depending on the timing and number of applications, this assessment may happen in small batches.

This approach allows applicants the flexibility to apply at a time that suits the ebb and flow of an organisation and for building strong collaborations and partnerships. The approach also recognises the developmental nature of the grants program.

To ensure the quality of grants, only applications that score an average of 4.0 and above, with all selection criteria met (3.0), will be eligible for a grant.
3. Application process

A Please read this document thoroughly.

B It is strongly recommended that you speak to 26TEN about your project proposal at an early stage (Contact Officer Jennifer Dunbabin, 03 6165 6122 or jennifer.dunbabin@education.tas.gov.au or email@26TEN.tas.gov.au). If you are from the aged care, early childhood or disability sectors please speak with your peak body first. They have all run 26TEN projects and have resources that may benefit your project.


D Submit completed application through our SmartyGrants portal.

E Application is assessed (see Item 9).

F Applicants notified of the results of process.

4. Who is eligible to apply?

This program is open to:

- employers operating in Tasmania
- Tasmanian industry associations and peak bodies
- registered training organisations (provided they are in partnership with Tasmanian employers, industry associations and peak bodies). Members of these partnerships must all sign the application.

Private, not for profit and voluntary organisations can apply for grants.

5. What is the program focus?

Priority may be given to projects:

- from micro, small and medium sized businesses
- that target workplaces with a large proportion of workers with low or no qualifications
- that target industries that have been identified as having employees with low literacy and numeracy:
  - agriculture, forestry and fishing
  - manufacturing
  - electricity, gas, water and waste services
  - building and construction
  - retail, accommodation and food services
  - transport, postal services and warehousing
  - administrative and support services
  - tourism and hospitality
  - mining
  - health care and social assistance.
  - that align with the 26TEN Coalition sector plans: community, legal, media,
state government, local government, education, and health.

- that are in the Tasmanian government’s key industry sectors with employees who have low literacy and numeracy:
  - advanced manufacturing
  - Antarctic and Southern Ocean
  - building and construction
  - cultural and creative industries
  - food and agribusiness
  - forestry and related industries
  - information, communication and technology
  - contact centres
  - international education
  - mining and mineral processing
  - renewable energy
  - scientific research.

6. Which workers are eligible for support?

All paid, voluntary and self-employed workers are eligible for literacy support under this program.

Priority will be given to projects that help employees with low literacy levels. These are employees whose literacy levels impact, or have the potential to impact, on their ability to do routine work. Typically, they would require a moderate to high level of support to improve their literacy skills.

7. What types of projects will be funded?

Projects to improve the literacy, numeracy and communication skills of Tasmanians in the workplace and to make workplaces more accessible from a literacy and numeracy perspective are eligible to receive a grant. This is set out in more detail in the table below.

Eligible activities

<table>
<thead>
<tr>
<th>Activity A</th>
<th>General literacy support (in the form of individual or group support) based in the workplace.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New workplace based skills development activities, training or learning programs, with integrated literacy support.</td>
</tr>
<tr>
<td></td>
<td>Literacy support for adults already participating in workplace based skills development activities, training or learning programs where literacy support is currently unavailable or inadequate. Only costs associated with providing this literacy support will be funded, not the costs of the existing activity. Applicants need to show in their application why the literacy support component is not already provided as part of this activity and why it should be funded from this program.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Activity B</strong></td>
<td>Skills development for staff to equip them to work with low literacy staff or clients on an ongoing basis — this cannot be stand-alone and must be in the context of a wider project, or a previous 26TEN project.</td>
</tr>
<tr>
<td><strong>Activity C</strong></td>
<td>Surveys, consultations, research or other activities to determine the literacy needs of Tasmanian adults within a specific employer setting. This type of activity is a first step in supporting the literacy skills development of Tasmanian adults. Outcomes of such project are to inform the development of future project proposals for direct or integrated literacy support, or the development of resources.</td>
</tr>
<tr>
<td><strong>Activity D</strong></td>
<td>Resource development to support literacy skill development of the target group. This is generally in the context of a wider project that supports the literacy and numeracy skills of the workforce.</td>
</tr>
<tr>
<td><strong>Activity E</strong></td>
<td>Activities to make work or client documents easy to read (e.g., written in plain English) such as standard operating procedures, safety information, induction manuals, policy and procedures manuals, signage. This is to redevelop content but does not include republishing or reproducing the material. This is generally in the context of a wider project that supports the literacy and numeracy skills of the workforce.</td>
</tr>
<tr>
<td><strong>Activity F</strong></td>
<td>Digital literacy for low skilled workers who also have low literacy and numeracy. This is generally in the context of a wider project that supports the literacy and numeracy skills of the workforce.</td>
</tr>
</tbody>
</table>

* This understanding can be expanded by including a literacy needs analysis as part of your project.

