

**26TEN grants program for**

**employers 2019–20**

**Information for applicants**



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**Contents**

[1. Application period 4](#_Toc21971329)

[2. Application process 5](#_Toc21971330)

[3. Who is eligible to apply? 5](#_Toc21971331)

[4. What is the program focus? 6](#_Toc21971332)

[5. Which workers are eligible for support? 6](#_Toc21971333)

[6. What types of projects will be funded? 6](#_Toc21971334)

[7. Planning your project 9](#_Toc21971335)

[8. Advice on writing your application 9](#_Toc21971336)

[9. What are the selection criteria? 10](#_Toc21971337)

[10. How does the selection process progress? 11](#_Toc21971338)

[11. What are the grant conditions? 11](#_Toc21971339)

[12. Who will deliver these projects? 12](#_Toc21971340)

[13. How will improvements in adult literacy be measured? 13](#_Toc21971341)

[14. Reporting requirements 13](#_Toc21971342)

[15. Intellectual property 15](#_Toc21971343)

[16. You are required to promote 26TEN 15](#_Toc21971344)

[17. 26TEN network membership 16](#_Toc21971345)

[18. Contact details 16](#_Toc21971375)

[Appendix 1 17](#_Toc21971376)

[Understanding the results chain of your *26TEN Employer Grants Program* project 17](#_Toc21971377)

[Appendix 2 20](#_Toc21971379)

[Guide to Adult Literacy Skills Officer Pay Rates 20](#_Toc21971380)

**At a glance**

Grants open: Monday 21 October 2019 at 9 am

Grants close: Friday 22 February 2020 at 5 pm

Total grant pool: $440 000 (inc GST)

Grant range: $5 000 - $50 000 (ex GST)

Eligible projects; ones designed 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 to receive a grant. More details **page 7**.

Apply online at SmartyGrants:

https://26ten.smartygrants.com.au/ and select 2019-20 26TEN employer grants.

For more information and advice please contact:

Jennifer Dunbabin, grants@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 by 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 invites applications from Tasmanian employers, individually or as a group, and registered training organisations (in partnership with Tasmanian employers), to run projects to improve literacy, numeracy and communication skills of Tasmanians in the workplace. The program is for workers (paid, part-time and volunteer) with low literacy and numeracy skills.

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.

**Funding – up to three years of funding may be possible**

Applicants can apply for a grant in the range of $5 000 - $50 000 (ex 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. We suggest applicants consider applying with a two year overall project in mind, depending on the size of your organisation. Second year applications will be given preference over first time applicants where the first project met its intended outcomes.

A third year of funding will be considered if you are a very large organisations where, led by senior management, you are making a significant in-kind or dollar contribution and are creating permanent structures within your organisation to provide permanent literacy and numeracy support structures. You would also be expected to make a strong contribution to supporting and promoting 26TEN statewide and within your community.

However, we can give no guarantee of a second or third year of funding.

1. **Application period**

We have a continuous application process and **will accept applications at any time** during the period Monday **21 October 2019** until Friday **22 February 2020**, or until all funds are awarded to projects.

**What is a continuous application and assessment process?**

You can apply at any time during the 17 weeks the grant round is open.

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.

In this process, the Selection Panel assesses applications individually or in small batches throughout the grant round. Grant rounds are often open for a much shorter time with one selection process at the end of the period.

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.

1. **Application process**

A Please read this document thoroughly.

B We strongly recommend 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 grants@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.

C Complete the 26TEN Grants Program application form https://26ten.smartygrants.com.au/ and select 2019-20 26TEN employer grants, at SmartyGrants.

D Submit completed application through our SmartyGrants portal: <https://26ten.smartygrants.com.au/>.

E Application is assessed (see Item 10).

F Applicants notified of the results of the selection process.

1. **Who is eligible to apply?**

This program is open to:

* employers operating in Tasmania
* consortiums of employers and sole traders
* Tasmanian industry associations and peak bodies
* registered training organisations (supporting through a partnership 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.

Your organisation must run at least one 26TEN Steps (literacy awareness session) senior management and others managers who will be involved in project to be eligible for a grant. Also we recommend you consider running a plain English workshop if relevant to your proposed project. These workshops are [provided free by 26TEN](https://26ten.tas.gov.au/Pages/Workshops.aspx).

1. **What is the program focus?**

Priority **may** be given to projects from:

* industries with 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.
 |

* workplaces with a large proportion of workers with low or no qualifications
* micro, small and medium-sized businesses
* 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](https://www.skills.tas.gov.au/__data/assets/pdf_file/0006/175875/Ministerial_Priorities_for_Training_and_Workforce_Development_2018-21.pdf) with employees who have low literacy and numeracy:
	+ - * tourism and hospitality
			* building and construction (including civil construction)
			* advanced manufacturing (including maritime and defence manufacturing)
			* information and communications technology
			* aged services
			* disability services
			* agriculture
			* aquaculture
			* transport and logistics.
1. **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.

