2011 Survey Report

(Schools, not-for-profits, philanthropic foundations and trusts in Australia)

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(This report is best printed in colour to aid the readability of graphs)

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GLOSSARY

This glossary is not intended to be exhaustive. It is simply designed to provide some understanding of what we mean when we speak of the three sectors in this report: philanthropic, schools and not-for-profits.

A more comprehensive glossary will be developed as part of the LLEAP *Dialogue Series Guide* (discussed throughout this report).

Philanthropy	*The planned and structured giving of money, time, information, goods and services, voice and influence to improve the wellbeing of humanity and the community.* (Philanthropy Australia) Philanthropy is about finding, *opportunities to fund work which is innovative and imaginative, and where the grant has a good chance of making a difference.* (Joseph Rowntree Charitable Trust, UK)
Not for Profit	Almost all philanthropic trusts and foundations will require that a grant recipient organisation is run not-for-profit. 'Not-for-profit' means that an organisation is not run for the profit of its directors, members or shareholders. Not for profit organisations aim to either provide services to members (for example, a professional association or club) or to address an environmental, social, health, educational or other community issue or need. They do not distribute any net surplus to directors, members or shareholders and instead reinvest these funds in their organisation to achieve their objects. (Catherine Brown, *Great Foundations*, 2010) For the purposes of the LLEAP project, we identified not-for-profits that have an education focus and have worked with or for the benefit of schools.
Schools	The LLEAP project has involved schools across all sectors (Catholic, Independent and Government); across every state and territory; and across all learning/year levels.

EXECUTIVE SUMMARY

> *There is a need to break down barriers of grant seeking and grant making –*
> *They are very different worlds and worlds that don't collide naturally.*
> **(Foundation CEO)**

Background

Philanthropy in Australian education has a long history. It has often 'flown under the radar' and unlike countries such as the United States, there has been limited research literature on its extent, nature and impact. Missing is a collective knowledge base around such issues as, What makes philanthropic support in education successful? How do we ensure it is relevant and effective? Learning to improve the way things are done in education and philanthropy depends on building this knowledge.

The Leading Learning in Education and Philanthropy (LLEAP) study is a three-year research *and* development project focussed on addressing this knowledge gap.

LLEAP was launched in 2011 by Professor Geoffrey Blainey (AC) and the project is an initiative of Tender Bridge in partnership and with funding in 2011 from The Ian Potter Foundation. Tender Bridge is a research and development service of the Australian Council for Educational Research (ACER). It seeks to direct funds into schools to support educational projects.

The LLEAP project investigates the impact of philanthropy in education. It aims to build knowledge and improve outcomes for schools, not-for-profits and philanthropic supporters with a focus on education.

> **The LLEAP project investigates the impact of philanthropy in education.**
>
> **In 2011, the focus is on collecting baseline data from school, not-for-profit and philanthropic perspectives.**

LLEAP looks to engage those in education and philanthropy around three key research questions:

1. What are the current perceptions and practices of philanthropic engagement in education?
2. How is successful philanthropic engagement in school education defined and configured in practice? and;
3. Who benefits from philanthropic engagement, in what conditions and to what effect?

Each year the findings from the LLEAP study will be used to inform the development of a *LLEAP Dialogue Series Guide* - An evidence-based guide to grow your ideas in education for maximum impact. The Guide will be underlined at new or novice grant seekers and grant makers in education, but with a view that those more experienced could also find it of interest and use in their work.

> **A key product each year:**
>
> *LLEAP Dialogue Series Guide – An evidence-based guide to grow your ideas in education for maximum impact*

Method

The premise behind doing LLEAP was that you cannot celebrate, improve or change something that you are not aware of in the first place. So, to inform the LLEAP Guide, year one of the LLEAP project seeks to gather and analyse baseline data from education (schools and not-for-profits) and philanthropic grant making foundations and trusts. It has been doing this through three key phases: a literature review and 40 interviews with individuals from philanthropy and education (schools and not-for-profits); surveying the views of school, not-for-profit and philanthropic leaders; and the development of up to eight cases of effective engagement of philanthropy in education.

This report presents the results and findings from the 2011 survey phase of the LLEAP project. Broadly, the survey questions sought feedback on:

- Demographics and characteristics of the respondents and their organisations;
- Approach to grant making and grant seeking;
- Impact;
- Lessons learnt.

The content for the surveys was informed by the previous phases of the project and from members of the LLEAP Advisory Group (See Appendix 1); as well as the project team's own knowledge from working in education and / or philanthropy.

The sample

Both the philanthropic and not-for-profit surveys were convenience samples. This means the people who received the survey were identified by the project team or LLEAP Advisory Group members, or received the survey through a referral from someone else they knew in the sectors.

Based on the relevant education authority ethics approval, the sample for the school component of the study was drawn. The school survey was a random sample. The Australian Council for Educational Research (ACER) maintains an up-to-date data set of all Australian schools by state and territory and sector, with enrolment numbers by year level, as well as location and contact details. A sample size of 350 primary and 350 secondary schools was drawn. This size allowed for reliable estimates at the national level and for distinctions, such as urban and rural, to be made.

Respondents

Over 300 responses to the surveys were received: 138 schools; 84 philanthropic foundations and trusts; and 80 not-for-profit organisations.

Year 1 of LLEAP:

- 40 interviews
- 3 national surveys
- 3 formal feedback sessions
- 8 cases of good practice
- 1 LLEAP website and 'friends of LLEAP' list
- 1 LLEAP Advisory Group
- 1 practical LLEAP Guide

302 survey respondents –
Schools:
- 138 schools (Government, Catholic, Independent)
- About half from rural or remote locations

Philanthropic:
- 84 foundations and trusts (community, family, private, corporate, trustee company funds)
- Wide reach across Australia to support education-focused initiatives

Not-for-profits
- 80 Not-for-profits (invited to participate because they have an education focus and have worked with or for the benefit of schools)
- Mostly can offer support in Government sector

Schools

Ninety percent of the school questionnaires were completed by the Principal or Deputy Principal of the school. Government, Catholic and Independent school sectors were represented and the number of responses from each sector was proportionate to the sector split within the general population. Nine percent of the schools in the survey were Special Schools.

Philanthropic foundations or trusts

Chief Executive Officers were the main respondents to the philanthropic survey (37 percent). Beyond that role, the philanthropic questionnaires were filled out by a range of people across a variety of roles within the foundation or trust. These roles included: Program Manager, Executive Officer, Advisor, Board Chair and member roles. A fairly even spread of Community Foundations, Family Foundations, Private Foundations, Corporate Foundations and Funds within a Trustee Company responded.

Not-for-profit

The not-for-profit survey results also showed a range of people responding. But for the most part, it was the Chief Executive Officer or Fundraising or Grants Manager who responded (54 percent).

Location and reach

Nearly half of the school respondents indicated they were from rural or remote locations in Australia. Ten percent of the not-for-profits who responded reported that they provide programs or support for schools largely in these locations. Not-for-profits indicated they can offer support across all three sectors, but more indicated they do so in the Government sector than Independent or Catholic sectors.

For the most part, the philanthropic foundations and trusts surveyed appear to have the scope to fund educational initiatives from anywhere in Australia.

Grant seeking success –
Not-for-profits:
- **Far more experienced than schools**
- **Apply for philanthropic grants more often than schools**
- **44% in the last year had success three or more times**

Schools:
- **92% new or novice**
- **Last year most applied only once or twice**
- **53% in the last year had not been successful**

Experience and expertise

Not-for-profits in education are far more experienced and successful than their school colleagues at seeking and applying for grants from foundations or trusts. 44 percent of those not-for-profit respondents who had been successful in securing a grant indicated that they had success three or more times in the last 12 months. In contrast, 92 percent of the school respondents identified themselves as new or novices in this area and over half indicated they had never been successful in securing a grant from philanthropy.

Annual philanthropic education budget

Just over 25 percent of philanthropic foundations or trusts reported they had an approximate education-related budget in the last financial year of between $501,000 and $1million. Slightly fewer than 25 percent indicated a budget for the same period of under $50,000. The mix of

Philanthropic budgets in the last financial year vary significantly:
- **About 25% - $501,000 and $1 million**
- **About 25% - under $50,000**

respondents is one explanation for this result (i.e. from small community foundations to larger foundations). The spread of larger and smaller budgets is also testament to the diversity of philanthropic foundations and trusts within the sector.

Key findings

There is a wide variation in the knowledge, skills and understanding of philanthropy and education engagement. This makes it difficult to develop a robust evidence base about what success means and how to maximise impact. Much more attention needs to be paid to knowledge building, sharing and exchange within and between the philanthropic, school and not-for-profit sectors.

> **Overall –**
> **Much more attention needs to be paid to knowledge building, sharing and exchange within and between the philanthropic, school and not-for-profit sectors.**

Collaboration

Collaboration is one way through which to build, share and exchange knowledge. This statement should not be taken as a wholesale endorsement of collaboration as *the* solution for more effective engagement of philanthropy in education. But it is clear from analysing the survey results that collaborative thinking, actions and ways of relating to one another present an unexploited opportunity and challenge for education and philanthropy.

Those surveyed were asked to identify what they felt were critical 'ingredients' for effective engagement of philanthropy with education. Thematic analysis of these 'ingredients', in conjunction with the survey results about needs and major barriers, produced ten factors for effective engagement. Seven of the ten factors make explicit reference to collaboration in some form and context (e.g. success factor: 'reciprocity', indicator example: highly effective engagement of philanthropy in education will have evidence of the partners bringing their strengths to the relationship).

> **For each group surveyed:**
>
> **Collaboration is limited in scope and nature and is serendipitous and informal.**
>
> **Collaboration is perceived as a vehicle for learning but major road blocks in the form of lack of time and knowledge stand in the way.**
>
> *It would be good if it were easier to collaborate with other foundations and to discuss possible distributions prior to grant making rounds.*
> *(Philanthropic respondent)*

At present, collaboration within and between the sectors is limited in scope and nature and is serendipitous and informal. Collaboration is perceived as a vehicle for learning but major road blocks in the form of lack of time and knowledge stand in the way.

Knowledge

Overall, it appears that Australian schools know little about philanthropic foundations or trusts. Respondents to the school survey were far more likely than not-for-profits (five or more times) to seek funding from *community fundraising*. The reverse was true when seeking additional funds for educational purposes from *philanthropic* grants.

> **Schools –**
> **Level of knowledge about philanthropic foundations or trusts in Australia is limited.**

On the other side of the coin, philanthropic foundations and trusts indicated a need to improve their knowledge of educational issues, the contexts in which they are granting and how to collaborate for maximum impact. There is scope to improve the knowledge of who funds what within the philanthropic sector.

The LLEAP philanthropic survey provided respondents with the option of identifying their foundation or trust by name. Twenty-five philanthropic foundations or trusts took this option, including their target audiences and key priorities for grant making in education. This kind of baseline information could be used as a catalyst for the creation of potentially new networks of mutual interest and support.

> **Philanthropic foundations and trusts indicated a need to improve their knowledge:**
> - **Of educational issues**
> - **Of the contexts in which they grant**
> - **In how to collaborate for maximum impact**

> **There is scope to improve the knowledge of who funds what within the philanthropic sector: 25 foundations and trusts identified themselves. 14 of these can fund schools directly.**

Barriers

Access issues dominate the story of the 2011 results for schools. This manifested itself in terms of what school respondents perceived as their general lack of knowledge about who and how to find potential philanthropic supporters (directly or in partnership with an eligible organisation). It also emerged in their need to improve their technical knowledge of how to write a good grant application and in their need to better understand the philanthropic sector.

> **Major barriers**
> **Schools:**
> - **Access issues**
>
> **Not-for-profits:**
> - **Sustainability issues**
>
> **Philanthropy:**
> - **Knowledge issues**

In-keeping with their self-reported high levels of experience and expertise, not-for-profit organisations have greater knowledge about seeking philanthropic grants than their school colleagues: 86 percent reported they had been successful in applying for a philanthropic grant once or more in the last 12 months. It is sustainability issues that dominate the 2011 results for not-for-profits in education. These manifested in terms of tensions around short-term versus long-term funding of grants, with the former creating knock-on consequences for appointing staff to deliver ongoing programs in education.

How philanthropic foundations and trusts build, share and exchange knowledge was a prominent theme in their results. While there was no *single* stand out barrier to grant making for foundations or trusts, a cluster of four key barriers was apparent. This cluster included 'how best to collaborate and with whom'; 'how to identify who to fund'; 'lack of knowledge and expertise in a particular topic'; and 'lack of time to develop relationships'.

Legal and tax status

The legal and tax status laws in Australia make it more difficult for philanthropic foundations and trusts to engage in education, especially directly with schools and, more particularly, especially with Government schools. It is the "elephant in the room" and is perceived by philanthropic foundation and trust respondents, as a key need to be addressed.

The complexity of Australia's legal and tax laws

> **Philanthropics:**
> **The legal and tax status laws in Australia make it more difficult for foundations and trusts to engage in education, especially directly to government schools. It is the *elephant in the room*.**

heightens the importance of knowing this information in order to maximise the potential to grant or to seek a grant. The fact that a number of respondents from all three surveyed groups skipped these questions and that 20 percent of schools were unsure of both their legal and tax status, highlights the potential for improvement in this area.

Target audiences and priority areas

There are clear commonalities and differences in the target audiences and priorities between the school, not-for-profit and philanthropic respondents. Overall, schools and not-for-profits were more likely than philanthropic foundations or trusts to have a specific target audience in mind. From a list of 17 target audiences identified from the interview phase of the LLEAP project, 'secondary school age' held a similarly high level of interest across the three groups of respondents.

In terms of the top five ranked target audiences for each sector, 'teachers' and 'parents/families' featured strongly in school results. But these same groups fell outside the top five target audiences for philanthropic and not-for-profit respondents. Conversely, ranked within the top five audiences for not-for-profits and philanthropics were 'disadvantaged', 'Indigenous' and 'rural/remote communities'. But school respondents had these audiences only within their top ten.

Also identified from the interview phase of the LLEAP project were twenty-six priority areas (e.g. 'music', 'creative and performing arts', 'post-school transitions' etc.). The greatest synergy across the three respondent groups was the priority areas of 'literacy and numeracy' and 'student engagement'. Beyond these priority areas, distinct differences were found.

The priority area of 'teacher quality', ranked third by schools, was ranked 16th by not-for-profits and 12th by philanthropic foundations or trusts. Historical boundary issues between government and philanthropy may provide an explanation for this result. But the same cannot be said for the difference in rankings for the priority area 'digital/online learning'. School respondents ranked this priority area fourth. In contrast, not-for-profits ranked it 12th and it was ranked 10th by philanthropic respondents.

Decision making

A challenge for those seeking or making philanthropic grants is clarifying who to target and what to set as a priority. With this in mind, a number of the survey questions explored the approach taken by grant seekers and grant makers.

Top five target audiences –
Schools:
1. **Primary school age**
2. **Teachers**
3. **Secondary school age**
4. **Parents / families**
5. **Females**

Not-for-profits:
1. **Secondary school age**
2. **Disadvantaged**
2. **(=) Females**
3. **Males**
4. **Indigenous**
5. **Rural/remote communities**

Philanthropics:
1. **Secondary school age**
1. **(=) Disadvantaged**
2. **Primary school age**
2. **(=) Rural/remote communities**
3. **Pre-school**
3. **(=)Indigenous**
4. **Females**
5. **Males**

Top five priority areas –
Schools:
1. **Literacy and numeracy**
2. **Student engagement**
3. **Quality teaching**
4. **Digital / online learning**
4. **(=) Ongoing professional learning**
5. **Student leadership development**

Not-for-profits:
1. **Community education**
2. **Community partnerships**
2. **(=) Student engagement**
3. **Literacy and numeracy**
3. **(=) Mentoring**
4. **Educational play**
5. **Student leadership development**
5. **(=) Student retention**

Philanthropics:
1. **Literacy and numeracy**
2. **Student engagement**
3. **Student retention**
4. **No specific area of focus**
5. **Mental health services and/or education**

Philanthropic foundations or trusts use reference to their organisation's purposes as a guiding force in their decision making about education priority areas. Those from the not-for-profit sector also appear highly attuned to the significance of this information. The results suggest that they pay particular attention to reading a foundation's or trust's annual report and website when deciding whether to consider applying for a grant or not.

In contrast, school respondents indicated they use very few sources to inform their decision making. They rarely have a dedicated person within the school and nearly 90 percent reported that they do not read the annual reports of foundations or trusts. Instead, their responses showed a pattern of utilising social sources, such as informal discussions with experienced grant seekers or colleagues or personal networks to inform their decision making. This finding is consistent with school respondent's self-reported general lack of experience and expertise in grant seeking.

Impact

Those seeking and making grants have to ask themselves hard questions if the impact of philanthropy in education is to be identified and maximised.

Such questions include: What is the relationship between philanthropy and education? What is known about the role of philanthropy in education? What outcomes might reasonably be expected from the partial or sole funding of a project or program in education? How will you know? What types of evidence and ways of gathering evidence could be used to demonstrate that outcomes have or are on the way to being achieved?

Other questions focus on the relationship between leadership practices and improvements in grant seeking and grant making. The conditions viewed as critical for the effective engagement of philanthropy in education lie at the core of these questions. The LLEAP surveys explored each of these issues.

Role of philanthropy in education

The way people viewed philanthropy's role in education connected strongly to what they saw as being the key barriers to more effective engagement of philanthropy in education. So for school respondents, philanthropy's most important role was seen as a blend of opening new frontiers through 'supporting and encouraging innovation' and 'encouraging and facilitating partners'.

Not-for-profit respondents saw philanthropy's role as 'creating the space for longer-term approaches to grant making'. Those from the philanthropic sector saw their number one role as 'being a catalyst for change'. This role was closely followed by a view that philanthropy plays 'a prevention and early intervention role' and to 'fill an immediate need' role in education. A characteristic of philanthropy's role in education that can be surmised from these views is to change the status quo in education. This raises the question - what is philanthropy's engagement in education trying to change? And how do we know if the change being sought has been achieved or is on the way to being achieved?