A project may include activities from some or all categories, but must always include an element of individual language, literacy or numeracy skills building.

Here is an outline of a successful project at a medium sized agricultural processing business.

The holistic approach taken by this organisation in designing the project was important in getting the most benefit from it.

As part of wider workforce development this organisation had already interviewed all workers about their skills and gaps in skills, including questions about employees’ literacy and numeracy skills.
One-on-one support was provided to 11 individuals who had quite low literacy and specific gaps that made it hard for them to do their jobs. Learning plans were developed for them and one to one support provided long term, on a weekly basis. (Activity A)

Group training was provided to the team leaders so they could better manage and simplify business documentation, summarise then communicate complex or technical business related information, and develop clear and simple work instructions and emails to front line employees. (Activity A)

Some supervisors needed specific skills building. This was delivered in a group and, if necessary, individual plans were made, and some one on one training given. (Activity A)

The organisation is implementing LEAN. Standard operating procedures are essential to this approach. So the other major element of the project was redeveloping existing procedures into an accessible plain English format. Over 100 were redone, tested and put into use. The front line workers were consulted throughout the process. (Activity E)

Literacy awareness and plain English workshops were run for some staff to support the roll out of the project. (Activity B)

Other success factors were:
- very strong management support and recognition by the CEO of employee achievement
- highly skilled and experienced Adult Literacy Skills Officer
- experienced and focused project manager
- organisation-wide awareness of the project, and
- project design and outcomes matched tightly business needs.

Your project must match your organisation’s needs, and solve a problem (pain point) you have. So it won’t be exactly the same as this. The activities (A – F) are designed to give you the flexibility to match your needs.

You can find other case studies at www.26ten.tas.gov.au.

We will not fund:
- projects or activities that are funded by other sources for the same project costs
- the costs of existing projects (retrospective funding)
- projects for which funding is available elsewhere, including the Workplace English Language and Literacy program (closing) and the Industry Skills Fund
- costs not directly attributable to the project, and
- hardware and equipment purchases.

This grants program is about stimulating literacy and numeracy skills building in organisations and the community. It does not provide ongoing funding. Organisations may apply for up to two years funding (one year at a time). Further applications cannot be supported.
8. **What are the selection criteria?**

We are looking for projects that:

- demonstrate a good understanding of the literacy needs of proposed participants and the organisation;
- have activities that are well-planned and relevant to target group/s of the project;
- provide evidence of a strong project team, whose members have strong abilities in planning, managing, delivering and evaluating adult literacy projects;
- provide evidence of strong and well established partnerships with the identified partner organisation/s (if applicable) and client groups;
- demonstrate good value for money; and
- aim to make sustainable changes to the organisation’s approach to low literacy and numeracy and clear communication through the project.

9. **How does the selection process progress?**

A Applications are checked to see if they are eligible and the project fits the criteria and guidelines.

B The Selection Panel assess applications and reports to the Manager, 26TEN.

C Applications that meet the criteria to an average of 4.0 and above will be successful. To be successful an applicant must also meet all criteria (3.0).

D 26TEN (LINC Tasmania) submits recommendations to the Minister for Education for approval.

E Both unsuccessful and successful applicants will be notified of the outcome of the process.

The scoring scale used is:

0 = criteria not met
1 = criteria not met, but a few elements present
2 = criteria not met, but very close
3 = criteria met
4 = criteria met to a high standard
5 = criteria met to a very high standard

During the selection process 26TEN and the Panel may seek advice from officers within 26TEN, other government and industry sources, and may seek further details from the applicant or any other partner involved in the application.

26TEN is not bound to accept any application and reserves the right to change the application and selection process and vary the selection criteria.

