

26TEN Grants Program for
Employers 2021–22

Information for Applicants

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At a glance

26TEN's goal is to improve the literacy and numeracy of adult Tasmanians.

We invite employers, employer groups, and Registered Training Organisations (in partnership with Tasmanian employers) to run projects to improve the reading, writing, maths, and digital skills of Tasmanians (paid, part-time employees and volunteers) in the workplace.

We suggest you design your project with a two-year overall plan in mind. You may only need to run a one-year project of course.

Employers will contribute to 26TEN's goal by allowing employees to participate in the project. This might include releasing employees for literacy tuition during work hours, dedicating work hours to training, or assist an employee to allow them to participate.

Grants open:	Saturday 7 August 2021
Grants close:	Friday 18 February 2022
Total grant pool:	\$400 000 (ex GST)

We strongly recommend you speak to us before starting to plan a project.

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

Apply online at SmartyGrants:

<https://doetasmania.smartygrants.com.au/> and select 2021-22 26TEN employer grants.

For more information and advice please contact:

Jennifer Dunbabin / Kate Boatwright on programs@26TEN.tas.gov.au, 03 6165 6122.

When can my organisation apply?

We have a continuous application process and **will accept applications** between Saturday 7 August 2021 and Friday 18 February 2022 (or until all funds are awarded).

Applicants can apply at **any time** during the 29-week grant round.

Most grant programs have much shorter rounds. We hope that this extended period will allow you the flexibility to apply at a time that suits you, and time to collaborate and build strong partnerships.

Applications will be assessed in small batches as they come in (not necessarily just at the end of the round).

To be successful, applications must meet all selection criteria to a satisfactory level, and overall be of a high standard.

What is the application process?

Begin by reading this document thoroughly. Then:

- A Contact Jennifer Dunbabin / Kate Boatwright on 03 6165 6122 or programs@26TEN.tas.gov.au to discuss possible project proposal
- B Complete **results chain** document (explained in appendix 2)
- C Complete and submit your application and results chain in [SmartyGrants portal](#)
- A Applications assessed by Selection Panel
- B Education Minister approval
- C Applicants will be notified of results.

Note - If you are from the aged care, early childhood or disability sectors, speak with your peak body first. They have all run 26TEN projects and have resources that may benefit your project.

Who can apply?

This program is open to:

- employers operating in Tasmania
- groups of employers and sole traders operating in Tasmania
- Tasmanian industry associations and peak bodies

- registered training organisations (in partnership with a Tasmanian employer, industry association or peak body)
- private, not-for-profit, and voluntary organisations in Tasmania.

Prior to applying, we recommend your organisation's management participate in a (free) 1-hour [26TEN Literacy Awareness workshop](#). If successful, this will become a required first step in your project.

We also recommend running a free [26TEN Plain English workshop](#) for your organisation.

What is the program focus?

Priority will be given to projects:

- from businesses who have a large proportion of workers with low or no qualifications
- from industries likely to have employees with low literacy
- from 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 with employees who have low literacy and numeracy.

What types of projects will be funded?

Your project must show a good understanding of the reading, writing, maths, and digital skills required in your organisation, and the development needs of proposed participants. If you can provide evidence (for example, informal or formal literacy / numeracy assessment data or information), your application may score more highly.

We fund projects in these categories:

A1 provides general reading, writing, maths, or digital training (individual or group) to employees in your workplace

A2 provides reading, writing, maths, or digital training for adults participating in existing workplace training or learning programs

Funding will be provided only for the literacy training component (not the existing program). You must explain why literacy training isn't already provided, and why it should be funded by 26TEN.

A3 is a new idea that has been discussed with and approved by 26TEN

Your project may also include the following elements:

- B digital literacy training for employees with low reading, writing, or maths skills (ACSF level 3 and below)
- C development of training resources for use in the project
- D improving workplace communication (including plain English)
- E training for staff to equip them to work with low literacy employees or clients on an ongoing basis
- F surveys, consultations, research to determine literacy needs of employees

Your project must include 50% of A1 or A2 activity.

We will **not** fund:

- projects or activities that are funded by other sources
- the costs of existing projects (retrospective funding)
- projects for which funding is available elsewhere
- costs not directly attributable to the project, or
- hardware and equipment purchases.

How do I plan my project?

Your project must clearly set out the things you will do (activities) and the positive changes you wish to help bring about (impact or benefit).

Mapping out a **results chain** (Appendix 2) will help you work out how to get the project outcomes you want. Please complete the results chain **prior to** writing your application. It doesn't have to be as detailed as the example we've provided.

Here is a [blank results chain template](#) for your use.

Tip: a good approach is to start with what you want to achieve and work backwards.

You must submit your completed results chain document as part of your application.

How should I write my application?