1. **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\****

|  |  |
| --- | --- |
| Activity A | General literacy support (in the form of individual or group support) based in the workplace. |
| 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.* |
| Activity B | Activities to make work or client documents easy to read (eg 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 will be in the context of a wider project that supports the literacy and numeracy skills of the workforce and in particular skills some employees in writing plain English procedure or documents.** |
| Activity C | 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. |
| Activity D | Digital literacy for low skilled workers who also have low literacy and numeracy. This will be in the context of a wider project that supports the literacy and numeracy skills of the workforce. |
| Activity E | Resource development to support literacy skill development of the target group. This will be in the context of a wider project that supports the literacy and numeracy skills of the workforce. |
| Activity X | Surprise us. The 26TEN Team is open to ways of achieving our goals that we or previous project participants couldn’t imagine. |

\* All projects must demonstrate a good general understanding of the literacy and numeracy skills in the workplace and the development needs of proposed participants. 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 a significant element of individual language, literacy or numeracy skills building**.

All projects will be required to report on not just the activities and outputs but the outcomes and impact that it has achieved.

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 realised it needed to have the skills in house to write their standard operating procedures and safe work method statements in plain English so employees would be able to understand them and would use them. As part of the project four employees were trained in how to do procedural writing. During their training they worked with their ALSO to rewrite old procedures and write new ones – 58 in all. This included filling gaps in their reading and writing skills and the digital skills to include photos and format documents.

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 goals which matched business needs.

Your project must meet your organisation’s needs, and solve a problem (pain point) you have that is caused by employees not having the reading, writing and maths skills to do their job. So it won’t be exactly the same as this. The activities (A – X) 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
* 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 creating within them the ability to provide LLN basic support to employees on a long term basis. It does not provide ongoing funding. Organisations may apply for up to two - three years funding (one year at a time). Further applications cannot be supported.

1. **Planning your project**

To achieve long-term, sustainable change in organisations and people’s lives through a grant project you must plan and report on its activities, outputs, outcomes, impact and performance measures.

Your project must clearly plan out the things you will do (activities) and the positive changes you wish to help bring about (impact or benefit). However, to achieve lasting change, there are many steps between activities and any eventual impact (positive or negative).

**Successful projects begin with a deep consideration** of these steps and how they will play out in your project to ensure you achieve meaningful outcomes for 26TEN. We have found a useful model is mapping out a results chain. This breaks the steps down into manageable stages with clear terms. Our program application and reports will follow the same structure to support you to stay on track. **Appendix 1** provides information about the project management terms we use:

* activities
* outputs
* outcomes
* impacts

and how they work together, along with a detailed example of how this could work for elements of a project.

Once you have used this tool to work through what you want and can achieve within your project you will be ready to write your application. You will know what your activities will be, how many people you intend to be involved (output), what changes you want to achieve (outcome).

1. **Advice on writing your application**
* Write in clear simple English and avoid jargon wherever possible.
* Be careful when using acronyms. Always assume that assessors will not know what they mean and write them out fully the first time you use them.
* Make sure your budget is completed and that figures balance. You must include itemised costings and make links between proposed activities and costs
* Please read and the program objectives and eligible activities carefully and make sure you understand and work to them to give your application the best chance of success!
* Write in specific terms rather than generalisations – especially regarding your record of accomplishment and previous outcomes.
* Make sure that the application is based in fact. Claims should be specific (for example, rather than “a large number of people will benefit” say “a minimum of 25 employees aged will receive 10 hours of 1:1 LLN training”).
* Where possible, provide examples and evidence that support your claims. Do not assume that the assessor will know the context and history of your organisation. Remember you can submit additional attachments with your application.
* Outcomes must link clearly to activities and outputs. Vague outcomes that are not measurable or easily reported or those not linked to outputs or those difficult to measure are likely to score less highly against selection criteria (see Results Chain – Appendix 1).
* If the project involves collaboration with other organisations, make sure that you identify the roles and responsibilities of each. Supporting documentation, such as MoUs, contractual/ written agreements should be provided, and reflected in the project design, budget and risk table.
* If you include attachments please label them clearly and refer to in the application itself. Anything that helps an assessor do their job efficiently is welcome.
* Be succinct. You are more likely to be clear and the assessor will be less likely to be confused or have to wade through poorly expressed ideas to try and work out what you are planning.
* Assessors are looking for evidence throughout your application as to how your project fits together and will work.
* Don’t forget that we assess applications against the selection criteria in their entirety. It is a good idea to get a friend or colleague not involved with the project to read through before submitting. Fresh eyes will give you feedback on how clear and logical your application is.
1. **What are the selection criteria?**