Outcomes

A number of content outcomes (e.g. learning/academic), process outcomes (e.g. further funding has been secured) and reach outcomes (e.g. new or expanded networks) were listed as items in the surveys. Common to all respondents was an expectation that the sole or partial funding of philanthropy in education would lead to keeping learners engaged in their learning. 'Student engagement' outcomes topped the list of expected outcomes for all three groups surveyed.

Commonality –
- **Student engagement outcome: funding from philanthropy can lead to keeping learners engaged in their learning**

The ripple or flow-on effect, as an area of expected outcome from philanthropy funding is more obvious in the results from the not-for-profit and philanthropic respondents than it is from the school respondents. The school respondents expected that a possible outcome from philanthropic funding might be the 'applied learning into another project or program' but they were less likely than the other two groups surveyed to consider 'new or refined models' or 'new or expanded networks' as outcomes. Coupled with the other school results about barriers (e.g. finding partners, how to collaborate, time demands), what this may suggest is that outcomes are still largely school-bound.

Point of difference –
- **Philanthropics and not-for-profits (more so than schools) expect the impact of the funding to flow-on (e.g. new or expanded networks).**

Evaluation

School and not-for-profit respondents had a higher expectation than philanthropic foundation and trust respondents that evaluation would be included in a proposal for a grant.

Point of difference –
- **Schools and not-for-profits have a higher expectation than philanthropics that evaluation will be part of the grant proposal.**

Types of data and ways of gathering it

A mantra over recent years is for schools to be data driven and data rich. Consistent with this policy climate, a significantly higher percentage of school respondents expected to use satisfaction and performance data to indicate that an outcome had been achieved than their not-for-profit and philanthropic colleagues. About 60 percent of school respondents reported that they might use satisfaction data and over 50 percent that they might use performance data. These percentages were almost double what the not-for-profit and philanthropic respondents reported.

Point of difference –
- **Schools were almost twice as likely to draw on satisfaction and performance data to indicate that an outcome has been achieved than philanthropic and not-for-profits.**

How data might be gathered was the third question in a trilogy of survey questions about outcomes. A general conclusion from the results is that all eleven ways of gathering data (e.g. through observation, through some form of pre- and post-test etc) were viable options for the groups surveyed for developing a case about the impact of a grant. Two distinct differences were also evident. School respondents were about three times as likely as not-for-profits and five times more likely than philanthropic respondents to consider gathering

Commonality –
- **All three groups surveyed thought the 11 ways of gathering data were viable options**

Point of difference –
- **Schools are more likely than philanthropics and not-for-profits to consider 'portfolios of student work' and 'digital / online' ways of gathering data.**

evidence of impact from 'portfolios of student learning'. They were also about twice as likely as the other respondent groups to consider the use of 'digital journals' or some other form of 'online medium (blogs, email trails)'.

Philanthropy's broader impact in education

Philanthropy's impact in education goes beyond the provision of grants. The results indicated that those in philanthropy are also sources of, for example, 'general professional expertise and guidance' and the 'brokers or facilitators of introductions'. Both of these forms of assistance signal the important and perhaps unrecognised social tool that philanthropy can offer in education.

Philanthropy's impact in education goes beyond the provision of grants:
- **Sources of professional expertise and guidance**
- **Brokers or facilitators of introductions**

Effective engagement of philanthropy in education

The final question of each survey was open ended. Those surveyed were invited to identify what they perceived to be the critical conditions for effective engagement of philanthropy in education. Respondents were free to identify any aspect of grant seeking or grant making (e.g. identification of a need, matching, delivery of a program or project, acquittal or dissemination issues). They were also free to do so from any perspective (i.e. school, not-for-profit or philanthropy). Over 250 critical ingredients were identified and then thematically analysed. This analysis resulted in the identification of 10 success factors that respondents thought would reflect highly effective engagement of philanthropy in education, albeit from their respective vantage points and situations.

Respondents thought effective engagement would show evidence of:
- **building capacity;**
- **making informed decisions;**
- **knowledge in education and philanthropy contexts;**
- **a 'good fit';**
- **commitment of appropriate resourcing;**
- **effective communications;**
- **role clarity;**
- **relationships based on the foundations of trust;**
- **reciprocity;**
- **being impact focused.**

How these factors might be reflected in practice varied in terms of the context and the lens through which the success factor was being described (i.e. philanthropy, education or not-for-profit). Both the school and not-for-profit respondents indicated that a key need for improved engagement of philanthropy in education was for foundations and trusts to work with them to identify needs and ways to fund these needs. The not-for-profits, possibly because of their greater experience in seeking support from philanthropy, also highlighted that foundations and trusts may need to broaden what they will support. What these initial illustrators of success and effectiveness provide is a starting point for further debate and discussion.

Concluding comments

The 2008 "Melbourne Declaration on Educational Goals for the Young Australians"[1] presents visionary statements of expectation. The first Goal is to promote 'equity and excellence'; and the second is 'for all Australians to become successful learners, confident and creative individuals and active and informed citizens' (p. 7).

The idea, however, that improving outcomes for learners is the domain of education alone, to the exclusion of others in the community, has long gone. Teaching and learning cannot succeed without countering disadvantage in its broadest sense. Within the declaration is the expectation that relationships be formed to help forge connections between young people and the communities in which they learn, live and work.

> **The 2011 LLEAP survey responses suggest that to improve the impact of philanthropy in education much more attention needs to be paid to:**
> - **knowledge building**
> - **knowledge sharing**
> - **knowledge exchange**
> - **overcoming access issues (e.g. finding potential partners and grants; constraints on grant making in education)**
> - **addressing sustainability issues (e.g. tensions around short-term versus long-term grant making)**
>
> **Pressure points:**
> - **for schools – these coalesce around the 'starting gate' issues of access**
> - **for not-for-profit - it is issues associated with sustainability (e.g. planning for life beyond the philanthropic grant) that present as their key challenge**
> - **for the philanthropics - it is three domains of knowledge (building, sharing and exchanging) that surface**

Research from Australia and overseas affirms that a raft of relationships and resources are needed to counter disadvantage. The term 'resourcing' includes grants, in-kind and volunteer support, sponsorship, awards, bursaries or scholarships, prizes or donations, and more broadly relationship building within the community. The LLEAP study focuses on the relationship of philanthropy in education through grant making and other areas of support.

At the launch of the LLEAP project Professor Geoffrey Blainey (AC) spoke of the long-standing history and role that philanthropy has played in education, but there may be better ways of doing things and we should be searching for those ways. The findings from the LLEAP surveys are part of this search. They are conversation starters, and as with all good conversations, will sometimes be provoking, in-depth, philosophical, or practical in their focus and outcome.

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[1] MCEETYA. (December, 2008). *Melbourne Declaration on Educational Goals for Young Australians.* Melbourne, Victoria: Ministerial Council on Education, Employment, Training and Youth Affairs.

SECTION 1: BACKGROUND AND INTRODUCTION

The challenge

Historically, philanthropy in education in Australia has tended to 'fly under the radar'. Some suggest that this is because we are a nation of people who shun the spotlight when it comes to giving – preferring instead to do 'our bit' without the need for fanfare or recognition. Others believe that culturally we seek to avoid the potential consequences of the 'tall poppy' syndrome. Further commentators argue that 'flying under the radar' allows people to just get on with the job of giving without being held to account by anyone other than themselves and those to whom they choose to give.

Whatever the case may be, what has resulted has been some difficulty in tracking information about philanthropy and ways of giving within Australia.

Unlike countries such as the United States, Australia has limited research literature on the extent, nature and impact of engagement of the philanthropic sector in education. Overall, in the literature that does exist, of note is the absence of education voices. There is no robust and focused knowledge base around impact, despite the fact that the research literature suggests that how *best* to engage in education is a perennial issue and tension for the philanthropic sector.

> There is a need to break down barriers of grant seeking and grant making – They are very different worlds and worlds that don't collide naturally. (Foundation CEO)

Before any in-depth examination of sector wide impact can take place, however, there is a need first to identify and clarify from *both* education and philanthropic perspectives what are the current practices, relationships and responsibilities. The Leading Learning in Education and Philanthropy (LLEAP) project was launched in 2011 by Professor Geoffrey Blainey (AC) to help address this knowledge gap in Australia.

The premise behind doing LLEAP was that you cannot celebrate, improve or change something that you are not aware of in the first place.

> The premise behind the LLEAP study was that you cannot celebrate, improve or change something that you are not aware of in the place.

Purpose

The purpose of the LLEAP project is to create a unique knowledge base and collaborative opportunities through which to:
1. Identify and clarify how those working in the education space from school and not-for-profit perspectives grow and resource their education-focused project ideas
2. Identify and understand the impact of the philanthropic sector in education from philanthropic *and* education perspectives
3. Document and disseminate 'best' practice approaches to improving education outcomes.

Research questions

LLEAP seeks to engage those in education *and* philanthropy around three key research questions:
1. What are the current perceptions and practices of philanthropic engagement in education?
2. How is successful philanthropic engagement in school education defined and configured in practice? and;
3. Who benefits from philanthropic engagement, in what conditions and to what effect?

The surveys

Three surveys were developed and administered in 2011 – for schools, for philanthropic foundations and trusts and for not-for-profit organisations who engage with schools. The content of the survey instrument was informed by 40 interviews with individuals from philanthropy and education; a review of the literature; feedback from a LLEAP Advisory Group; and the project team's own knowledge from working in education and / or philanthropy.

Survey content

School and Not-for-Profit survey sections:
1. Demographics
2. Characteristics
3. Experiences in seeking grants
4. Education grant seeking priorities
5. Approach to grant seeking
6. Legal and tax status
7. Impact
8. Lessons learnt

Philanthropic survey sections:
1. Demographics
2. Characteristics (including legal and tax status)
3. Education grant making priorities
4. Approach to grant making
5. Impact
6. Lessons learnt

Sample

Both the philanthropic and not-for-profit surveys were convenience samples. This means the people who received the survey were identified by the project team or LLEAP Advisory Group members, or received the survey through a referral from someone else they knew in the sectors.

The school survey was a random sample. The Australian Council for Educational Research (ACER) maintains an up-to-date data set of all Australian schools by state and territory and sector, with enrolment numbers by year level, as well as location and contact details. The ACER Sampling Frame is developed annually by ACER by coordinating information from multiple sources, including the Australian Bureau of Statistics and Commonwealth, state and territory education department databases. A sample size of 350 primary and 350 secondary schools was drawn. This size allowed for reliable estimates at the national level and for distinctions, such as urban and rural, to be made.

Ethics approval from each of the relevant education authorities was sought. This included every state and territory government education authority and twenty-five Catholic education offices (some were approached at the state level, others by diocese). Independent schools were approached through the principal alone. Approval from all but one state/territory government education authority was granted. Approval from 19 of the 25 Catholic education offices was also granted. On this basis, the sample for the school component of the LLEAP study was drawn.

How the survey results are organised

Rather than reporting results in a sequential fashion (i.e. through the survey from first to last question), results have been clustered together under specific themes. This is designed to assist readability and coherence. It also allows us to draw comparisons between schools, philanthropic foundations and trusts, and not-for-profits within those themes, to enhance our knowledge of the grant seeking and grant making landscape. To help 'navigate' these themes, each section of this report begins with a summary of the survey content that is relevant to the particular theme.

As a further aid to readability, the graphs presented throughout the report have been created using a simple colour code for each of the sectors – green for philanthropy; blue for schools and red for not-for-profits.

It should be noted that missing data (i.e. where a respondent has skipped a question) has been removed to provide valid percentages for those that did respond.

How this report on the survey results might be used?

Some of the survey results have already been shared with philanthropic foundations and trusts, not-for-profits and schools during recently scheduled feedback sessions. Participants in these sessions indicated that they anticipate using the results to:

- Assist with their strategic planning;
- Help them collaborate better, especially by understanding the different perspectives around the priority areas for grant making and grant seeking;
- Better understand the gap between what schools identified as priority areas and what not-for-profits and philanthropic foundations and trusts identified as their priority areas;
- Help build better relationships by better understanding the barriers, needs and priorities of the groups surveyed;

- Raise their awareness that they are not alone in some of the issues that they face.

In addition, the not-for-profits also identified that from seeing the results, they could be playing a stronger capacity building role with schools by being a bridge to other relationships and other networks. They also noted that the results could be used to help them better understand the needs of schools so that proposed programs could be better aligned.

As well as providing a broad overview of results, the particular focus of the feedback sessions related to the identified 'ingredients' for effective engagement (see Section 6 of this report). Session participants were asked to comment on identified factors and consider possible case studies that might illustrate effective engagement in action.

The key ingredients and case studies, among others aspects of the survey findings, will be used as part of the *LLEAP Dialogue Series Guide*, providing practical examples to support those in both the education and philanthropic sectors. The LLEAP Dialogue Series Guide is due to be published in the first half of 2012.

SECTION 2: SURVEY RESULTS – ABOUT RESPONDENTS

Relationship to LLEAP Survey content

Demographics	Characteristics	Legal and tax status	Experiences in grant seeking

Introduction

Section 2 brings together the results from the LLEAP surveys around several fundamental issues: Who are the respondents who took part in the LLEAP surveys? Where are respondents located and what is their reach? What are the legal and tax parameters in which they are working? And, from the philanthropic grant *making* side, what did foundations and trusts identify as their financial and education-related grant making program areas. From the grant *seeking* side, Section 2 also looks at what schools and education-focused not-for-profits identified as their level of experience in seeking and applying for philanthropic grants, and for what amounts.

Respondents

Collectively, over 300 responses to the surveys were received: 138 schools; 84 philanthropic foundations and trusts; and 80 not-for-profit organisations.

> In 2011, the LLEAP surveys had over 300 respondents: 138 schools; 84 philanthropic foundations and trusts; and 80 not-for-profits.

Nearly all the school surveys were completed by the Principal or Deputy Principal of the school (90 percent). Government, Catholic and Independent school sectors were represented and the number of responses from each sector was proportionate to the sector split within the general population. Nine percent of the schools in the survey were Special Schools. Eighty-five percent of schools indicated that they were organised in school levels.

The philanthropic survey was completed mainly by the Chief Executive Officer of the respondent foundation or trust (37 percent). Beyond that role, the philanthropic surveys were filled out by a range of people across a variety of roles within the foundation or trust. These roles included: Program Manager, Executive Officer, Advisor, Board Chair and Member roles. A fairly even spread of Community Foundations, Family Foundations, Private Foundations, Corporate Foundations and Funds within a Trustee Company responded.

The not-for-profit survey results also showed a range of people responding. But for the most part, it was the Chief Executive Officer or Fundraising or Grants Manager who responded (54 percent).

Location details

School respondents were drawn from every state and territory. Most of the respondents were from New South Wales (30 percent) and Victoria (30 percent). Asked to describe their school's location, 44 percent indicated that they were from a rural or remote location; 42 percent indicated they were from a capital city and 14 percent indicated they were from a major provincial city.

> **All states and territories were represented by the schools and not-for-profits that responded.**

Not-for-profit respondents were also drawn from every state and territory. Similar to the school respondents, most of the not-for-profit respondents were from Victoria (43 percent) and New South Wales (30 percent).

Asked to describe in what locations they provided support for schools, 84 percent of not-for-profit respondents indicated they supported schools that were mostly in a capital city or major or provincial city. Only 10 percent indicated that their not-for-profit supported schools in rural or remote locations.

> **Ten percent of the not-for-profit organisations who responded, indicated they support schools that were mostly in rural or remote locations.**

Those filling out the philanthropic survey were asked to indicate what locations in Australia they could make grants in. The results show that nearly half of the respondents could provide grants anywhere in Australia (45 percent).

Legal and tax status

The legal and tax status of foundations and trusts, not-for-profits and schools in Australia varies within each sector and between the sectors. These variations add considerably to the complexity of grant making and grant seeking in Australia. The complexity of legal and tax issues also heightens the importance of knowing this information in order to maximise your potential to grant or to seek a grant.

> **Nearly half of the philanthropic foundations and trusts who responded could provide grants anywhere in Australia.**

Knowing what legal entity you are and your organisation's tax status is fundamental. As a grant maker, what type of legal entity you are and your tax status affects who you can give to and for what purposes. Conversely, these legal and tax status issues will affect whether you are eligible to seek a grant from a philanthropic foundation or trust in the first place, and for what purposes.

Respondents were asked to identify (from a list of items provided) their organisation's legal status and tax status (see the blue box on the following page). The options for respondents to tick 'unsure' and 'other' were also provided. These questions presented a challenge for a number of respondents. 35 schools, 26 philanthropics and 45 not-for-profits did not respond to the legal status question and 33 schools, 28 philanthropics and 43 not-for-profits did not respond to the tax status question. Further work will be done in the next year of LLEAP to 'unpack' what reasons might account for this non-response.

Of those who responded to these questions from schools, about 20 percent were 'unsure' of both their legal and tax status.

The not-for-profit legal status result was as expected. Most identified as a company limited by guarantee (51 percent) or an incorporated association (31 percent). Not-for-profits who answered that they were part of a larger incorporated entity were probably part of a company limited by guarantee, but this cannot be verified from the survey results alone.

For the philanthropic foundations or trusts, a complexity of the current structure in Australia used by community foundations has led to a number of respondents answering 'other' in the legal status question.

41.7 percent of foundations or trusts required Deductable Gift Recipient (DGR) endorsement. 45.3 percent required a Tax Concession Charity (TCC) endorsement and 29.8 percent required that a project be for charitable purposes. This is a very positive result from an education perspective as education is a charitable activity at law in Australia.

26.8 percent of foundation or trust respondents did not have any philanthropic funds within their structures. Another 9.4 percent were unsure. There is potential for the sector to improve this figure and build its fundraising capacity.