Here are some tips for writing your application:

- Assume the assessor doesn't know the background of your organisation.
- Write in plain English.
- Write acronyms fully the first time you use them.

- Make sure your budget is completed correctly.
- Make sure your project includes significant reading, writing, and maths training.
- Be clear and specific (for example, rather than “a large number of people will benefit” say “a minimum of 25 employees will receive 10 hours of 1:1 training”).
- Where possible, provide examples and evidence that support your claims.
- Measurable outcomes must link clearly to activities and outputs.
- Provide supporting documents to identify roles and responsibilities of any partner organisations.
- Label attachments clearly and refer to them in the application.
- Ask a friend or colleague to read your application before submitting. Fresh eyes will give you feedback on how clear and logical your application is.

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 that are well-planned and relevant to the needs of proposed participants and the organisation
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 well-established partnerships
4. will make changes to the organisation’s approach to low literacy / numeracy that will continue beyond the project
5. demonstrate good value for money.

Selection criteria weighting

Category	Criteria weighting	Total weighting
Achieving outcomes	1 (17%) + 4 (17%)	33%
Ability to deliver activities	2 (17%) + 3 (17%)	33%
Value for money	5 (33%)	33%

Scoring scale

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 may seek advice and further information from:

- 26TEN staff
- government / industry sources
- the applicant
- the project partner/s.

Who will deliver the reading, writing or maths training?

Reading, writing and maths training may be delivered by a literacy practitioner working for a Registered Training Organisation, or by an individual practitioner. Both will work within this program as an Adult Literacy Skills Officer (ALSO).

The ALSO must have:

- a teaching or education qualification (TAE Cert IV or higher)
- a minimum 2 years' experience teaching LLN to adults
- an understanding of the issues surrounding adult literacy, and
- a knowledge of and an ability to apply the ACSF (or the ability to quickly gain this knowledge).

If you are employing an ALSO, you should identify your ALSO (if possible) as part of your application.

If you need help recruiting a suitable ALSO, contact us well before the application due date. Identifying an ALSO will improve your score in the 'ability to deliver' category.

Appendix 3 has information about pay rates.

How will reading, writing or maths be measured?

Improvements will be measured using the Australian Core Skills Framework (ACSF).

The ALSO must use or develop appropriate measurement practices and tools. A finer-grained approach to using the ACSF is often the most appropriate.

We offer training in using the ACSF.

The ACSF has five core skills that are essential for individuals to participate effectively in our society. These skills are:

- Learning
- Reading

- Writing
- Oral Communication
- Numeracy

[More information about the ACSF.](#)

Please contact us if you would like support setting up your measures.

What do I need to report?

Reporting is mandatory.

Your reporting not only helps us to support your project, but provides information about what activities, methods and strategies work best. Your reports also provide justification for us to continue to fund literacy projects in Tasmania.

You must complete a:

- mid-project report (26TEN template)
- final report and evaluation (26TEN template)
- financial acquittal (template provided)
- minimum of three stories for use by 26TEN during the project.

Promoting 26TEN

26TEN is a strategy for change. The campaign is:

- sharing the fact that 48% of adult Tasmanians don't have the reading, writing, or maths skills they need to live their lives well and contribute to Tasmania's prosperity
- letting people know that you can learn these skills at any age
- making it easier to get help and where help is available
- encouraging people with good reading, writing, and maths to train others.

Your project will benefit your organisation and employees. It also has a role in the campaign, building awareness and encouraging people to improve their reading, writing, and maths skills. Here are some ideas for how to promote 26TEN:

- talk about your project on social media and 'like' the [26TEN Facebook page](#).
- talk to other organisations about what you are doing
- display the 26TEN logo on any documents you produce for the project
- organise newspapers and radio stories.

26TEN network membership

As a grant recipient you will become an ongoing member of the [26TEN Network](#). You will receive:

- free publicity on the [26TEN website](#)
- a start-up kit
- the 26TEN logo to use within your organisation
- invitations to attend network events.

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 funds must 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 obligations are met.
- Successful applicants may be required to take part in an evaluation forum at the end of the project.
- Successful applicants are required to promote 26TEN, including using the 26TEN logo on any materials produced during the grant.
- Successful applicants become an ongoing member of 26TEN. If a grant is made to an RTO in partnership with one or more organisations, those organisations become members of 26TEN.
- The Australian Core Skills Framework (ACSF) must be used to assess the core skills levels of participants before, during and at the conclusion of the project

26TEN is not bound to accept any application and reserves the right to change the application, 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.

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

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). See Appendix 4 for more information.

Appendix 1 – Case Study

Aquaculture Business 26TEN Project

In 2018, a large Tasmanian aquaculture and food processing business identified a need to improve employee communication, digital literacy and general literacy skills. They worked with 26TEN to put together a grant application and were successful.