26TEN reserves the right to negotiate with the applicant in relation to the project design and action plan.
10. **What are the grant conditions?**

These conditions apply to grants.

- There is no cost to participants for funded activity.
- Funds must be spent according to the budget.
- Any unspent grant monies are to be returned to 26TEN (LINC Tasmania).
- Grant details, including funding amount, and reports on the project's progress and outcomes, will be publicised on the LINC Tasmania and 26TEN websites and reported in the Action Plan Annual Report and may be in 26TEN promotional activities.
- Organisations with overdue reporting obligations for 26TEN projects will not receive further funding until these obligations are met. Failure to meet reporting requirements may mean an organisation will not be eligible for future funding under this Program, or other LINC Tasmania programs.
- Successful applicants may be required to take part in an evaluation forum at the end of the project, where participants evaluate their projects, share ideas and network with other successful applicants in the program.
- Successful applicants are required to promote 26TEN (appropriate to funding levels and circumstances of organisation), including through the use of the 26TEN logo on any materials produced as a result of the grant and wherever practical (see Items 15 and 16).
- Successful applicants become an ongoing member of 26TEN.
- The ACSF must be used to assess the core skills levels of project participants (Activity A projects) at the start of each project and to their progress during and at the conclusion of the project.

Other more general conditions are included in the Deed of Grant (available on request).

11. **Who will deliver these projects?**

**Adult Literacy Skills Officers**

Improving adult literacy and numeracy is a complex process. It requires people with the right skills and knowledge to plan, integrate, assess and support people as they develop their skills.

A requirement of this program is that projects which involve integrated literacy support, and general literacy skills development (Activity A) are delivered by a qualified teacher with adult literacy experience, and the following qualifications:

- teaching or education qualifications (TAE Cert IV or higher)
- experience teaching literacy, language and numeracy (LLN), especially to adults (minimum two years)
- understanding of the issues surrounding adult literacy,
• knowledge of and an ability to apply the Australian Core Skills Framework or the ability to quickly gain this knowledge.

Under the program, people with these qualifications are called Adult Literacy Skills Officers (ALSOs).

Resource development (Activity D) must be supported by an ALSO and Activity C (surveys, consultations etc) will usually require the contribution of someone with these skills to be effective.

26TEN maintains a register of suitably qualified and experienced ALSOs. If you are successful in your application 26TEN will help you find an ALSO. If you already have an ALSO on the project team, who is not on the register, they will need to register.

The grant recipient will employ the ALSO.

There may be other obligations for ALSO employed under this program, such as attending moderation and professional development sessions. 26TEN will provide further details as they become available.

For further information, please contact Jennifer Dunbabin on 03 6165 6122 or jennifer.dunbabin@education.tas.gov.au, or grants@26TEN.tas.gov.au.

Other Personnel

While there are no specific requirements, it is expected that personnel will have the appropriate skills and qualifications to successfully undertake the tasks proposed in the application.

12. How will improvements in adult literacy be measured?

Learners must be assessed at the beginning and at the end of their literacy support by an ALSO.

Improvements will be measured using the Australian Core Skill Framework (ACSF). The Australian Core Skills Framework (ACSF) outlines five core skills that are essential for individuals to participate effectively in our society. These skills are:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

The ACSF is designed to support a consistent national approach to identifying and developing these core skills. It provides shared concepts and language for identifying, describing and discussing core skills. It also provides an approach for benchmarking, monitoring and reporting on performance of core skills.

ALSOs must use or develop measurement practices and tools appropriate to the project. A finer grained approach to using the ACSF is often the most appropriate.
There may be opportunities for professional development in the ACSF for ALSOs employed under a program grant through 26TEN. Successful applicants will be notified about any professional development opportunities by 26TEN.


### 13. Reporting requirements

Reporting project progress and outcomes are an important part of this Program. It provides evidence to 26TEN and LINC Tasmania on what types of literacy support and projects work best to achieve the program outcomes and where the barriers and challenges are, as well as highlighting good news stories. This evidence forms the justification for providing funding for literacy support to the Tasmanian community and workplaces.

Reporting is mandatory. Successful applicants are required to submit a:

- mid-project report
- final report and evaluation
- financial acquittal of the grant monies, and
- complete and submit a case study for use by 26TEN.