Survey items

Legal status: Philanthropic
- Charitable Fund, which is not a PAF
- Private Ancillary Fund
- Public Ancillary Fund

Tax status: Philanthropic
- Deductible Gift Recipient
- Tax Concession Charity
- Charitable Purpose
- Charitable Institution

Legal Status: Not-for-Profits
- Company Limited by Guarantee
- Incorporated association
- Incorporated by an Act of Parliament
- State Government entity / Statutory authority
- Part of a larger incorporated entity

Tax status: Not-for-Profits
- Deductible Gift Recipient
- Tax Concession Charity
- State Government Entity

Legal Status: Schools
- State Government Entity
- Part of a larger incorporated entity
- Company Limited by Guarantee
- Incorporated Association
- Incorporated by an Act of Parliament

Tax status: Schools
- State Government Entity
- Deductible Gift Recipient
- Tax Concession Charity

Philanthropic annual education budget
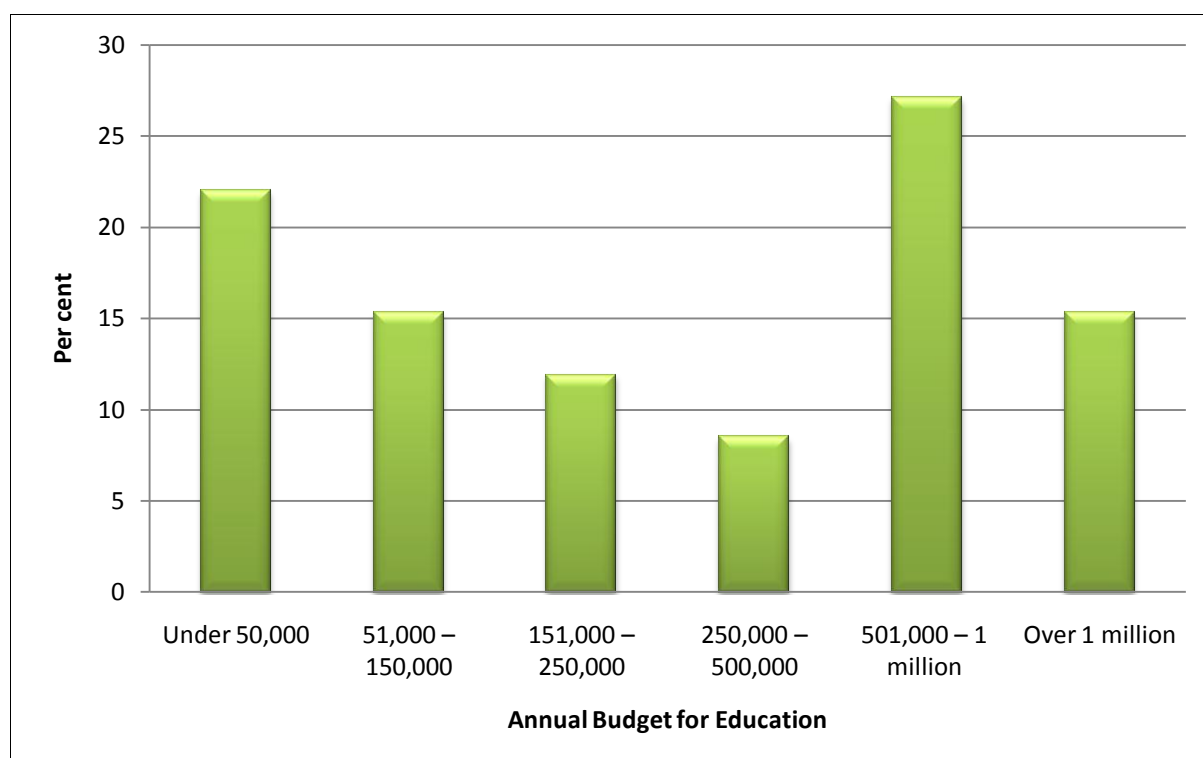
Figure 1: **Approximate education-related budget in the last financial year**

Figure 1 shows that of those foundations and trusts who responded to a question about their annual education-related budget, the majority indicated between $501,000 and $1million. At the other end of the scale, about one quarter of respondents had an annual education-related budget last year of under $50K.

Program areas of philanthropic foundations or trusts

A philanthropic foundation or trust may organise their grant making into key program areas. But it cannot be assumed that education-related grants will reside within an 'education' program area or within this program area only. The LLEAP study asked foundations and trusts to indicate in what program areas they provide education-related grants. They could tick as many items as relevant to their foundation or trust.

Philanthropy Australia's information about what foundations and trusts call their program areas was used to inform the descriptor for each item in this question.

Figure 2 below indicates that education-related grant making can stem from any one of the program areas (including no specific program areas of focus). In other words, education-related grant making is not exclusive to a philanthropic foundation of trust's 'education' program area only. Those who do offer education-related grants do tend to have a dedicated education program area (45 percent of respondents). But the results also show the pervasiveness of philanthropy's support of education into other program domains. It permeates into different domains of interest from the broad social issues of 'poverty and/or disadvantage' through to specific domains of interest, such as 'housing and homelessness'.
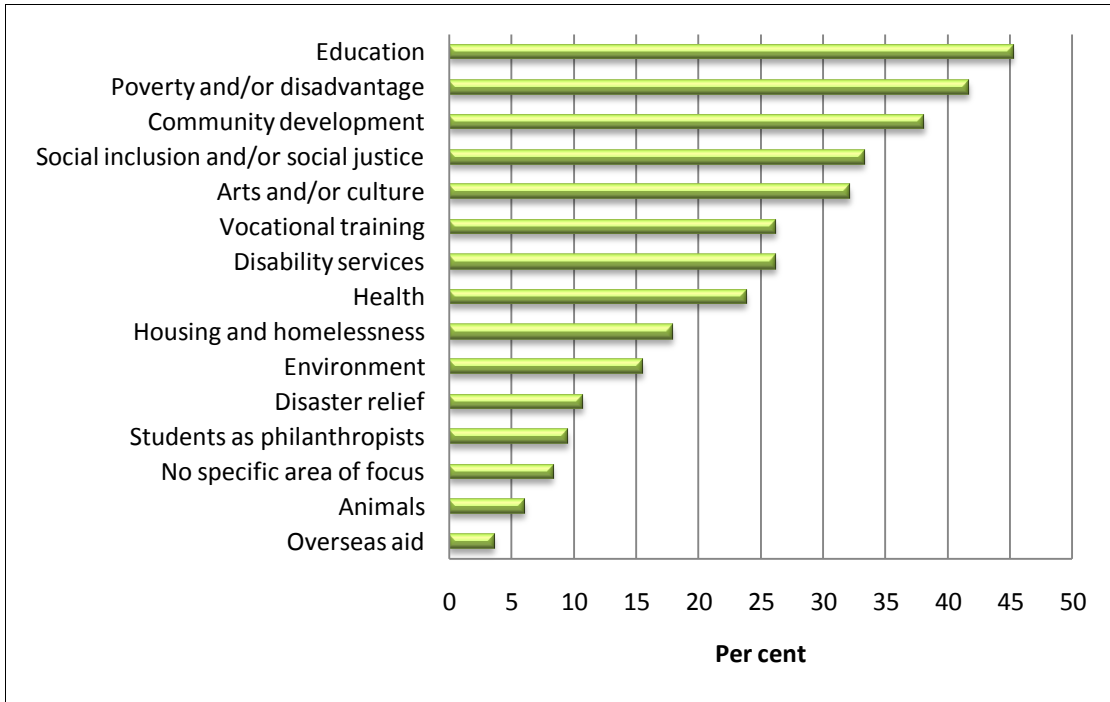
Figure 2: Education-related philanthropic program areas

Grant dollar range and tenure of grant making in education
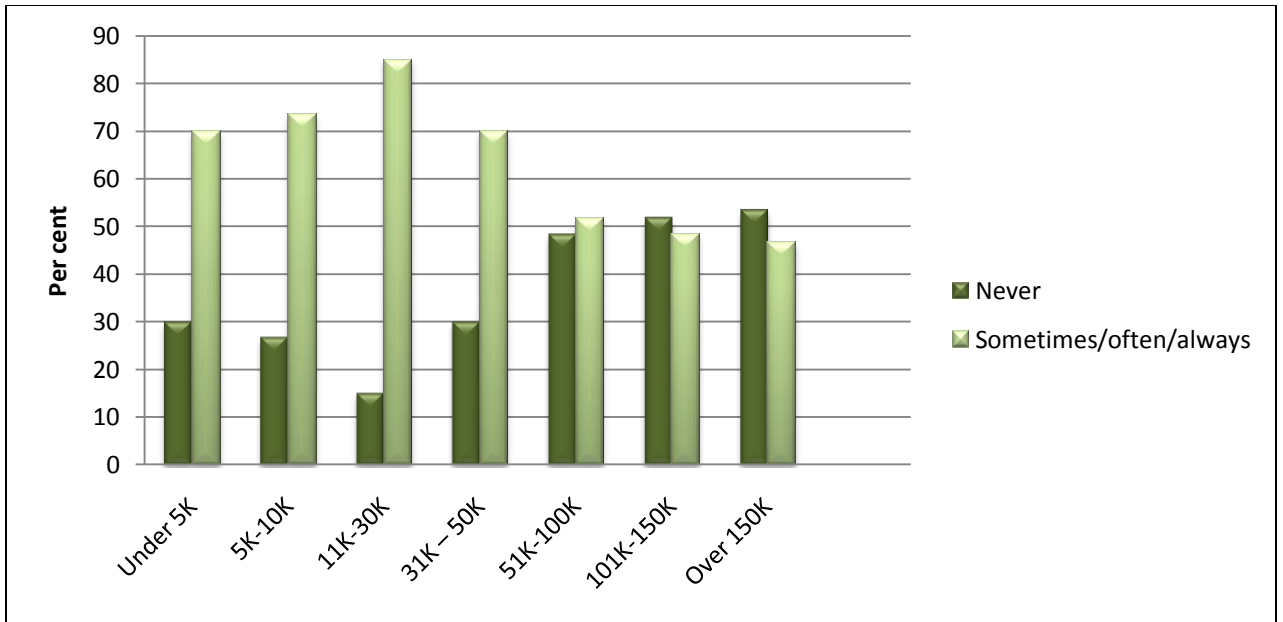
Figure 3: Dollar range of philanthropic grants for education-related applications

Figure 3 shows that foundation and trust grants cover a broad range of dollar amounts. It is more common for those foundations or trusts who responded to the survey to provide grants below $51K than $51K and over. The majority provide grants in the $11K-$30K range, followed by grants in the $5K-$10K range.
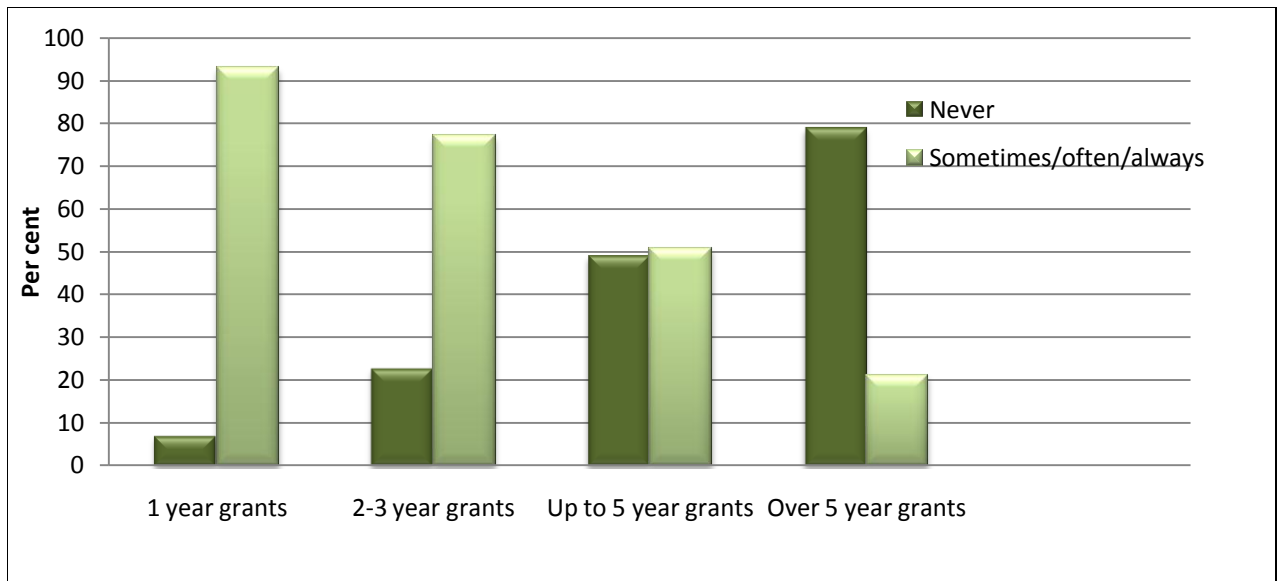
Figure 4: Tenure of philanthropic grants for education-related applications

It is more common for philanthropic foundations or trusts to provide education-related grants for up to three years than up to five years over (see Figure 4 above).

Level of experience in grant seeking and applying for philanthropic grants

Not-for-profits working in education are far more experienced in seeking and applying for philanthropic grants than their school colleagues (see Figure 5 below). 77 percent of the not-for-profits who responded indicated that they considered their organisation to be 'experienced' or 'expert' in this area. In contrast, 92 percent of school respondents considered their school was 'new to this activity (never applied)' or 'novice' at grant seeking or applying for philanthropic grants.

> **92 percent of the schools indicated that they are new or novices in grant seeking and applying for philanthropic grants. Over half have never been successful in securing a grant.**

Most schools who have 'dabbled' in this area indicated that they have only applied once or twice for a one-year philanthropic grant or a one-off grant (e.g. capital equipment, event). Of these, 53 percent indicated that in the last 12 months they have *never* been successful and 35 percent indicated they have been successful once or twice.

In contrast, those from the not-for-profit sector indicated that they are far more active in applying for grants across a range of time-frames (from 1 year to 5 years) or one-off grant (e.g. capital equipment, event) requests. They also have a greater strike rate of success, with 44 percent indicating they have been successful in securing a grant from a philanthropic foundation or trust three or more times in the last 12 months.
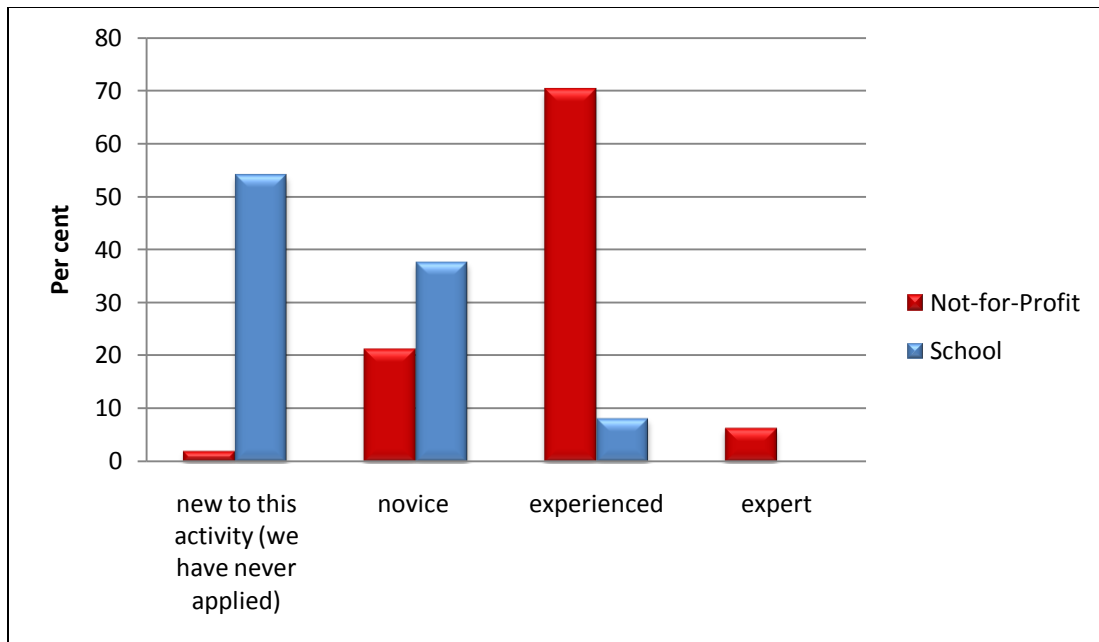
Figure 5: Percentage levels of 'expertise' as identified by schools and not-for-profits

Experienced or expert grant seekers

Of the 76.6 percent of <u>not-for-profits</u> that identified themselves as **experienced or expert** in grant seeking, the majority had applied within the $31k - $50k range (see below and Figure 6):

$ Range	No. of respondents applying in the range
Under 5K	12
5K-10K	19
11K-30K	18
31K – 50K	21
51K-100K	16
101K-150K	14
Over 150K	11
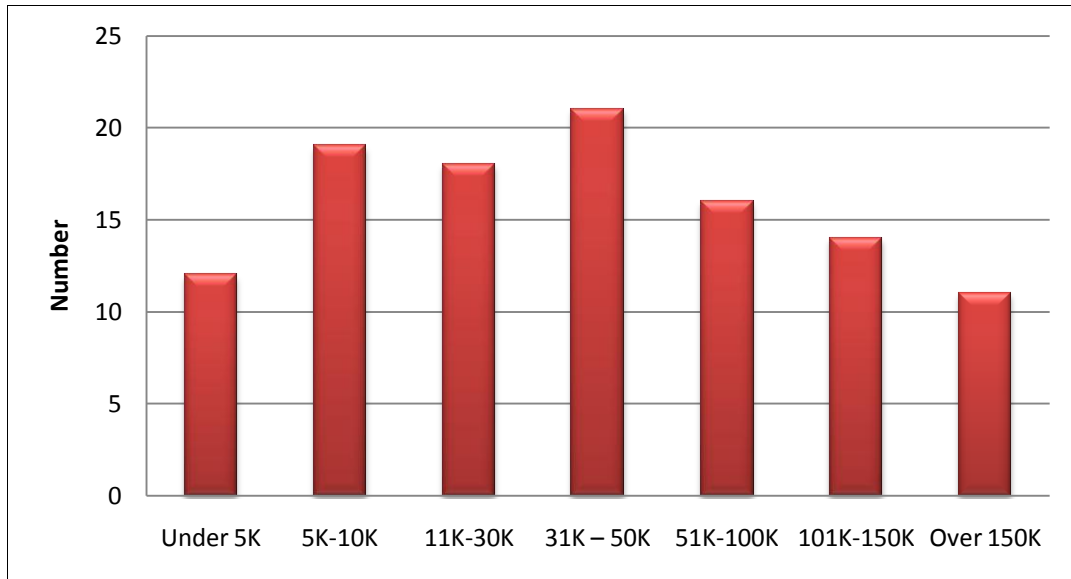
Figure 6: Dollar range that experienced or expert not-for-profits apply for from philanthropy