The business employed an Adult Literacy Skills Officer (ALSO) who worked closely with the project team to:

- provide reading, writing and maths support to identified employees, to help them develop their skills and confidence to be able to do their job better
- support the business to rewrite documentation in plain English to allow greater accessibility for employees with low literacy.

Their project had good outcomes and highlighted the need to continue to support the development of a work environment where employees openly discuss literacy and feel comfortable asking for support. The business applied for a second round of funding and were again successful. The same ALSO continued to work with the business in 2019 to:

- educate managers (through a new training program developed as part of the project) on how to support employees with low literacy and reduce the stigma often associated with receiving help
- support employee competence and confidence using internal digital tools and software
- continue to support employees to improve their reading, writing and maths skills
- create an assessment to determine readiness of employees to complete additional training
- create a workplace policy to support literacy skill development across all job roles
- explore, test and review a video learning approach for safety training
- create a plain English text message process allowing for effective organisation-wide communication
- create an online, plain English JobKeeper form as a response to COVID-19

Several factors contributed to the success of this project:

- the ALSO developed a positive working relationship with all employees

- each employee involved in literacy training received over 25 hours' worth of support – enough to make a significant difference
- the whole organisation were on board with the project
- the ALSO was flexible and worked around employees' timetables

The business received such value from their ALSO that they have continued to employ her - even though 26TEN funding has finished. The business will soon be rolling out their workplace literacy policy and will continue to support employees with their reading, writing, maths, and digital skills as needed.

There are more stories about 26TEN projects [on our website](#).

Appendix 2 – Understanding the Results Chain

Most organisations understand the difference between the things they do (activities) and the positive changes they wish to help bring about (impact or benefit). However, to achieve lasting change, there are many steps in between.

The results chain model breaks the steps down into manageable stages with clear terms.

[Results chain template](#) - for you to use and upload as part of your application.

Here are the project terms we use:

ACTIVITIES

Activities are made up of the actions you take within the project. For example, an activity could be ‘*deliver a digital skills workshop*’ or ‘*create a training resource*’.

OUTPUTS

Outputs are the immediate products of activities. Outputs include for example, the number of meetings you hold, the number of participants receiving LLN training, the number of assessments conducted and so on.

OUTCOMES

Outcomes are the changes that occur because of your project. They happen because of the outputs. Outcomes should have a measurable benefit and gauge the success of the project and need to link to activities and outputs. These outcomes will help answer questions like ‘*what have we achieved?*’ and ‘*how do we know?*’

IMPACTS

Impacts are the desired end goals of the project. An example of an impact could be ‘*improved quality of life for participants.*’

As you can imagine, it can be difficult to measure impact goals. While we can measure activities (delivery of a training program), outputs (10 participants engaging in the training program), and outcomes (8 participants improving their LLN skills), isolating overall impact is hard. Completing a training program may eventually lead to better quality of life for participants, but having a fuller sense of that impact will likely take a long time to emerge. Measuring the longer-term benefits and impacts will likely be beyond the scope of this project.

However, it is important to try and identify and measure overall impact as best you can. You can ask yourself – *what do we hope to achieve with this project and how might we measure success?*

We have prepared two examples, and simple one about making a birthday cake, and one that could be for 26TEN project.

Making a birthday cake for a child

What actions will you take?

Activities

- Select recipe
- Purchase required ingredients
- Gather baking supplies
- Prepare the cake
- Bake the cake
- Decorate the cake
- Serve the cake

What will be produced?

Outputs

- # of pieces of cake produced
- # of family members who ate cake

What will be the effect?