Projects reports may include, but not be limited to, the following:

<table>
<thead>
<tr>
<th>Mid-Project Report</th>
<th>End of Project Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What results have you achieved so far?</td>
<td>• What were the successes?</td>
</tr>
<tr>
<td>• Are you satisfied with these results so far? Y/N</td>
<td>• What were the challenges?</td>
</tr>
<tr>
<td>If no, what will you do to get results back on track?</td>
<td>• How satisfied were participants with their training?</td>
</tr>
<tr>
<td>• Reporting on achievement of milestones.</td>
<td>• How did partnerships fare?</td>
</tr>
<tr>
<td><em>For Activity A projects only</em></td>
<td>• Any other comments about the project.</td>
</tr>
<tr>
<td>• Are you satisfied with the progress and assessment of participants so far? Y/N</td>
<td>• Employer/organisational satisfaction (survey provided)</td>
</tr>
<tr>
<td>If no, what will you do to get their progress and assessment back on track?</td>
<td><em>For Activity A Projects</em></td>
</tr>
<tr>
<td></td>
<td>• Number of hours of literacy support (one-to-one, groups)</td>
</tr>
<tr>
<td></td>
<td>• Number of participants receiving literacy support</td>
</tr>
<tr>
<td></td>
<td>• Participants’ ACSF entry levels</td>
</tr>
<tr>
<td></td>
<td>• Participants’ ACSF progress during the project</td>
</tr>
<tr>
<td></td>
<td>• Participants’ ACSF exit levels at the conclusion</td>
</tr>
</tbody>
</table>
Mid-Project Report | End of Project Report of the project
---|---
| • Data on age ranges, gender and background.

Applications need to strongly demonstrate the ability to measure and evaluate the outcomes and outputs of the project, particularly Activity A projects (those that involve literacy delivery to participants).

Any project that involves adult literacy training will need to assess participant progress using the ACSF (minimum requirement is an assessment for each participant at the beginning of the project and completion). These assessments can be done at the finer grained level. Please speak to the contact officer (Jennifer Dunbabin) if you are using this approach.

26TEN provides reporting templates.

14. **Intellectual property**

Intellectual property in material produced under projects conducted through the 26TEN grants program will vest in 26TEN (LINC Tasmania) in right of the State of Tasmania (through the Department of Education). In most circumstances, materials will be shared under a Creative Commons licence (Attribution-BY).

Where third parties own intellectual property in components of existing material (ie material drawn from existing sources) incorporated into project material but it is not substantial, project managers or private entities (where relevant), must obtain a licence for the State in this material, so as to ensure that the State (and any other person or organisation under licence from the State) will be able to use the project material for its intended purpose and without breaching third party intellectual property rights.

Where project managers subcontract aspects of the project to other persons or organisations, then those project managers must enter into arrangements with those persons or organisations consistent with the conditions above.

Where substantial amounts of pre-existing material are used with only minor modifications made for the purposes of this project (eg transfer to electronic media), organisations may negotiate arrangements for intellectual property rights with the State.

15. **You are required to promote 26TEN**

26TEN is a strategy for change; for changing people’s awareness of the seriousness of the issue for Tasmania and the importance of solid literacy and numeracy skills to the wellbeing of community members and the prosperity of the state.

The outcomes of projects and the experiences of project participants provide important stories to reach people and change their understanding and attitudes. Organisations will be invited to contribute to the promotion of 26TEN commensurate to the funding received and circumstances of the organisation. It is expected that the 26TEN logo will be displayed on any materials produced as a result of the grant and wherever practical. 26TEN will facilitate this by providing appropriate logos and branded material.
16. **26TEN network membership**

The 26TEN Network brings together business, community and government organisations to help Tasmanians improve their literacy skills to meet the demands of everyday life. As a grant recipient you will become an ongoing member of the network. As a member you will receive free publicity on the 26TEN website [http://26ten.tas.gov.au/](http://26ten.tas.gov.au/), a start-up kit and the 26TEN logo to use within your organisation, and invitations to attend 26TEN Network events. In the first instance, your project becomes your 26TEN action plan.