Only 8.2 percent of schools identified themselves as **experienced or expert** in grant seeking. Of these, the majority had applied within the under $5k range (see below and Figure 7):

$ Range	No. of respondents applying in the range
Under 5K	6
5K-10K	5
11K-30K	2
31K – 50K	3
51K-100K	2
101K-150K	2
Over 150K	2
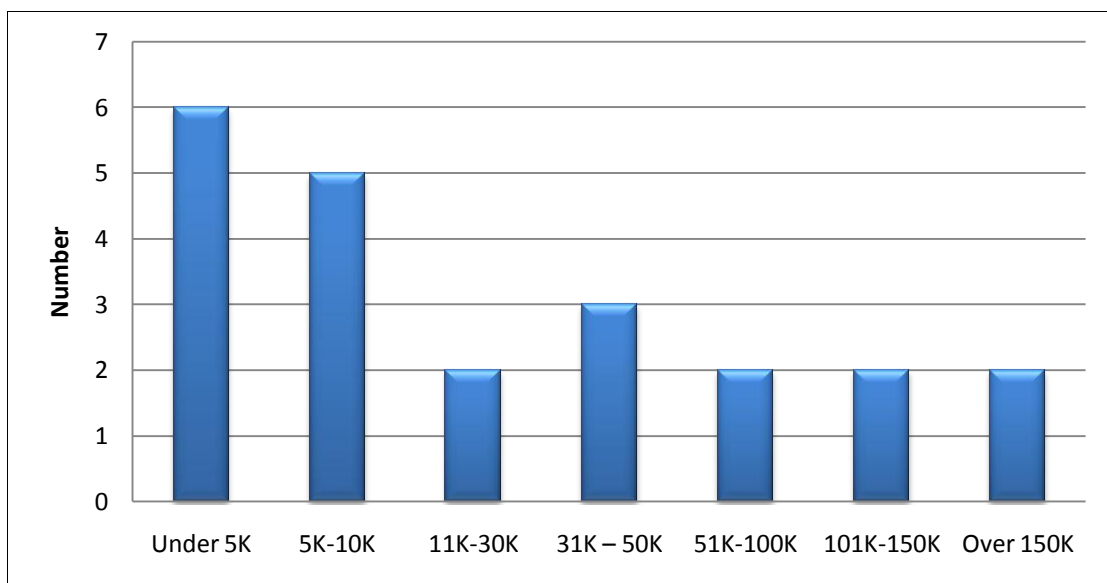
Figure 7: Dollar range that experienced or expert schools apply for from philanthropy

Novice grant seekers

Of the 21.3 percent of not-for-profits that identified themselves as **novices** in grant seeking, the majority had applied within the $5k - $30k range (see below and Figure 8):

$ Range	No. of respondents applying in the range
Under 5K	6
5K-10K	8
11K-30K	8
31K – 50K	5
51K-100K	2
101K-150K	1
Over 150K	1
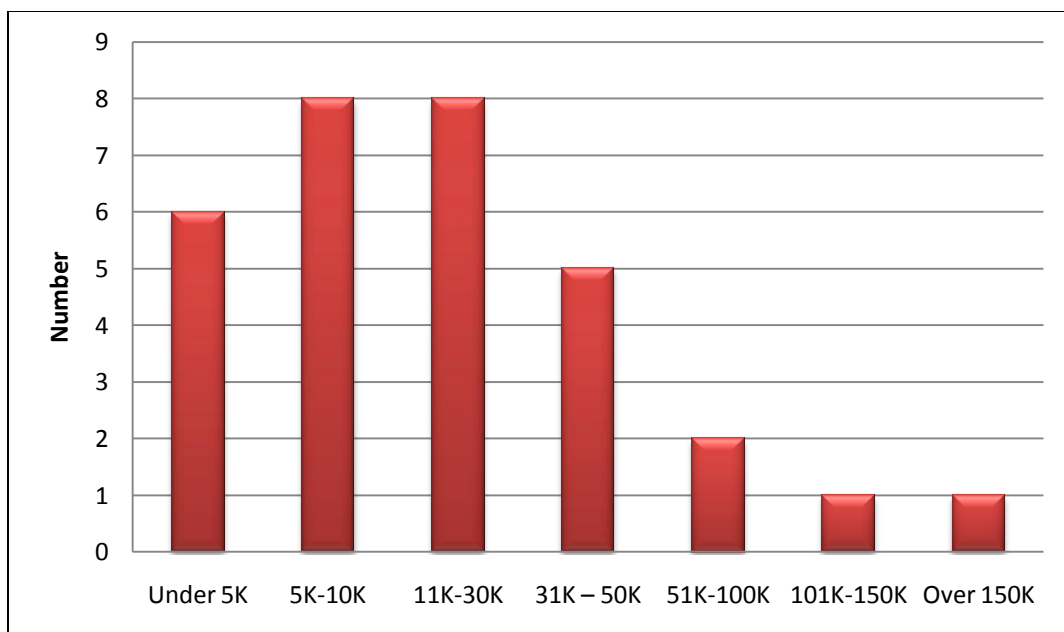
Figure 8: Dollar range that novice not-for-profits apply for from philanthropy

Of the 37.7 percent of schools that identified themselves as **novices** in grant seeking, the majority had applied within the under $5k range (see below and Figure 9):

$ Range	No. of respondents applying in the range
Under 5K	32
5K-10K	15
11K-30K	16
31K – 50K	14
51K-100K	12
101K-150K	11
Over 150K	13
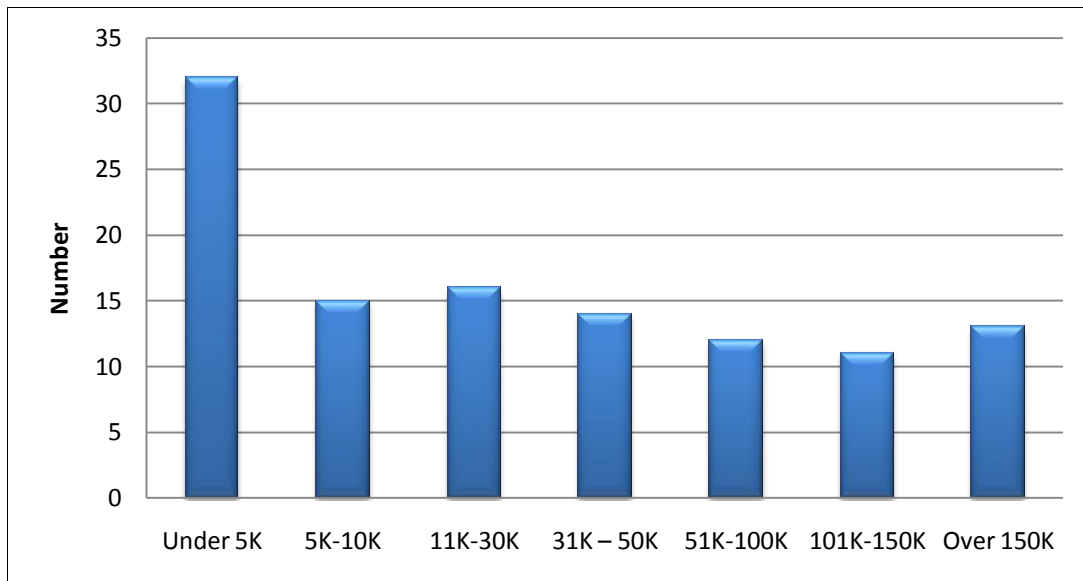
Figure 9: Dollar range that novice schools apply for from philanthropy

Sources of additional funds for education and for what purposes

The research literature identifies that a raft of relationships and resources are required to improve outcomes for learners. Schools and not-for-profits (with an education focus) could be developing relationships with philanthropy, to assist them in addressing a pressing local need. However, also in this community mix is the possibility of developing relationships with other groups or ways of resourcing an education-focused project or program.

To assist in locating the space that philanthropy occupies in the current grant seeking practices of schools and not-for-profits, respondents were ask to identify who they had sought additional funds from in the previous year.
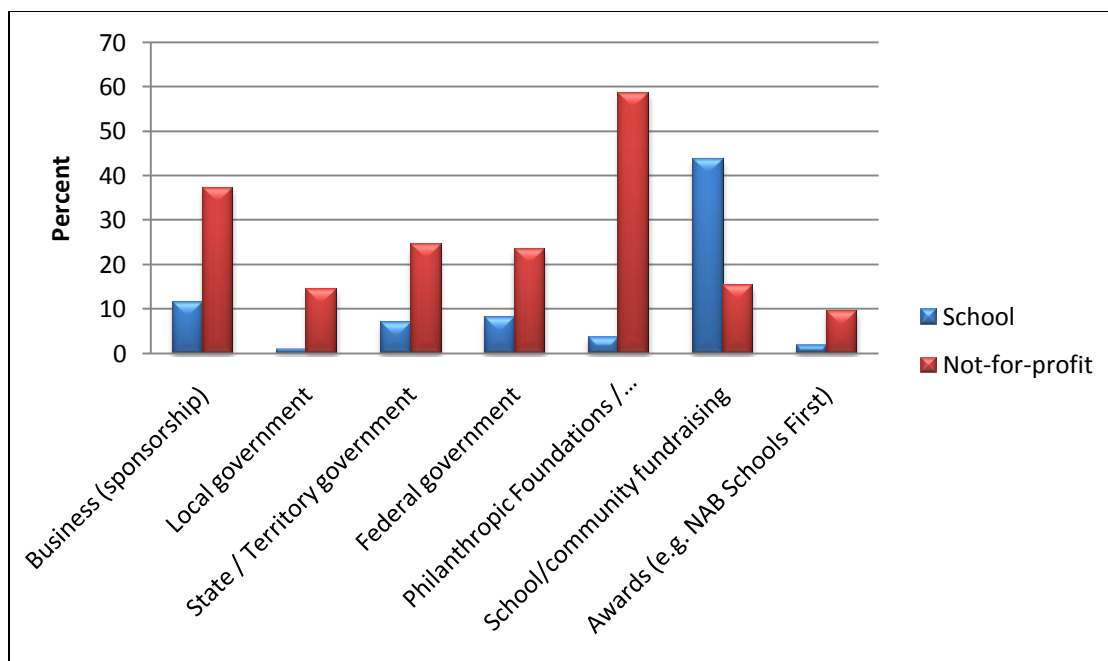
Figure 10: Additional funds sought for educational purposes by schools and not-for-profits five or more times in the previous year

Figure 10 shows the percentage of schools and not-for-profit groups who sought additional funds for educational purposes and from where, five or more times in the previous year. It illustrates that not-for-profit groups were more likely than schools to apply for funding from nearly all sources listed. Schools were far more likely to seek funding (five or more times) from community fundraising than were not-for-profits.
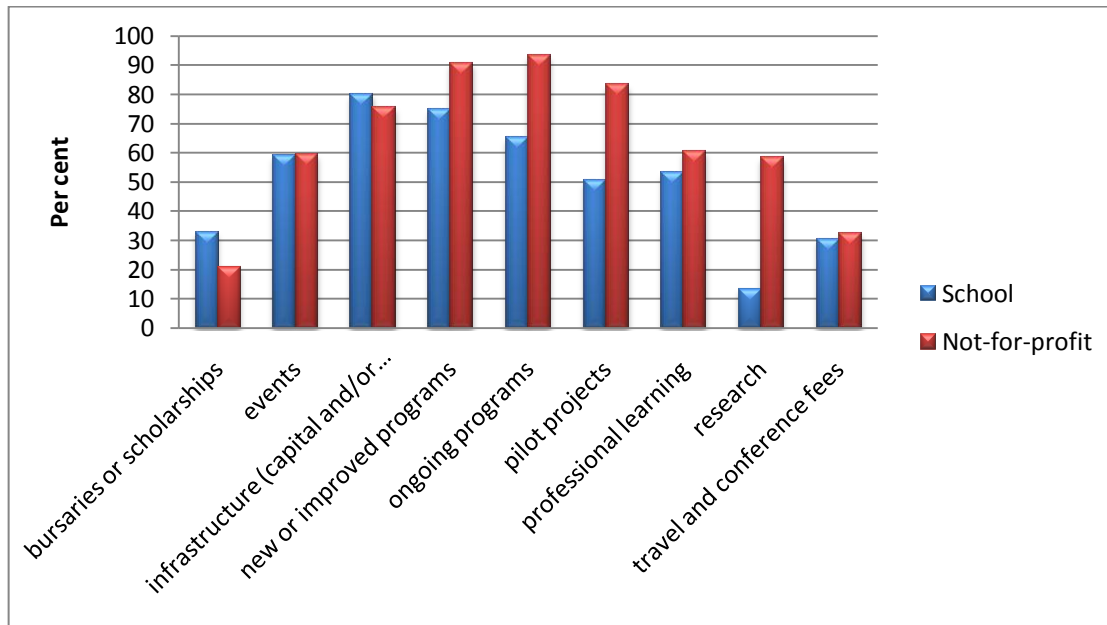
Figure 11: Additional funds sought at least once in the previous year for various types of educational purpose

Figure 11 shows the percentage of schools and not-for-profit groups who sought educational grants for various purposes, at least once in the previous year. It can be seen that not-for-profit groups were more likely than schools to apply for funds in all the areas listed, except bursaries or scholarships. Schools were most likely to seek funding for infrastructure (capital and/or equipment) and least likely to seek it for research.

Below, Figure 12 illustrates how often philanthropic foundations or trusts provide grants for those same categories identified in Figure 11.
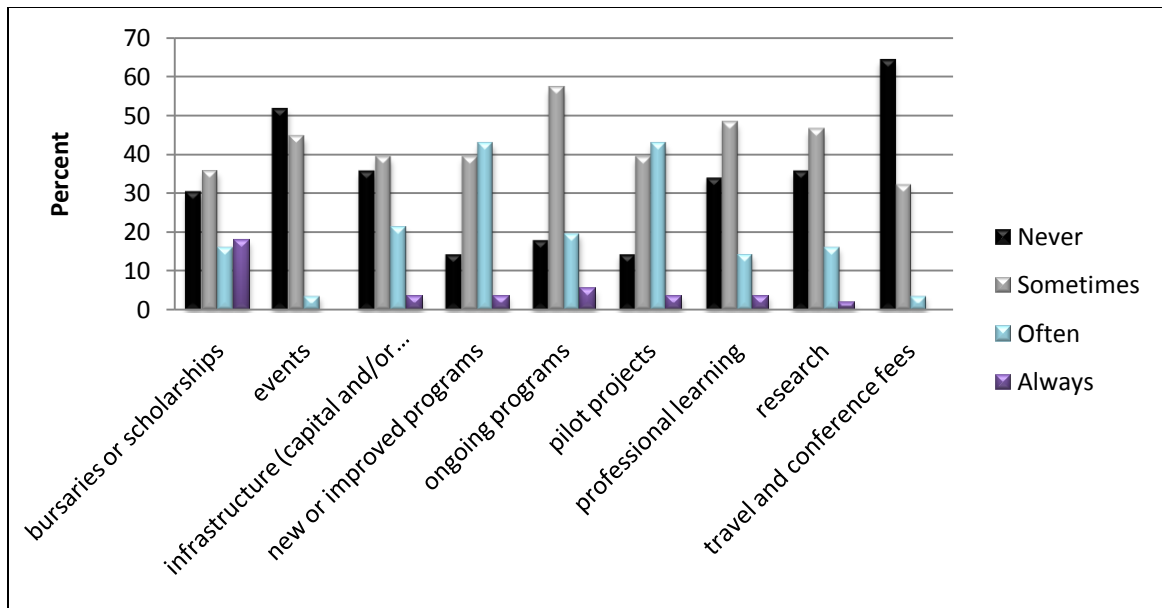
Figure 12: Areas philanthropic foundations or trusts provide grants across different areas.

Figure 12 shows that philanthropic foundations or trusts tend to fund pilot projects and new or improved programs. Over fifty percent indicated they will sometimes fund ongoing programs. This result suggests that grant seekers need to pay careful attention to the interests and restrictions of foundations or trusts before they consider writing an application.

Travel and conference fees are never funded by most of the foundations or trusts that responded to this question. Similarly, infrastructure costs are less likely to be funded.

Types of assistance sought and offered

Figure 13 below shows the kinds of assistance that schools and not-for-profits might also like to receive from a philanthropic foundation or trust in addition to a grant, *compared* to what philanthropic foundations or trusts would offer (of the 49 who said they would offer other assistance).

Respondents were also given the option of typing in any 'other' types of assistance that they might seek or offer. Those respondents who took up this option were from schools and philanthropic foundations and trusts. School respondents highlighted a desire for philanthropic foundations or trusts to offer shared time with students; support for specific student programs; and tax concessions if grants are made to Government schools. Philanthropic respondents indicated assistance with governance issues, networking and advocacy.