Outcomes

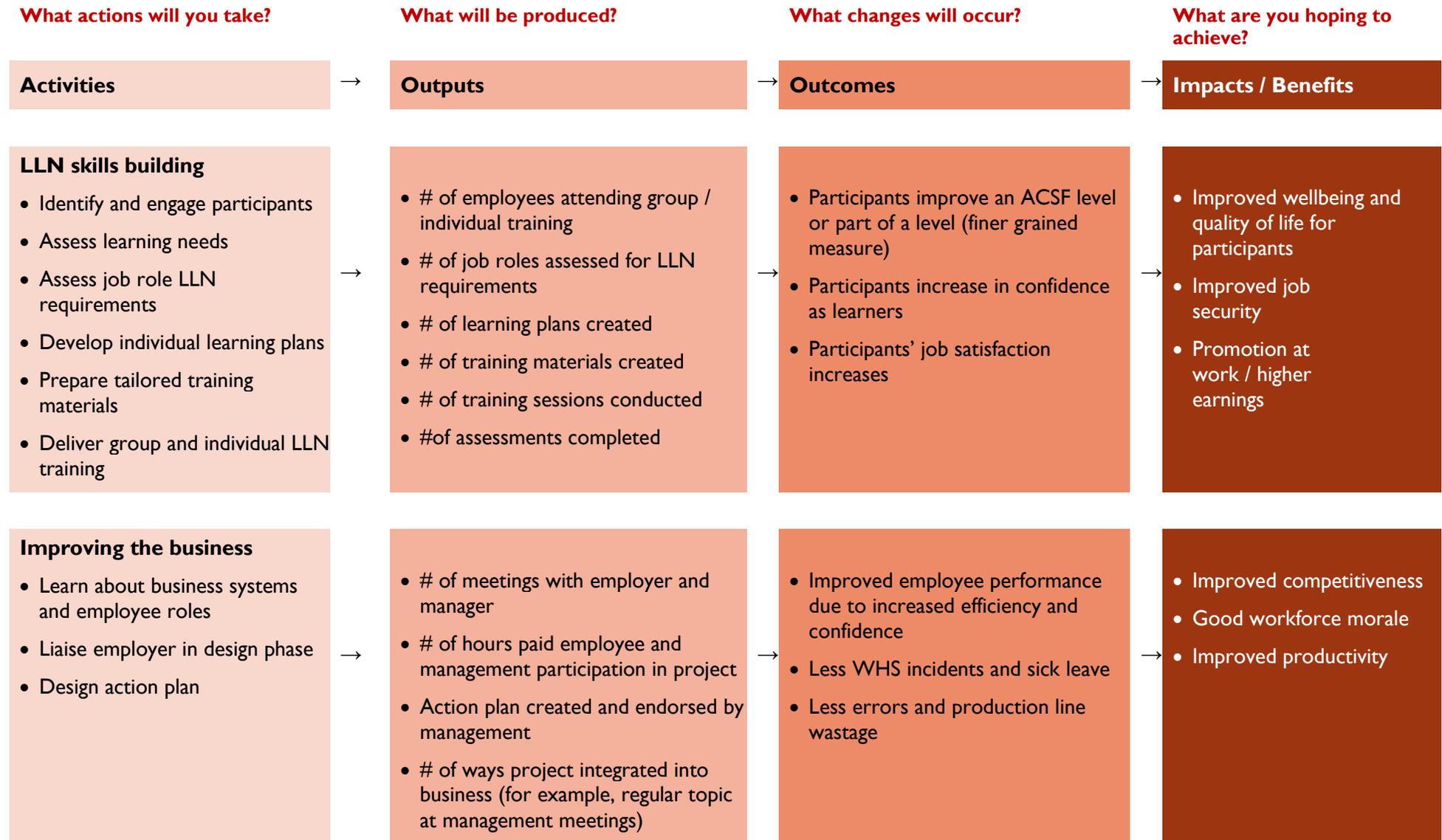
- Happy child on their birthday

What are you hoping to achieve?

Impacts / Benefits

- Family bonds increase
- Child's sense of security and being loved improve

An example 26TEN project results chain



Setting up lasting supportive LLN environment within the business

- Train LLN mentors within the organisation (enrol in TasTAFE TALL training)
- Promote LLN mentors
- Deliver Literacy Awareness workshops and 26TEN Chat
- Deliver Plain English workshops
- Make sure all levels of the organisation demonstrate support for the project



- # of employees trained as LLN mentors
- # of participants attending Literacy Awareness workshops
- # of employees trained in 26TEN Chat
- # of participants attending Plain English workshops
- # of documents written or rewritten using Plain English guidelines



- Increased staff support and understanding of the project, literacy awareness and plain English
- Staff using 26TEN chat to encourage others to ask for help
- Mentors supporting employees with LLN
- Workplace documents are easier to understand
- Strong management support of project and action beyond project



- Employees feel safe to ask for LLN support
- Workplace culture improves
- Having low literacy is no longer stigmatised
- Continued LLN support provided
- Continued LLN support an organisational priority

26TEN Campaign Support

- Collect learner stories for 26TEN team about project
- Create training materials with 26TEN logo
- Sign up employees as 26TEN supporters
- Recommend other businesses apply for 26TEN grant



- # of stories from project - # on 26TEN website, # of media interviews, # of articles or video in other media
- # of employees signed up as supporters
- # of resources created with 26TEN logo



- Stories help to influence and motivate people to take action – get help, provide help or apply for a grant



- 26TEN Campaign increases momentum
- Adult literacy levels in Tasmania improve

Appendix 3 - Adult Literacy Skills Officer Pay Rates

This guide provides information on suggested pay rates for the employment of ALSOs within this program. It is encouraged that you offer a salary within this range to be competitive with other successful grantees.

As part of your application, you must include a detailed budget which includes the cost of employing an ALSO.

The following pay rates are suggested:

Sessional/casual employment (Hourly rate)	\$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)

Note - There may be other obligations for the ALSO, such as attending moderation and professional development sessions. 26TEN will provide further details as they become available.

Appendix 4 – 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.