17. **Tips for writing your application**

Do you need help developing your application? An Adult Literacy Skills Officer from our register may be able to assist you. Please contact Jennifer Dunbabin on 03 6165 6122 or jennifer.dunbabin@education.tas.gov.au for further information.

26TEN requires well-thought out projects with defined timelines and budget. The application needs to be concise and accurately outline the project and the expected outputs and outcomes.

Three things are essential building blocks for planning:

- what you are seeking to achieve
- how you are going to get there, and
- how you are going to measure success.

The application should show the readiness of the organisation or organisations involved to undertake the proposed project. Where a project involves a partnership or partnerships, it will be particularly important to demonstrate partnership maturity and viability.

The project should be outlined in one or two short paragraphs. It should be possible to gauge from a first reading what the project is, how it will be run and what the main objectives are.

Further tips for writing your submissions are provided below.

**Project management and personnel**

Your application should include:

- an action plan and milestones which are achievable within the timeframe and appropriate for the intended outcomes. Where literacy support is provided as part of the project, please explain how the support will be delivered at each stage.
- a risk analysis which will ensure successful delivery of project outcomes and outputs within the funding period
- a description of the capability and readiness of the project personnel, including evidence there is access to the expertise needed to achieve the project outcomes and outputs.
Sustainability and transferability

Your application should include evidence that your organisation(s):

- can sustain, or will work towards sustaining, the type of activities of the project beyond the period of funding
- have included training for staff about working with staff or members with low literacy, and
- if appropriate, will support the transfer of learnings from the project to other organisations, either through their own efforts and/or in cooperation with the Services Coordinator – 26TEN.

Budget

When preparing your budget:

- include itemised costings
- demonstrate clear links between proposed activities and costs, and
- clearly distinguish between costs to be covered by funding request and in-kind or other contributions.

Commitment to partnerships

The application will need to include evidence of partnerships, including the nature and maturity of the partnership and the commitment to the project by each partner. Evidence should include statements of support and memoranda of understanding.

18. Contact details

For more information on this program or other adult literacy programs please visit www.26ten.tas.gov.au or contact Jennifer Dunbabin on 03 6165 6122 or by email jennifer.dunbabin@education.tas.gov.au or grants@26ten.tas.gov.au.

Please talk to us at least once before you submit an application. We are here to support you through the application process.
• **APPENDIX 1: Guide to Adult Literacy Skills Officer Pay Rates**

This guide provides information to employers, industry associations, peak bodies, community groups and registered training organisations (RTOs) on suggested pay rates for the employment of Adult Literacy Support Officers providing literacy support as part of the following 26TEN Grants Program.

These programs form part of the *Tasmania Adult Literacy Action Plan*.

When applying for grants, applicants are required to include a detailed budget of costs associated with their project proposal, including the cost of employing an Adult Literacy Support Officer, if applicable. This information may assist applicants to determine this aspect of their budget.

The following pay rates are suggested:

<table>
<thead>
<tr>
<th>Sessional/casual employment</th>
<th>$58.15 - $81.36 per contact / ACSF* assessment hour</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Hourly rate)</em></td>
<td></td>
</tr>
<tr>
<td>Minimum 2 hours payment per day</td>
<td>Maximum 5 hours payment per day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time/full-time employment</th>
<th>$60,524 - $84,184 (incorporates all teaching duties, including ACSF* assessment hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Salary range, pro-rata)</em></td>
<td></td>
</tr>
</tbody>
</table>

*ACSF is the Australian Core Skills Framework

Responsibility for employment conditions, including pay rates, rests with the employer, industry association, peak body, community group or RTO successful in obtaining a literacy support grant from 26TEN (LINC Tasmania). However, it is encouraged that you offer a salary within this range to be competitive with other successful grantees.

Notes:

- **The suggested pay range is based on Teaching Service (Tasmanian Public Sector) Award:**
  - Sessional/casual based on Relief Teacher (5 Year) hourly rate range; and
  - Part-time/full-time teacher based on Teacher (5 Year) salary range.

- **The Australian Core Skills Framework (ACSF) will be used by Adult Literacy Support Officers to measure improvements in the adult literacy skills of participants in the above programs. ASCF assessment hours are therefore eligible to be costed/funded for sessional/casual employment as part of the project proposal budget.**