The results show that philanthropic engagement in education goes beyond the provision of grants. Figure 13 shows that those in philanthropy are also sources of 'general professional expertise and guidance' and the 'brokers or facilitators of introductions'. Both of these forms of assistance signal the important, and perhaps least often tapped, social tool that philanthropy in education can offer.
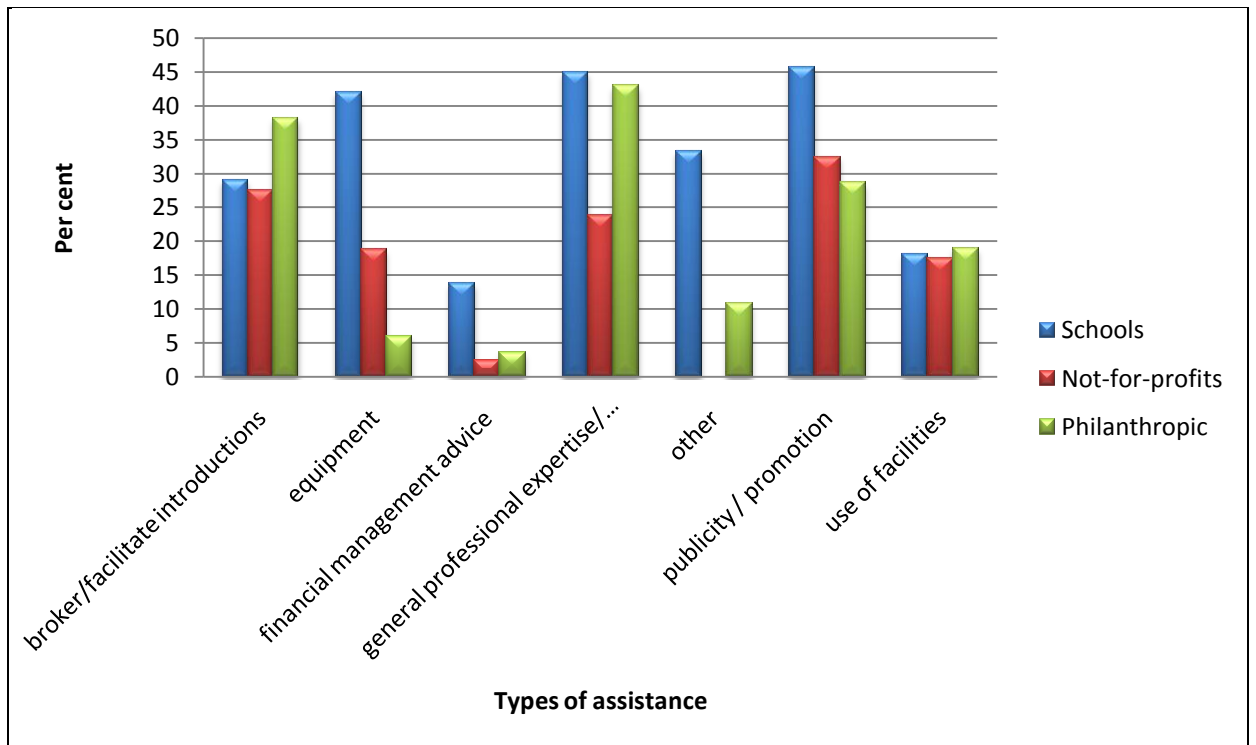
Figure 13: Types of assistance sought by schools and not-for-profits COMPARED with what philanthropic foundations or trusts could offer

SECTION 3: SURVEY RESULTS – TARGET GROUPS AND PRIORITY AREAS

Relationship to LLEAP Survey content

Education grant making or seeking target groups and priority areas

Introduction

As part of the previous Section, Figure 2 showed the formal program areas that foundations and trusts use to organise their education-related grant making. Most have set up a dedicated education program area, but their education-related grant making can also permeate into a variety of other program areas (e.g. health). Figures 11 and 12 show the types of educational purposes that schools and not-for-profits seek additional funds for and compared these purposes to what the philanthropic foundations and trusts indicated they provide grants for (e.g. pilot projects).

In Section 3, we take a specific look at 'who' are the target audiences for grant seekers and makers and 'what' are their priority areas. In this part of the LLEAP philanthropic survey, we also gave foundations and trusts the option of identifying themselves. We did this so the results could be used to assist foundations and trusts to network around common areas and target audiences of interest. Twenty-five foundations and trusts chose to identify themselves. Of these, 15 indicated they can provide grants directly to schools.

Target groups
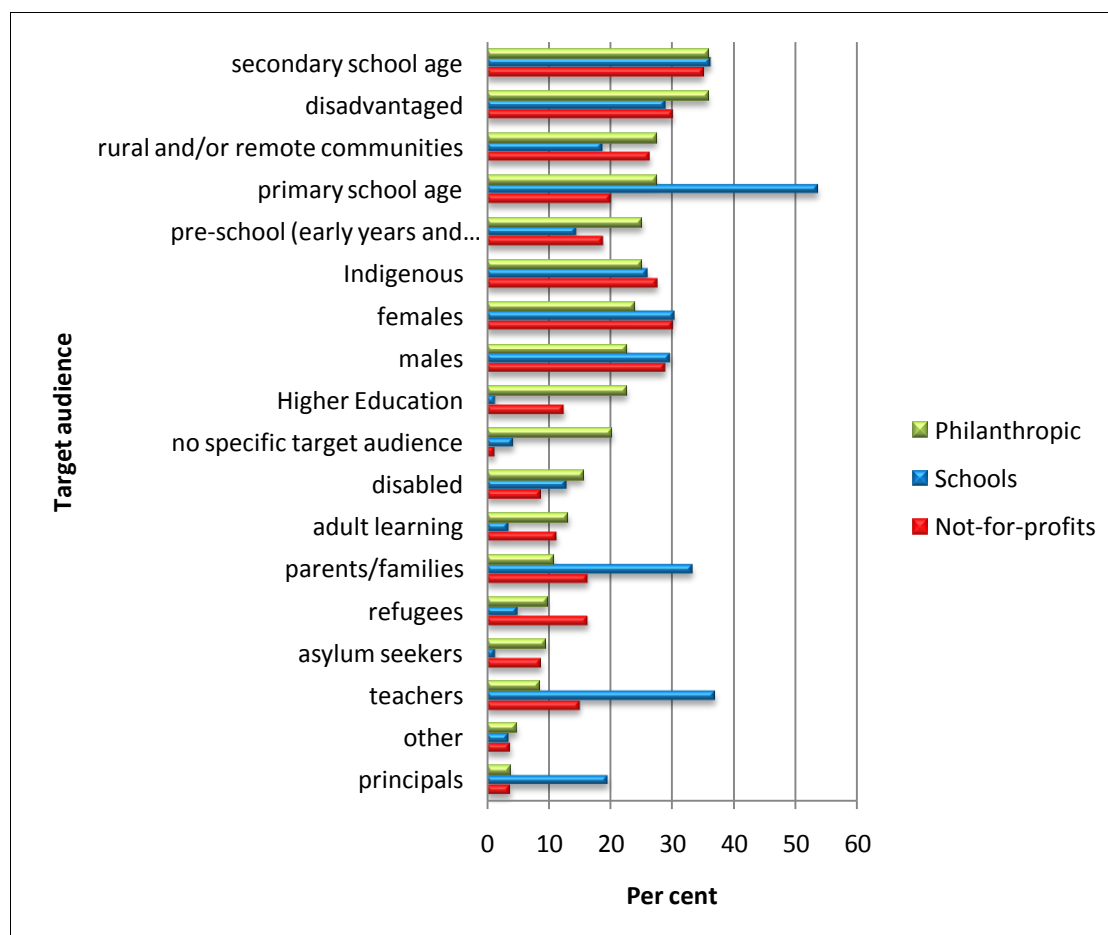
Figure 14: Education grant seeking and grant making target audiences

Figure 14 indicates the target audiences for schools and not-for-profits when grant seeking, and for philanthropic foundations or trusts when grant making. Respondents also had the option of listing another target audience in addition to the ones listed above. Overall, the additional target audiences tended to reflect specific groups within the school or community (e.g. gifted and talented, chronically ill; elderly; business managers, education assistants) or were framed more broadly, such as 'the local community' or 'all Australians'.

Looking at Figure 14, schools and not-for-profits are more likely than philanthropic foundations or trusts to have a specific target audience in mind. Schools are more likely than not-for-profits or philanthropic foundations or trusts to target primary school age; parents/families; teachers and principals. Philanthropic foundations and trusts are least likely to have principals as their target audience. The target audience of secondary school age indicates a similar level of interest across the three groups surveyed.

Table 1 below shows the commonalities and differences in the top five ranked target audiences for each group. Teachers and parents/families ranked within the top five target audiences for the schools surveyed, but these groups fall outside the top five target audiences for the not-for-profit and philanthropic survey respondents. Conversely, disadvantaged, Indigenous and rural/remote communities ranked in the top five for not-for-profit and philanthropic survey respondents, but these groups fell outside the top five ranked target audiences for schools surveyed.

Table 1: Top five listed target audiences and comparisons across surveys

Schools			Not-for-Profits			Philanthropics		
primary school age (1st)	6th	2nd	secondary school age (1st)	3rd	1st	secondary school age (1st)	3rd	1st
Teachers (2nd)	9th	11th	disadvantaged (2nd)	7th	1st	disadvantaged (1st)	7th	2nd
secondary school age (3rd)	1st	1st	females (2nd)	5th	4th	primary school age (2nd)	1st	6th
parents/families (4th)	8th	9th	males (3rd)	6th	5th	rural/remote communities (2nd)	10th	5th
Females (5th)	2nd	4th	Indigenous (4th)	8th	3rd	pre-school (3rd)	11th	7th
			rural/remote communities (5th)	10th	2nd	Indigenous (3rd)	8th	4th
						females (4th)	5th	2nd
						males (5th)	6th	3rd

Key:

Schools ■ Not-for-Profits ■ Philanthropic ■

Priority areas for grant seekers and grant makers
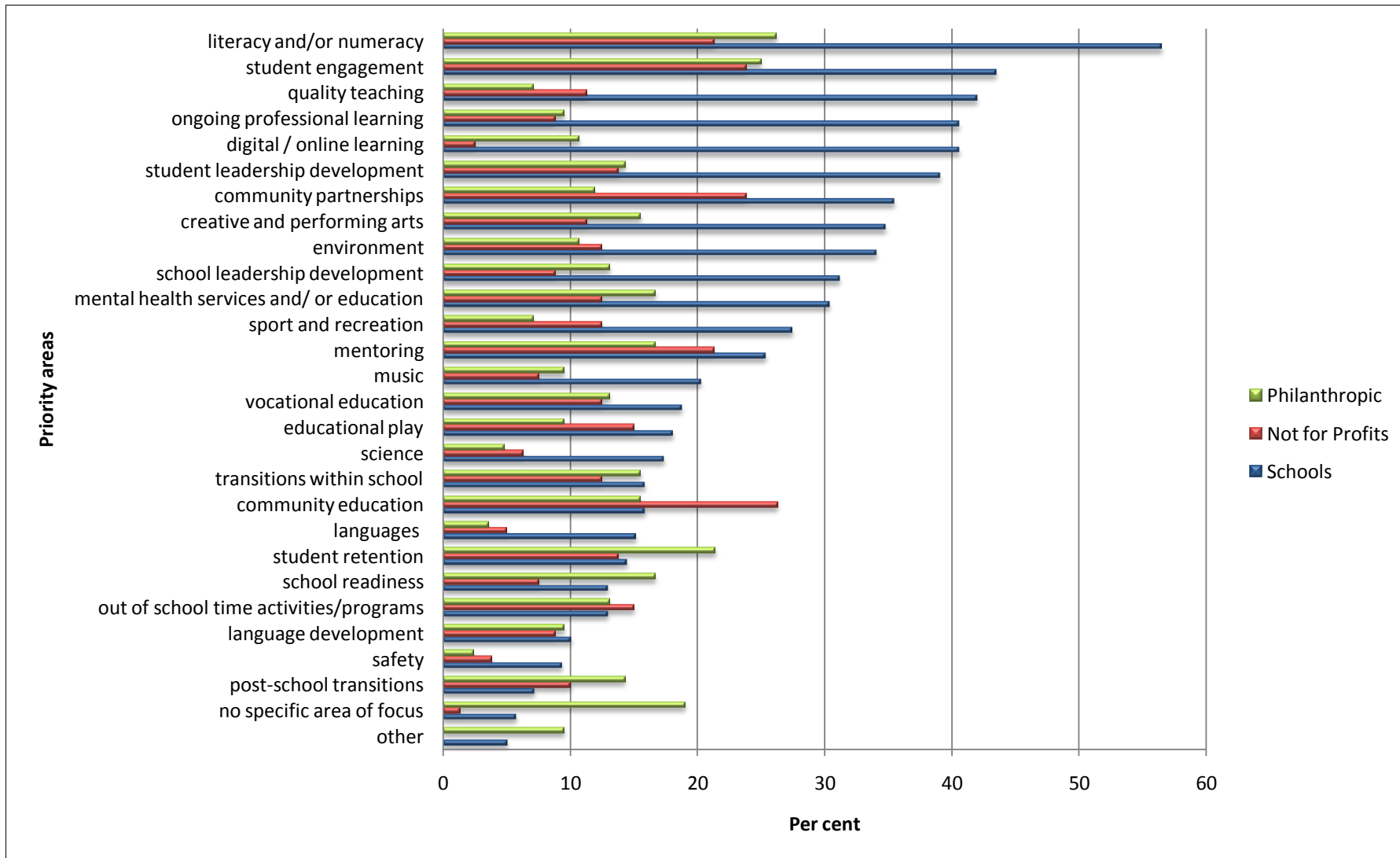
Figure 15: Priority grant seeking and grant making areas

Figure 15 indicates the commonalities and differences in the priority areas for schools, not-for-profits and philanthropic foundations or trusts. Table 2 assists in identifying these commonalities and differences through a closer analysis of the top five priority areas for each group.

Table 2: Top five listed priority areas and comparisons across surveys

Schools			Not-for-Profits			Philanthropics		
literacy and numeracy (1st)	3rd	1st	community education (1st)	16th	6th	literacy and numeracy (1st)	1st	3rd
student engagement (2nd)	2nd	2nd	community partnerships (2nd)	6th	9th	Student engagement (2nd)	2nd	2nd
quality teaching (3rd)	16th	12th	student engagement (2nd)	2nd	2nd	Student retention (3rd)	18th	5th
digital / online learning (4th)	12th	10th	literacy and numeracy (3rd)	1st	1st	No specific area of focus (4th)	24th	15th
ongoing professional learning (4th)	9th	11th	mentoring (3rd)	11th	5th	Mental health services and/or education (5th)	9th	6th
student leadership development (5th)	5th	7th	educational play (4th)	14th	12th	Mentoring (5th)	11th	3rd
			Student leadership development (5th)	8th	7th	School readiness (5th)	19th	10th
			Student retention (5th)	18th	3rd			

Key:

Schools		Not-for-Profits		Philanthropic	
	(blue)		(red)		(green)

In terms of the top five areas of priority, the greatest synergy across the three sectors surveyed lies in the priority areas of literacy and numeracy and student engagement. However, ranked third by schools, quality teaching was ranked 16th by not-for-profits and 12th by philanthropic foundations or trusts. This stark contrast in priority areas may have more to do with the historical boundary issue of the government–philanthropy divide rather than an indication of a lack of interest in this area by philanthropy or not-for-profits. However, the same might not be said for the school respondents' focus on digital / online learning (ranked fourth by these respondents). In contrast, not-for-profits ranked this priority area 12th and philanthropy ranked this issue 10th.

In addition to the responses reflected in Figure 15 and Table 2, respondents were given the option to suggest any other areas of focus not presented in the survey items. Very few respondents elected to respond to this invitation. Of the few who did, most identified types of funding sought (i.e. for transport or capital or infrastructure needs, such as audio equipment or the sponsorship of a school for Indigenous students). Two further areas of focus were cited: student resilience and understanding domestic violence and trauma in children.

Developing networks of mutual interest and support

Of the 84 philanthropic respondents, 25 foundations and trusts gave permission for the LLEAP project team to display their name next to a collated summary of the survey responses to questions about target audiences and the priority areas for their grants. These are listed below. Of those identified, 15 foundations or trusts indicated that they are able to grant to schools directly. These are marked with an * next to their name.

- Aboriginal Education Council (NSW) Inc*
- Australian Communities Foundation*
- Bennelong Foundation
- Bjarne K Dahl Trust*
- Buderim Foundation*
- Collier Charitable Fund*
- Cowan Grant Pty. Ltd.
- Fogarty Foundation
- Foundation for Rural and Regional Renewal*
- Inner North Community Foundation
- Matana Foundation for Young People*
- MyState Financial Community Foundation
- Scanlon Foundation
- Sidney Myer Fund and The Myer Foundation*
- Stand Like Stone Foundation*
- The Architecture Foundation*
- The CASS Foundation*
- The Geelong Community Foundation
- The George Alexander Foundation
- The George Hicks Foundation
- The Honda Foundation*
- The Ian Potter Foundation
- THE R E Ross Trust*
- Tomorrow: Today Foundation*
- United World Colleges (Australia) Trust Ltd.*

Identified target groups and priority areas for these 25 foundations or trusts are shown in Tables 3 and 4 respectively.