We are looking for projects that:

1. demonstrate a good understanding of the literacy needs of proposed participants and the organisation
2. have activities (the eligible activities listed in Item 6) that are well-planned and relevant to the needs of the organisation and the participants in the project and will have the intended outcomes and impact
3. provide evidence of a strong project team, whose members have strong abilities in planning, managing, delivering and evaluating adult literacy projects and, where relevant, provide evidence of strong and well-established partnerships with the identified partner organisation/s and client groups
4. making changes to the organisation’s approach to low literacy and numeracy and clear communication that will continue beyond the project
5. demonstrate good value for money.

Criteria 1 – 4 are weighted at 17%. Criteria 5 is weighted at 32%. This gives equal weight to the following three categories:

* achieving outcomes (or getting it done) – Criteria 1 and 4
* ability to delivery activities – Criteria 2 and 3
* value for money – Criteria 5.
1. **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 assesses 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 (Libraries 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 may negotiate with you before awarding a grant if the Selection Panel requires changes to your project plan.

1. **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 (Libraries Tasmania).
* Grant details, including funding amount, will be publicised on the Libraries Tasmania and 26TEN websites 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 Libraries 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).

1. **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, and
* 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).

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.

1. **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.

You can find more information about the ACSF at: <http://www.llncommunity.com.au/australian-core-skills-framework/>

1. **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 minimum of three (3) stories for use by 26TEN during the project.

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

| **Mid-Project Report** | **End of Project Report**  |
| --- | --- |
| * What results have you achieved so far?
* Are you satisfied with these results so far? Y/NIf no, what will you do to get results back on track?
* Reporting on achievement of milestones, outputs and outcomes achieved so far
* Any changes to your results chain

*For Activity A (LLN skills building) projects only** Are you satisfied with the progress and assessment of participants so far?Y/NIf no, what will you do to get their progress and assessment back on track?
 | * What were the successes?
* What were the challenges?
* How satisfied were participants with their training?
* What was the quality of your partnerships?
* Complete and updated results chain
* Any other comments about the project.
* Employer/organisational satisfaction (survey provided)

*For Activity A (LLN skills building) Projects** Number of hours of literacy support (one-to-one, groups)
* Number of participants receiving literacy support
* Participants’ ACSF entry levels
* Participants’ ACSF progress during the project
* Participants’ ACSF exit levels at the conclusion 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).

Please contact the 26TEN if you would like support setting up your measures. The Selection Panel and 26TEN Team will also give you feedback as part of the assessment process.

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 via SmartyGrants.

1. **Intellectual property**

Intellectual property in material produced under projects conducted through the 26TEN grants program will vest in 26TEN (Libraries 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.

1. **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 rich and real stories to reach people and change their understanding and attitudes. Organisations will be required 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.

1. **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/>, 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.

1. **Contact details**

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

# Appendix 1

# Linking activity to outcomes - understanding the results chain of your *26TEN Employer Grants Program* project

Project management models use terms differently. We wrote this guide to help applicants and project owners understand what we mean when we use them in this program. Most grant processes require you to use outputs and outcomes reporting.

Our guidelines require applicants to quantify what a project aims to achieve, with specific questions on project **outputs** and **outcomes**. The project and risk management plan template will help identify activity which, along with a detailed budget, will form the basis of any approved purpose of a grant and our reporting requirements. You will have to submit your own version of the results chain for your grant application.

**Activities**

There is often confusion between *activities* and *outputs*. Some activities are not outputs. Examples of this might include building an understanding of LLN in the workplace, consulting within your organisation to determine barriers, negotiating with potential Adult Literacy Skills Officers, working with a registered training organisation.

However, it is easier to see how there might be confusion when we get to the level of *the delivery of LLN skills building*. The act of delivering training is clearly an *activity*, while the ‘number of people completing training’ is an *output*. This confusion is common, and many projects fail to maximise their assessment score, as their outputs (or output indicators) are too weighted on activities alone.

A project will often have activities made up of a series of smaller activities, like the nesting babushka dolls.

**Outputs**

By definition, an output is the physical result of your work. It is the number of meetings you hold, the number of participants in an LLN program, the number of pre- and post-training assessments, and the number of successful completions. It is not the role of outputs to measure the change in behaviour or knowledge because of a grant’s activities.

When you are completing the output section of your application, outputs should be clear, precise and measurable. These must be precise and realistic to your targeted cohort or area. Use minimum whole numbers and avoid percentages or ranges. Ultimately, they will form part of your project’s measures and will be reported against if your application is successful.