Table 3: Priority areas for identified foundations or trusts

Name	Creative & performing arts	Community education	Community partnerships	Digital/online learning	Educational play	Environment	Languages	Language development	Literacy and/or numeracy	Mental health services and/or education	Mentoring	Music	Ongoing professional learning	Out of school time activities/programs	Post-school transitions	Quality teaching	School leadership development	School readiness	Safety	Science	Sport and recreation	Student engagement	Student leadership development	Student retention	Transitions within school	Vocational education	Other
Aboriginal Education Council (NSW) Inc																											Indigenous
Australian Communities Foundation*	√	√		√	√	√			√	√	√	√	√	√	√			√				√		√			
Bennelong Foundation																											No specific priority area
Bjarne K Dahl Trust						Eucalyptus education																					
Buderim Foundation																											No specific priority area
Collier Charitable Fund																											No specific priority area
Cowan Grant Pty Ltd															Regional and Rural Students												
Fogarty Foundation		√			√			√	√		√		√	√		√	√	√	√			√	√	√	√		
Foundation for Rural and Regional Renewal																											No specific priority area

Name	Creative & performing arts	Community education	Community partnerships	Digital/online learning	Educational play	Environment	Languages	Language development	Literacy and/or numeracy	Mental health services and/or education	Mentoring	Music	Ongoing professional learning	Out of school time activities/programs	Post-school transitions	Quality teaching	School leadership development	School readiness	Safety	Science	Sport and recreation	Student engagement	Student leadership development	Student retention	Transitions within school	Vocational education	Other
Inner North Community Foundation															Pathways to employment											√	
Matana Foundation for Young People*	√								√					√								√		√	√	√	
MyState Financial Community Foundation									√	√	√			√	√						√	√	√	√	√		
Scanlon Foundation		√	√						√		√						√	√			√	√	√				
Sidney Myer Fund and The Myer Foundation*	√			√				√	√			√		√	√		√	√		√	√	√		√	√	√	
Stand Like Stone Foundation*		√								√					√							√	√	√	√		
The Architecture Foundation																											World travel
The CASS Foundation*	√						√	√	√				√	√								√					
The Geelong Community Foundation		√	√		√			√	√	√			√	√			√	√			√		√			√	
The George Alexander Foundation						√									√		√	√		√			√			√	

Name	Creative & performing arts	Community education	Community partnerships	Digital/online learning	Educational play	Environment	Languages	Language development	Literacy and/or numeracy	Mental health services and/or education	Mentoring	Music	Ongoing professional learning	Out of school time activities/programs	Post-school transitions	Quality teaching	School leadership development	School readiness	Safety	Science	Sport and recreation	Student engagement	Student leadership development	Student retention	Transitions within school	Vocational education	Other
The George Hicks Foundation	√				√				√		√							√				√		√	√		
The Honda Foundation																											No specific priority area
The Ian Potter Foundation	√		√			√			√	√					√			√				√		√	√	√	
The R E Ross Trust*		√	√		√			√	√	√	√			√				√				√			√		
Tomorrow: Today Foundation*			√						√		√				√			√				√		√			
United World Colleges (Australia) Trust Ltd*		√	√			√	√							√								√	√				

Table 4: Target groups for identified foundations or trusts

Name	Females	Males	Pre-school (early years and kindergarten)	Primary school age	Secondary school age	Higher education	Adult learners	Asylum seekers	Disabled	Disadvantaged	Indigenous	Parents/families	Principals	Refugees	Rural and/or remote communities	Teachers	Other
Aboriginal Education Council (NSW) Inc	√	√	√	√	√	√	√			√	√						
Australian Communities Foundation	√		√	√	√	√	√	√	√	√	√	√		√	√		Medical research scholarships
Bennelong Foundation	√	√		√	√	√	√		√	√	√			√	√		
Bjarne K Dahl Trust																	No specific target group
Buderim Foundation																	No specific target group
Collier Charitable Fund																	No specific target group
Cowan Grant Pty. Ltd.	√	√				√	√		√	√	√				√		
Fogarty Foundation	√	√	√	√	√	√	√			√	√	√	√		√	√	
Foundation for Rural and Regional Renewal			√	√	√		√			√		√			√	√	
Inner North Community Foundation										√							
Matana Foundation for Young People	√	√		√	√					√							
MyState Financial Community Foundation	√	√	√	√	√	√			√	√					√		
Scanlon Foundation	√	√	√	√	√			√						√			
Sidney Myer Fund and The Myer Foundation			√	√	√			√		√	√			√	√		
Stand Like Stone Foundation										√					√		

Name	Females	Males	Pre-school (early years and kindergarten)	Primary school age	Secondary school age	Higher education	Adult learners	Asylum seekers	Disabled	Disadvantaged	Indigenous	Parents/families	Principals	Refugees	Rural and/or remote communities	Teachers	Other
The Architecture Foundation						√											
The CASS Foundation			√	√		√				√					√		
The Geelong Community Foundation	√	√	√	√	√	√	√		√	√		√					
The George Alexander Foundation					√	√											
The George Hicks Foundation			√	√	√					√	√			√			
The Honda Foundation									√	√	√						
The R E Ross Trust	√	√	√					√	√	√	√			√	√		
Tomorrow:Today Foundation			√	√	√					√		√			√		
United World Colleges (Australia) Trust Ltd.	√	√			√					√	√			√	√		

SECTION 4: SURVEY RESULTS – DECISION MAKING

Relationship to LLEAP Survey content

Approach to grant seeking and grant making

Introduction

Presented in this section of results is what grant seekers use to access information about philanthropy and what they use to inform their decision making about whether to go a step further and apply for a grant. To offer a point of comparison to the school and not-for-profit responses, the philanthropic respondents were asked to identify what they use to inform their decisions about what education priority areas to set.

Within this section sits the broader topic of the approach taken by respondents in their grant seeking and grant making. One area of focus for grant seekers and grant makers, albeit from different perspectives and for potentially different purposes, is the issue of collaboration. Section 4 also reports on these results from the surveys.

Decision making of grant seekers and grant makers
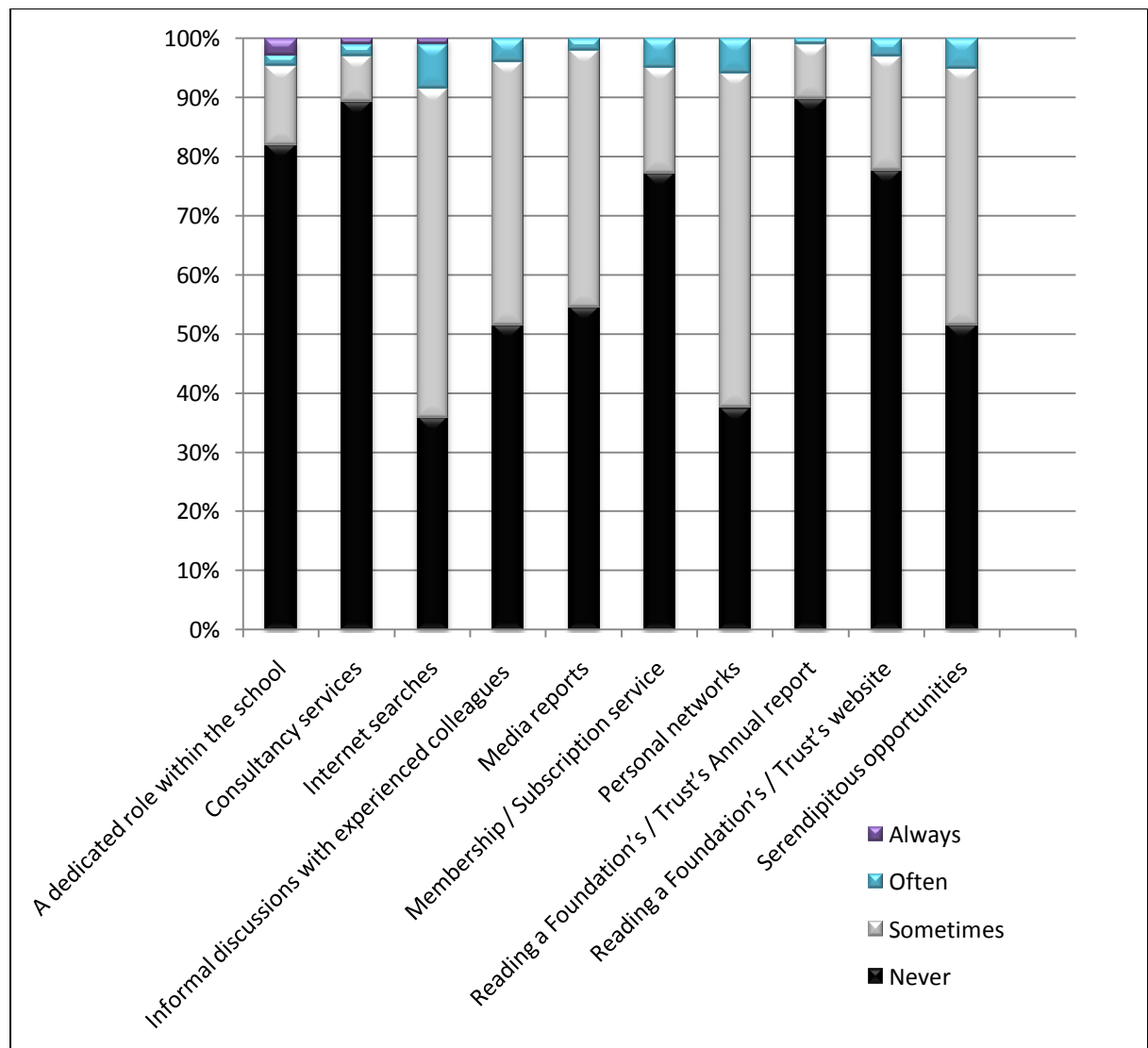
Figure 16: How often schools use specific sources to access information about philanthropic foundations/trusts

What schools use to <u>access</u> information about philanthropic foundations is the focus of Figure 16. The graph shows that schools largely utilise social sources to access information about philanthropic foundations or trusts: such as informal discussions with experienced grant seekers or colleagues or personal networks. Schools virtually never use reference to reading a foundation's or trust's annual report as a source of information to inform their decision making. This result takes on a greater meaning when compared to Figure 20, which illustrates what foundations or trusts use to inform their decisions about education priority areas - nearly two-thirds of respondents stated they often or always refer to their foundation's or trust's purposes.
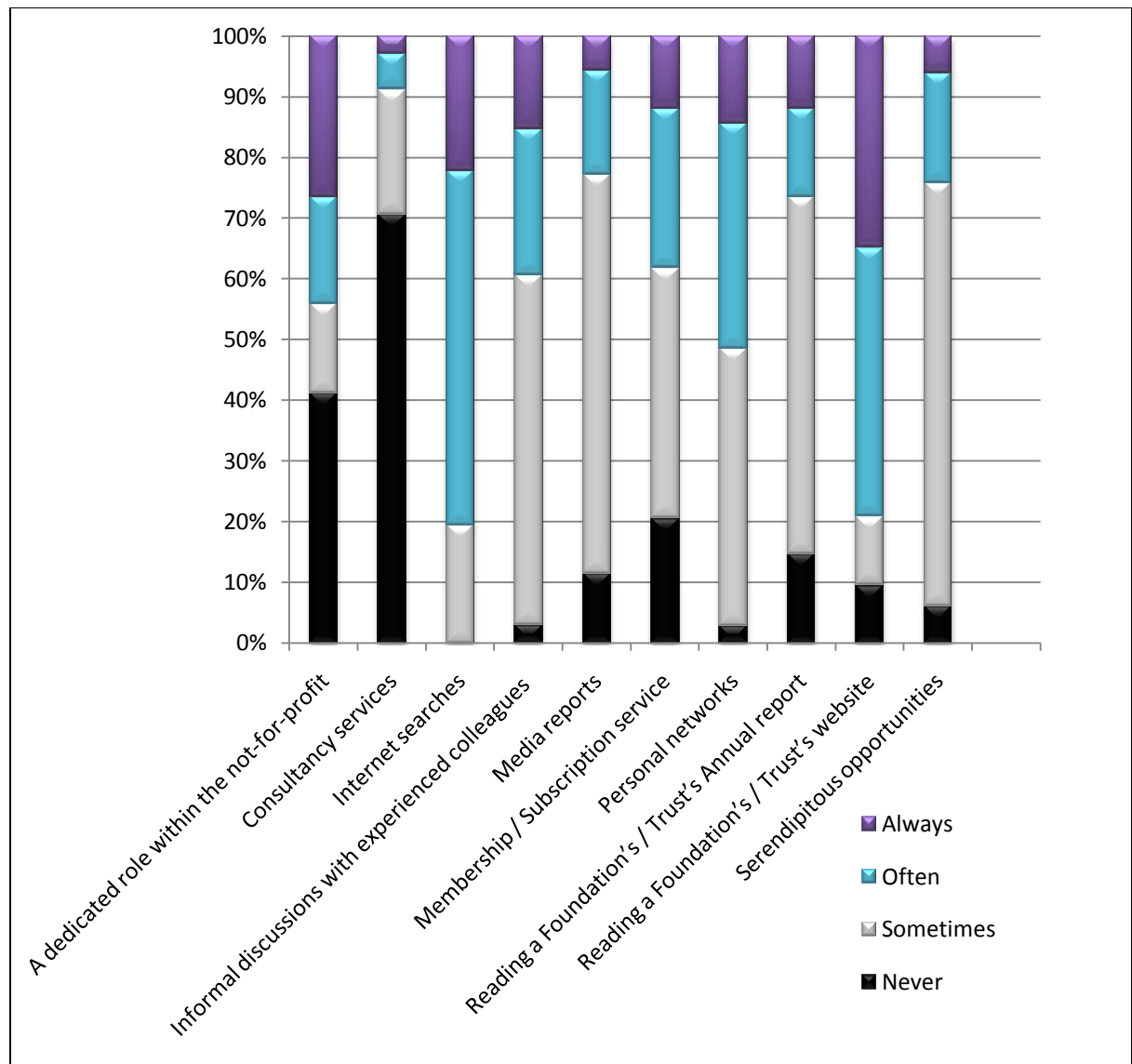
Figure 17: How often not-for-profits use specific sources to access information about philanthropic foundations/trusts

What not-for-profits use to <u>access</u> information about philanthropic foundations is the focus of Figure 17. Unlike their school sector colleagues, the not-for-profit respondents rarely use social networks to inform their decision making. Instead, Figure 17 shows a much wider spread of sources of information utilised by not-for-

profits. In particular, the not-for-profits show a far greater interest in the purposes of philanthropic foundations or trusts through reading their annual reports.
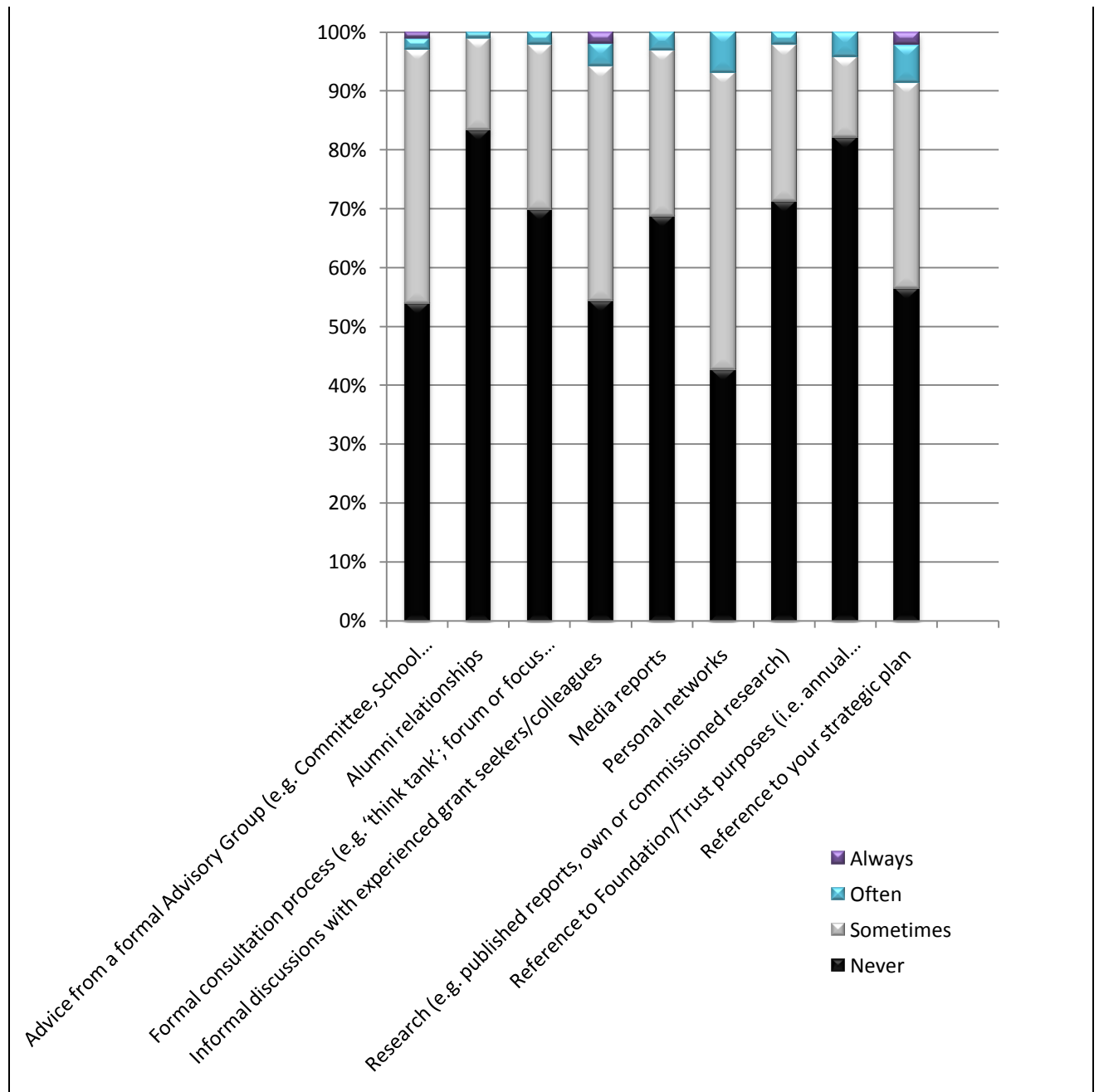
Figure 18: How often schools use specific sources to inform their decision whether to apply for a philanthropic grant

Consistent with school respondent's self-reported general lack of expertise and experience in grant seeking from philanthropic foundations or trusts, Figure 18 shows that schools use very few sources to <u>inform</u> their decisions about whether to apply for a philanthropic grant.
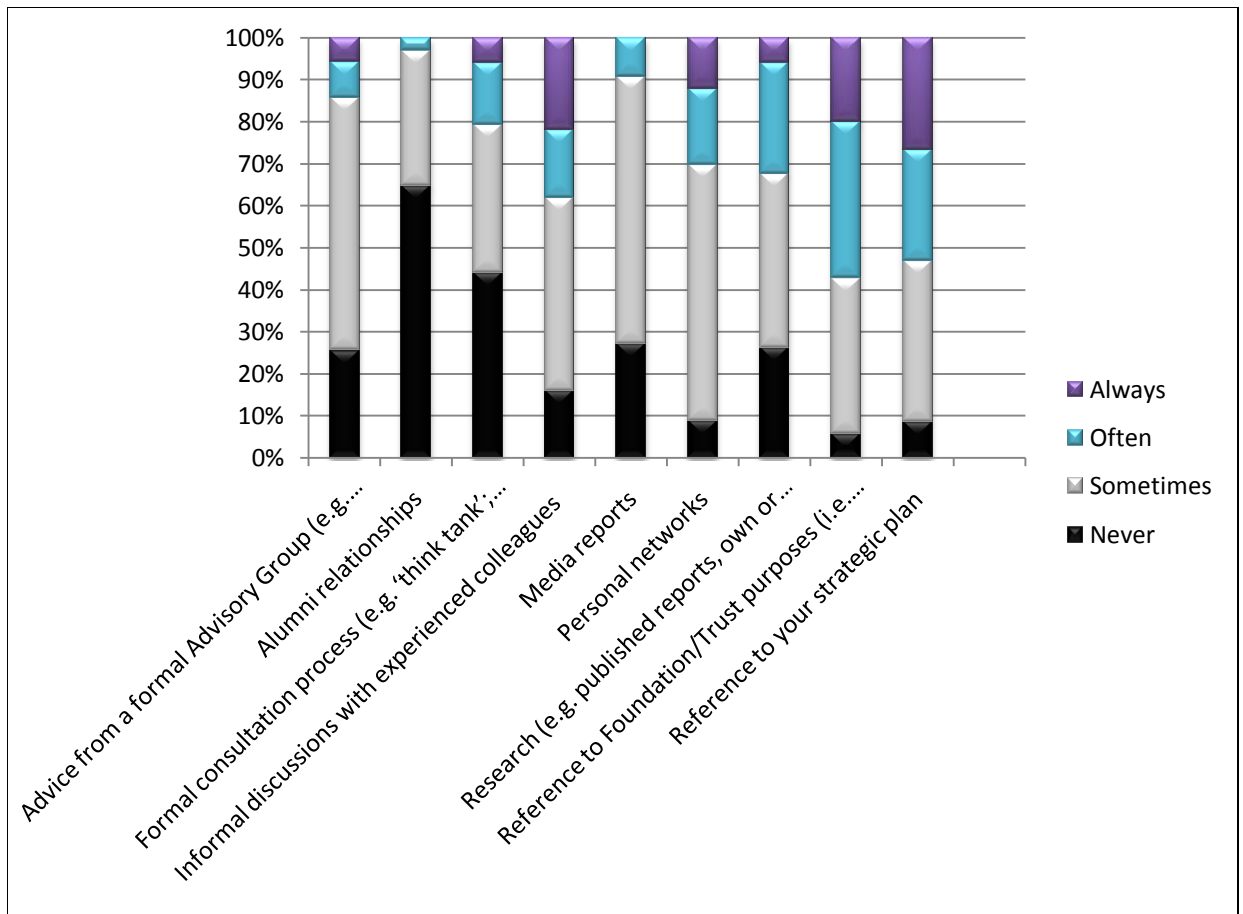
Figure 19: How often not-for-profits use specific sources to inform their decision whether to apply for a philanthropic grant

The pattern of utilising a variety of sources of information continues from Figure 17 to Figure 19 for not-for-profits. Again, it can be seen that not-for-profits utilise a variety of sources and frequently to <u>inform</u> their decision whether to apply for a philanthropic grant. In particular, there is a synergy between those not-for-profits who responded to this question and what philanthropic foundations or trusts identify as important guiding sources of information for them when making decisions about what their education priority areas should be (see Figure 20).
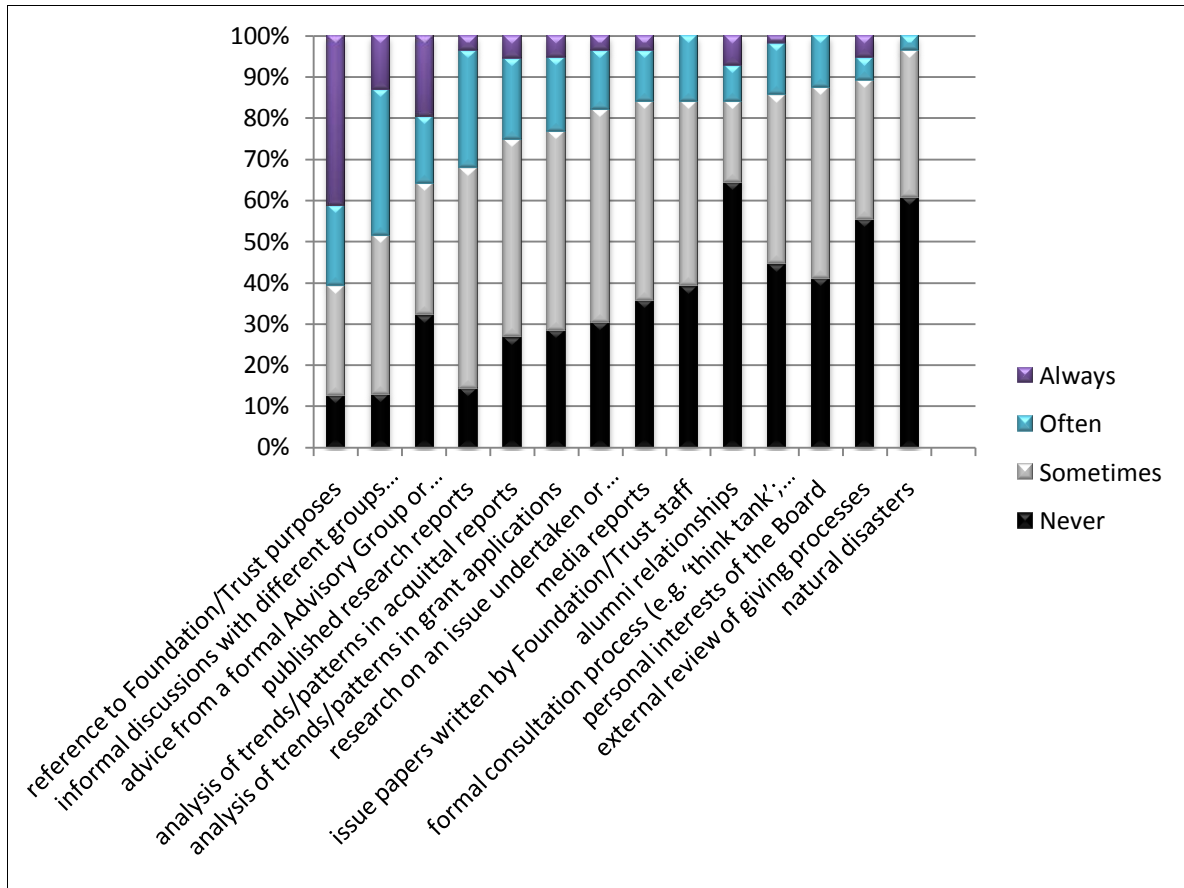
Figure 20: How often foundations or trusts use specific sources to inform decisions about education priorities

Figure 20 identifies what philanthropic foundations or trusts use to inform their decisions about education priority areas. The dominant story here is that philanthropic foundations and trusts take seriously their organisation's purposes as a guiding force in their decision making about education priority areas. In contrast, they pay little reference to alumni relationships or natural disasters as influential sources of information.

Collaboration in grant seeking from philanthropic foundations or trusts

Schools were asked whether they had collaborated with an eligible organisation to apply for a philanthropic grant. 87 percent of schools reported that 'no' they had not collaborated with an eligible organisation or were 'unsure' whether they had. Similarly, 64 percent of the not-for-profits indicated they had not collaborated with a school(s) to seek a grant from a philanthropic foundation or trust. Those 36 percent who had collaborated with a school noted that 54 percent of the time the collaboration had not been initiated by the school. However, where a not-for-profit was offering a program or support to a school, 62 percent of the not-for-profits identified that the schools knew that the programs or support was being funded partly or solely by a philanthropic foundation or trust.

Figure 21 illustrates that philanthropic foundations or trusts participate in a range of what can be termed collaborative endeavours; but 'only sometimes' seems to be the norm.

Types of collaborative work foundation or trusts participate in
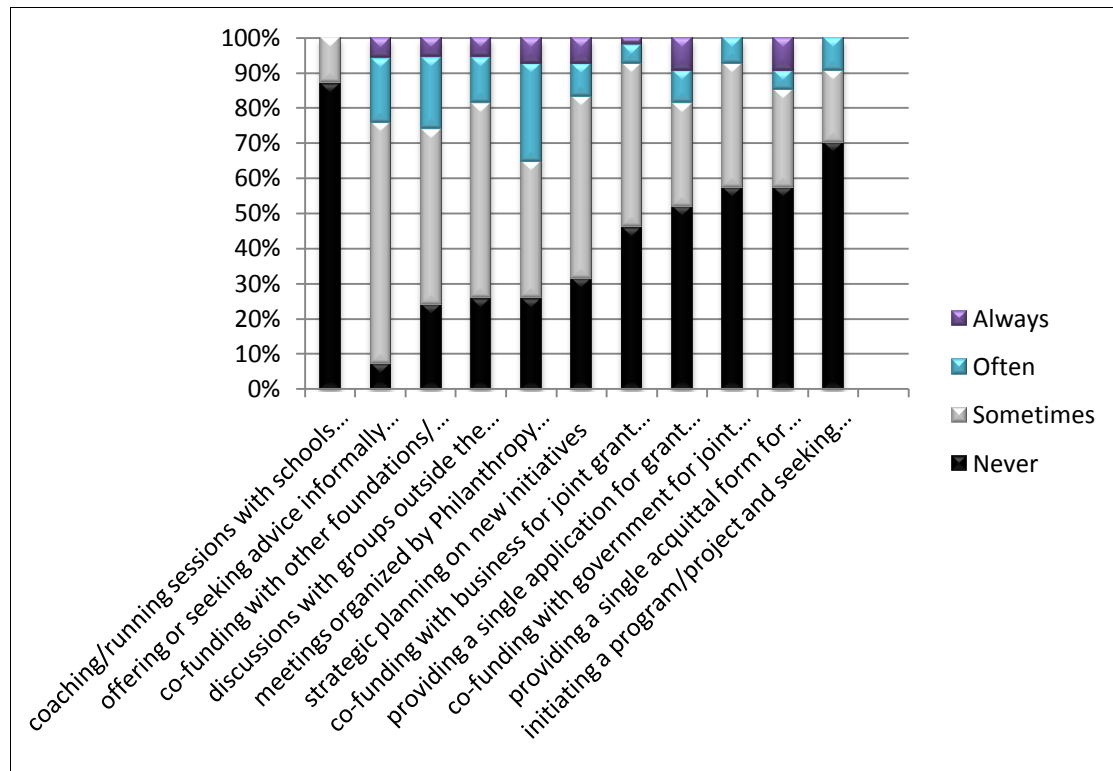
Figure 21: How often philanthropic foundations or trusts work collaboratively across a range of areas

Figure 21 shows that the major form of collaboration is informal: offering or seeking advice from colleagues around specific issues. Co-funding with other foundations or trusts for joint grant making is the next major form of collaboration.

What the results in Figure 21 may suggest is the need to consider more deeply the contexts and situations in which collaboration might be pursued or brokered within philanthropy and between philanthropy and other groups (e.g. government, business, schools, not-for-profits, universities): for whom and for what purposes.

SECTION 5: SURVEY RESULTS – IMPACT

Relationship to LLEAP Survey content

Impact	Approach to grant making in education (Philanthropy survey)

Introduction

To examine the issue of impact within the LLEAP surveys, respondents were asked what they perceived to be the role of philanthropy in education and what outcomes are sought from philanthropic grants. They were asked whether, beyond the acquittal of a grant, what the expectation was from grant makers and grant seekers in terms of evaluation.

To address the question of how do you know whether the grant is making any difference, respondents were also asked to identify from a list of items the types of data that might be gathered to indicate that an outcome has been achieved or on the way to being achieved; and how that data might be gathered. In each instance, respondents were given the option of making any 'other' suggestions beyond those in the lists provided.

It is acknowledged and recognised that the types of outcomes, types of data and ways of collecting data will vary according to the scope and purpose of the project or program being funded partially or solely by a philanthropic grant. Those surveyed were asked to tick as many of the items as they perceived were 'generally' relevant to them.

What follows are the results for the questions from the surveys about impact.

Role of philanthropy in education

Figure 22 indicates what schools and not-for-profits see as the philanthropic sector's most important role in education PLUS the roles philanthropic foundations or trusts ranked as number one
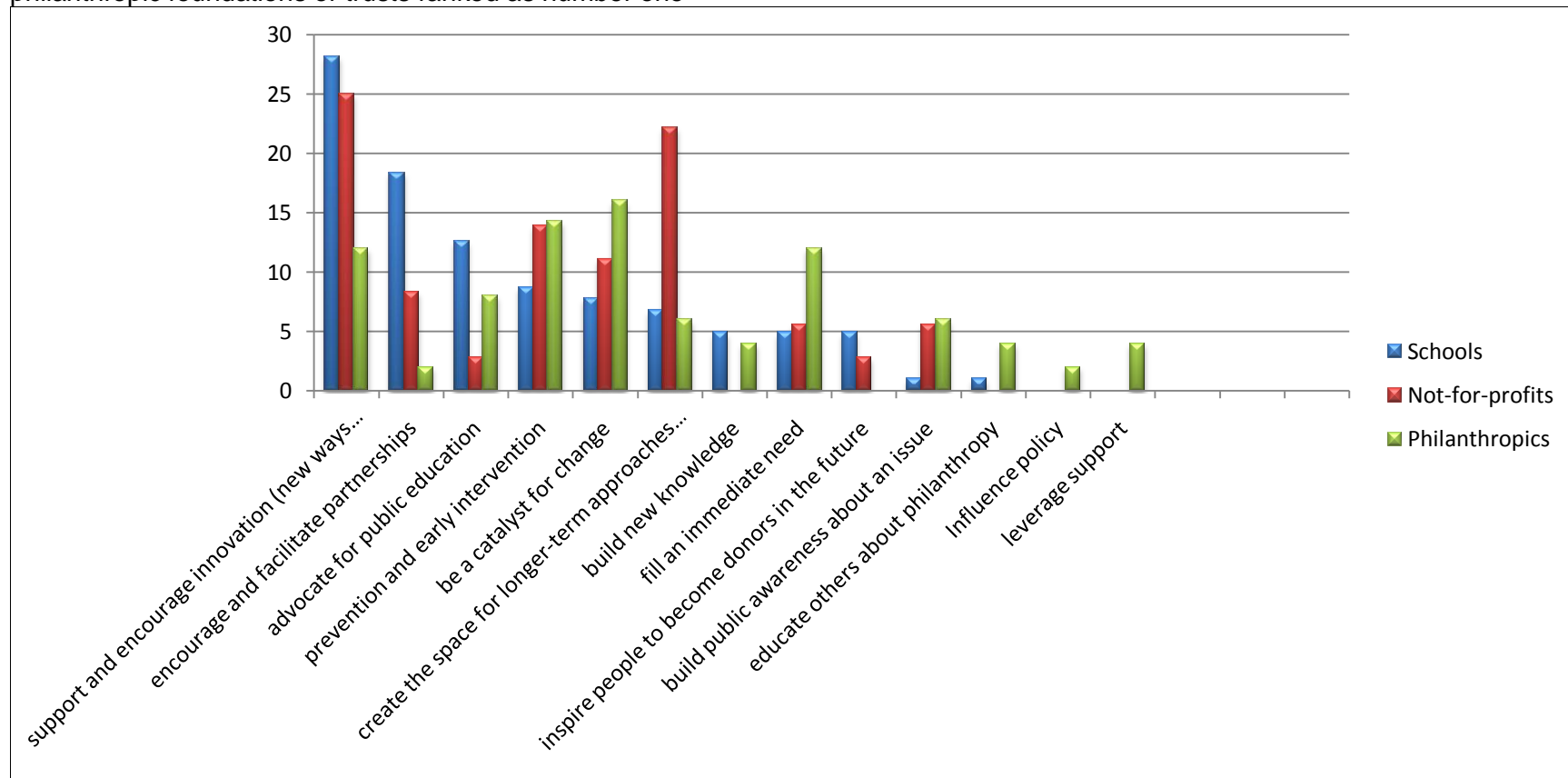
Figure 22: Perceived role of philanthropic foundations or trusts in education

Schools and not-for-profits indicated that the main role of philanthropy in education is to open new frontiers for them through 'supporting and encouraging innovation'. Further to this view, schools saw philanthropy as 'encouraging and facilitating partnerships'. Not-for-profits wanted to see philanthropy 'creating the space for longer-term approaches to grant making'. These views from schools and not-for-profits correlate with what they identified as being their major barriers to grant seeking.

Those from the philanthropic sector saw their number one ranked role as 'being a catalyst for change'. This role was closely followed by a view that philanthropy plays 'a prevention and early intervention role' and to 'fill an immediate need' role in education.

A silence within philanthropic respondents' top five rankings is that of inspiring people to become donors in the future. This result is also consistent with the fact that very few foundations or trusts having 'students as philanthropists' as a program area of education-related grant making.

Evaluation

What place does evaluation hold in approaches to grant making and grant seeking?