**Outcomes**

In contrast to outputs, outcomes record the changes that occur because of your program. They happen because of a project’s outputs. Target outcomes should have a measurable benefit, and gauge the success of the project. At project conclusion, these measures will help answer questions like ‘what have we achieved?’ and ‘how do we know?’ Your outcomes link to activities and outputs. Vague outcomes, those not linked to outputs or are difficult to measure, are likely to score less highly in the assessment process.

**Positive impact on your business, employees, and Tasmanian adult literacy levels**

More often than not, it is very difficult to ascertain the exclusive impact of a single project given the complex interplay of the service system, individual and community changes and other activities also taking place. An example of an impact goal might be “improved quality of life for participants”. While we can with some certainty measure *activities* (supported delivery of a training program), *outputs* (a participant successfully engaging in a training program) and *outcomes* (a participant improving their LLN skills), isolating overall impact is hard.

This should not prevent you from identifying the impact you wish to achieve through your project, nor stop you from trying to measure it. Understanding impact, whether positive and negative, primary and secondary long-term effects produced by an intervention, directly or indirectly, intended or unintended is critical to good project management.

However, impacts are hard to measure since they may or may not happen. They are what we hope our efforts will accomplish. For instance, successfully completing a training program may eventually lead to a better quality of life for participants, but the fuller sense of that impact will likely take a long time to emerge.

This should not dissuade project owners from having major goals. Nevertheless, impacts are often uncertain and unpredictable. Perhaps the best way to describe it is, “impacts are what we hope for, but outcomes are what we work for.”

There are often population-level measures of these impacts, such as Australian surveys of LLN levels. For example, 26TEN commissions an annual survey of awareness of LLN issues and the 26TEN Campaign in the Tasmanian adult population.

# Examples of a Results Chain

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **What do you do…?** |  | **What is produced…?** |  | **What results from activity…?** |  | **What changes…?** |
| **Activities** | **→** | **Outputs** | **→** | **Outcomes** | **→** | **Impacts / Benefits** |
|  |  |  |  |  |  |  |
| **LLN skills building*** Recruitment of participants
* Prepare tailored training materials
* Delivery of group and individual LLN training on site
 | **→** | * Employees accessing support (#)
* Learning plans for participants (#)
* Training sessions – group (#)
* Training sessions – individual (#)
* Pre- and post-training assessment (#)
 | **→** | * Participants improve an ACSF level or finer-grained measure
* Participants increase in confidence as learners
* Participants’ job satisfaction increases
 | **→** | * Improved wellbeing and quality of life
* Improved job security
* Promotion at work
 |
|  |  |  |  |  |  |  |
| **Business benefit*** Liaise employer in design phase
* Understand business systems and employee roles
* Action plan development
 | **→** | * Meetings with employer (#)
* Action plan disseminated and endorsed by management(#)
* Employees participate in working hours (#)
 | **→** | * Less WHS incidents
* Less sick leave
* Less production line wastage
 | **→** | * Improved competitiveness
* Good workforce morale
 |
|  |  |  |  |  |  |  |
| **Lasting supportive LLN environment*** Widespread awareness in organisation of LLN project
* Awareness training of managers and supervisors
 | **→** | * 26TEN Steps delivered (#)
* Plain English workshop delivered (#)
* Employees trained as LLN mentors (#)
 | **→** | * management strongly support project and action beyond project
* In-house LLN knowledge and basic LLN skills development skills in identified employees
 | **→** | * Employees feel safe to ask for LLN support
* Acceptance of need for continual awareness of LLN issues of workforce and LLN support provided.
 |
|  |  |  |  |  |  |  |
| **26TEN Campaign Support*** Widespread awareness in organisation of 26TEN & 26TEN CHAT
* Collect stories for 26TEN Team about project
 | **→** | * Stories from project (#)
* Employees signed up as supporters (#)
* Employees trained in 26TENCHAT(#)
 | **→** | * Stories posted on 26TEN website
* Employees participate in media interviews
* Articles or videos in other media
 | **→** | * 26TEN Campaign increases momentum
* Adult literacy levels in Tasmania improve
* People can read to their children
 |
| # - include an amount |  |  |  | **How will you measure this…?** |  | **How will you measure this…?****Is there a population measure…?** |

# Appendix 2

# 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:

|  |  |
| --- | --- |
| **Sessional/casual employment**(Hourly rate)*Minimum 2 hours payment per day – Maximum 5 hours payment per day* | $58.15 - $81.36 per contact / ACSF\* assessment hour |
| **Part-time/full-time employment**(Salary range, pro-rata) | $60,524 - $84,184 (incorporates all teaching duties, including ACSF\* assessment hours) |

*\*ACSF is the Australian Core Skills Framework*

Responsibility for employment conditions, including pay rates, rest 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.*