Beyond the acquittal of a grant, respondents were asked whether they would expect evaluation to part of a proposal for a philanthropic grant. Figure 23 shows that respondents from schools and not-for-profits had a higher expectation that evaluation would be included in a proposal for a grant than did the philanthropic foundations and trusts.
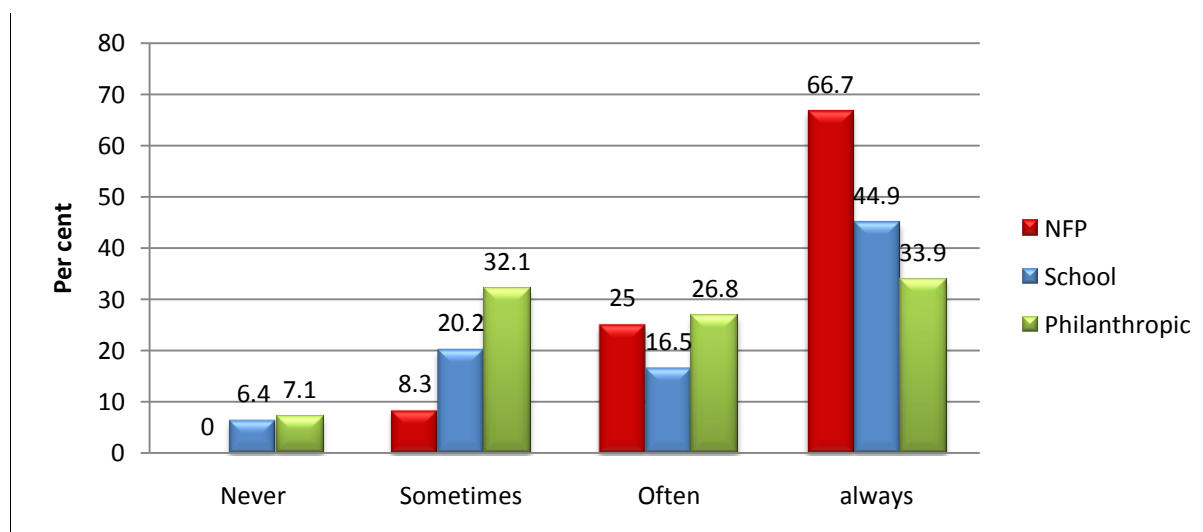
Figure 23: Is evaluation expected as part of the proposal for a philanthropic grant

Philanthropic respondents were also asked whether they ever commission external evaluations of the grants they make. Of the 56 philanthropic foundations and trusts that responded to this question, only 14 indicated that they commission external evaluations and that they might do so when the grant is large and/or is over multiple years. In a free-text response, four other circumstances were identified where an external evaluation might be commissioned by a foundation or trust. These were when, "work was being done through a partner organisation"; "special programs"; "as

required" and "as part of a whole of community response to improving educational outcomes".

Outcomes

Figure 24 shows the types of outcomes that might generally be expected from philanthropic grants. It is important to acknowledge that the number and nature of outcomes for any one grant is very context specific. So what the results in Figures 24, 25 and 26 show are a general overview of the type of outcomes, types of data and ways of gathering data that recipients of philanthropic grants might expect to achieve and go about gathering as evidence of the impact of a grant.

A number of content outcomes (e.g. learning/academic), process outcomes (e.g. further funding has been secured) and reach outcomes (e.g. new or expanded networks) were listed as items in the surveys. Common to all respondents was an expectation that the sole or partial funding of philanthropy in education would lead to keeping learners engaged in their learning. 'Student engagement' outcomes topped the list of expected outcomes for all three groups surveyed.

The ripple or flow-on effect, as an area of expected outcome from philanthropy funding is more obvious in the results from the not-for-profit and philanthropic respondents than it is from the school respondents. The school respondents expected that a possible outcome from philanthropic funding might be the 'applied learning into another project or program' but they were less likely than the other two groups surveyed to consider 'new or refined models' or 'new or expanded networks' as outcomes. Coupled with the other school results about barriers (e.g. finding partners, how to collaborate, time demands), what this may suggest is that outcomes are still largely school-bound.

While all three groups surveyed saw the securing of further funding as an expected outcome, this was much more prevalent amongst not-for-profits respondents. This result is consistent with the emerging story of not-for-profits that, as a group, they keep to the forefront that securing future funding is a necessity if a program is going to survive and thrive.

A number of philanthropic respondents also took the opportunity to identify outcomes in the 'other' category. These comments tended to reinforce an item listed in the survey, for example, "partnerships with external groups" as a possible reflection of 'new and expanded networks'. Others emphasised the issues of 'access' as an outcome, as reflected in comments such as, "student access to education". While others took the opportunity to specify outcomes in relation to specific groups: "providing opportunities for disadvantaged and disengaged young people"; "Indigenous engagement at all levels". While others identified outcomes in terms of the context (e.g. "regional communities") or process (e.g. "that the grant was acquitted and the project delivered") or the broader flow-on effect as result of a grant (e.g. "ripple effect").

Types of data

Figure 24 shows that schools expect that various data might be used to indicate that an outcome has been achieved or is on the way to being achieved. Schools are almost three times as likely as not-for-profits or philanthropic foundations or trusts to consider the use of in-class student behavior as a source of data.

A mantra over recent years is for schools to be data driven and data rich. Consistent with this policy climate, a significantly higher percentage of school respondents expected to use satisfaction and performance data to indicate that an outcome had been achieved than their not-for-profit and philanthropic colleagues. About 60% of school respondents reported they might use satisfaction data and over 50% indicated they might use performance data. These percentages were almost double what the not-for-profit and philanthropic respondents reported.

Once again, philanthropic foundations and trusts took the option to identify 'other' types of data. These tended to reinforce that context matters when it comes to the type of data that might be gathered to indicate the achievement of outcomes (e.g. "measurements identified by the applicant in the original application"; "depends on the project, varies enormously"; "progressively, formative and summative monitoring and evaluation against program KPIs, goals and milestones, as identified in the school plan"). Or the comments provided a possible further explanatory note to one or more of the items (e.g. completion rate data – "exposure data e.g. attendance, downloads or visitation rates"; attitudinal data – "self reporting and anecdotal, rather than data based, but often provide information about cultural/policy shifts in institutions as a result of the funding. For example, the impact on universities of providing Indigenous bursaries over a number of years").

Ways of gathering data

How data might be gathered was the third question in the trilogy of survey questions about outcomes. A general conclusion from the results is that all eleven ways of gathering data (e.g. through observation, through some form of pre- and post-test etc) were viable options for the groups surveyed for developing a case about the impact of a grant. Two distinct differences were also evident. School respondents were about three times as likely than not-for-profits and five times more likely than philanthropic respondents to consider gathering evidence of impact from 'portfolios of student learning'. They were also about twice as likely as the other respondent groups to consider the use of 'digital journals' or some other form of 'online medium (blogs, email trails)'.

What outcomes do philanthropic foundations or trusts look for?

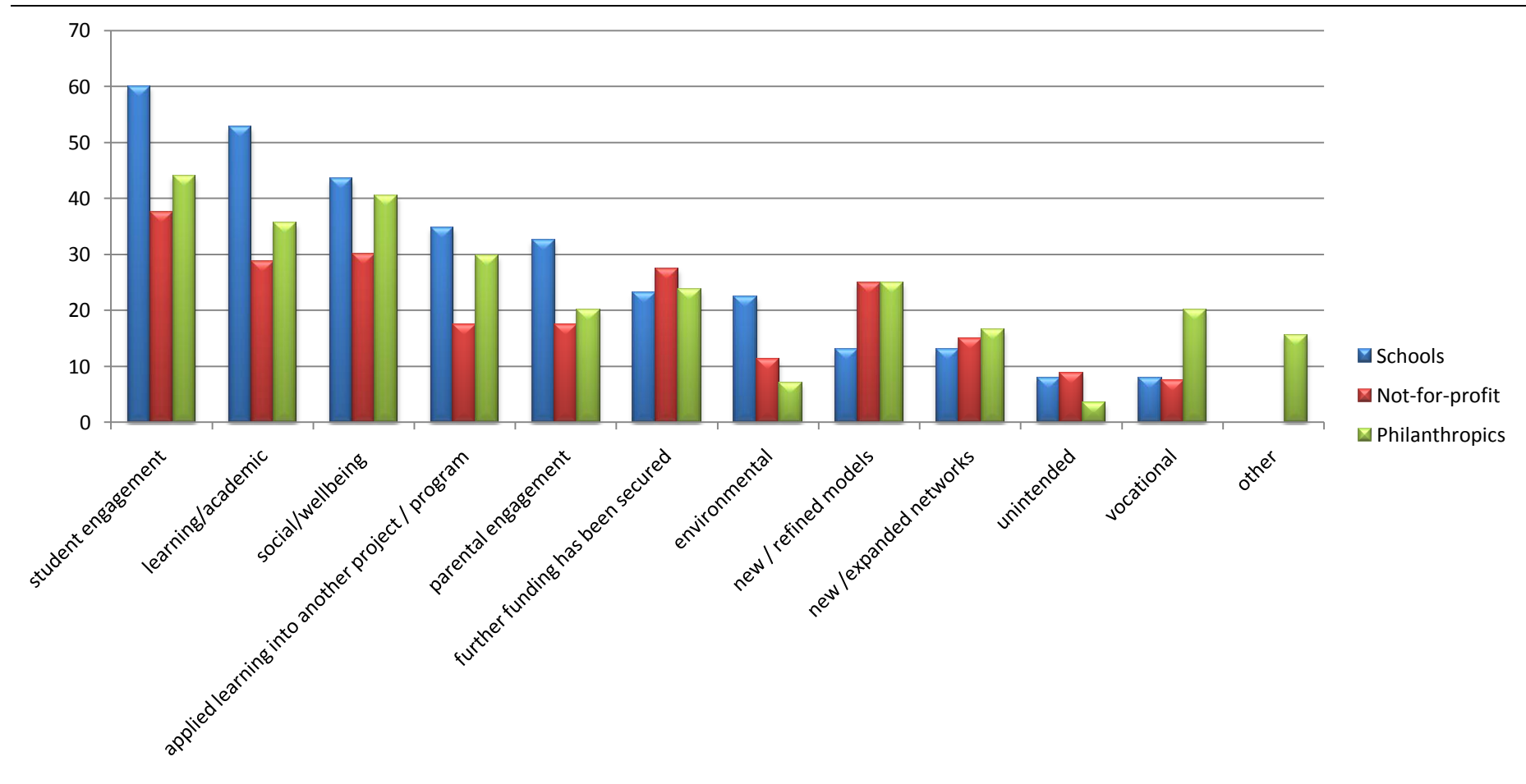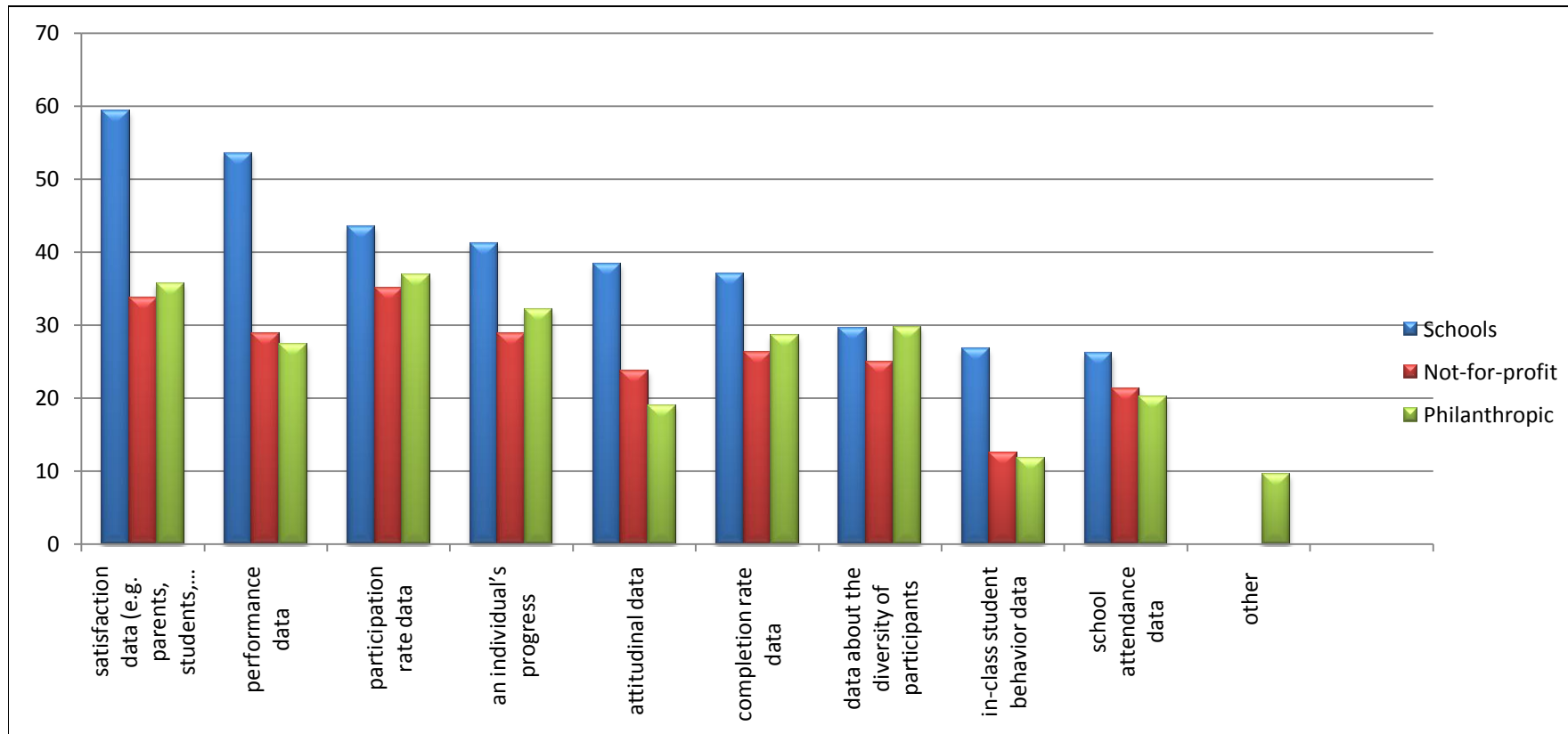**Types of data that might be gathered to indicate that an outcome has been achieved**

Figure 25: Types of data gathered to indicate outcomes

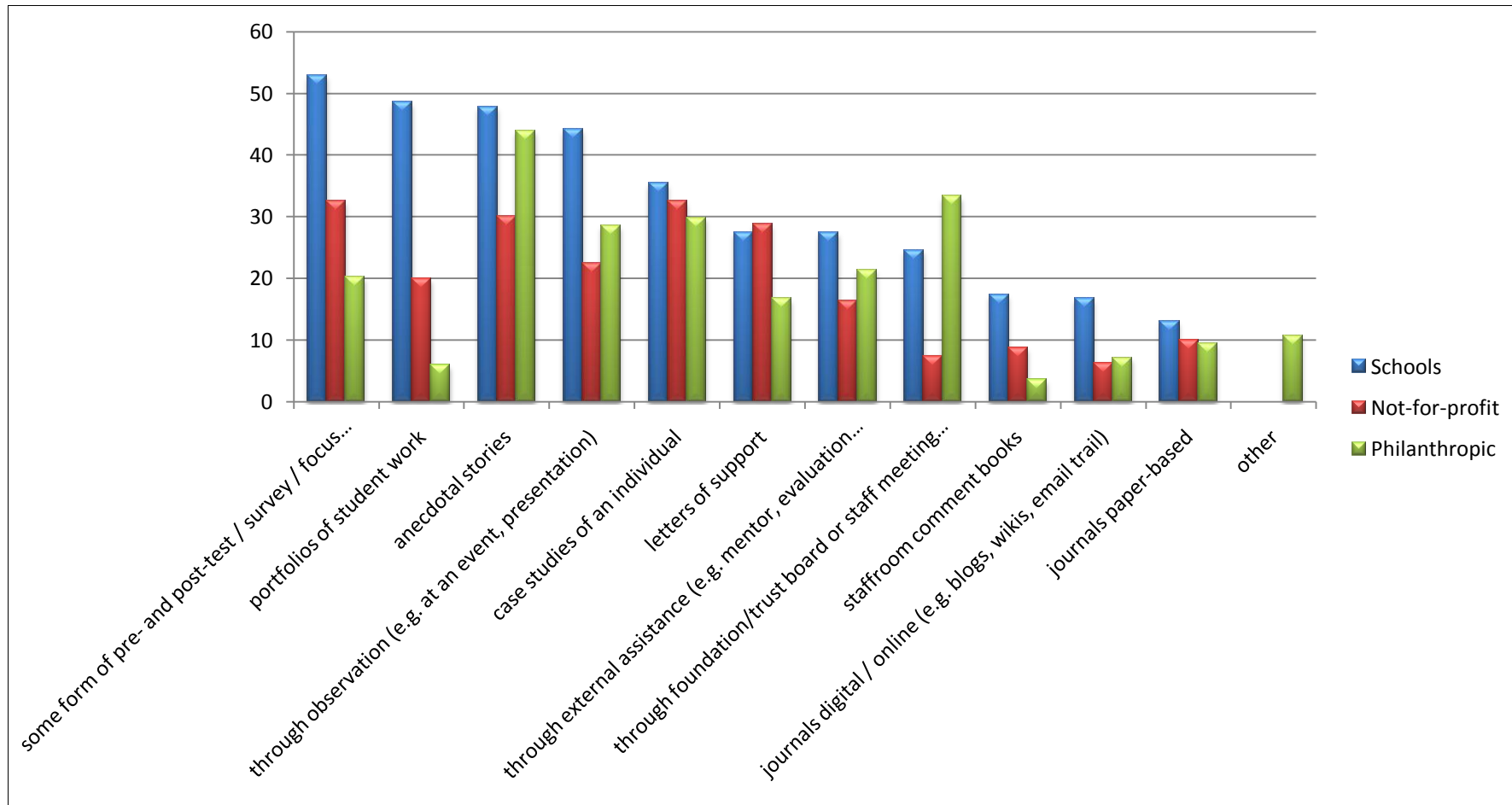**How data is gathered on the impact of a grant**

Figure 26: How data is gathered to indicate outcomes

SECTION 6: EFFECTIVENESS

Introduction

To improve the impact of philanthropy in education, respondents were asked about their barriers and needs. Philanthropic respondents were also asked whether they believed that grant seekers could improve in the pre-application, application and acquittal phases. A free-text question asking respondents to identify what they perceived to be the key ingredients for successful philanthropic engagement in education concluded each LLEAP survey.

Major barriers and needs

Schools and not-for-profits were asked to rank whether a list of items, identified from the interview phase of the LLEAP project, were barriers for them in their grant seeking. Respondents were asked to consider whether each item was 'not at all', a 'minor', 'moderate' or 'major' barrier to their grant seeking.

Figure 27 shows that for schools, the stand-out barrier in their grant seeking is the time demands of developing collaborative partnerships. While this is also a barrier for not-for-profits, it is the uncertainty of appointing staff for a project with no guarantee of future funding that they identify as their main barrier.

Consistent with the contexts of these groups, schools appear to be more concerned with the 'starting gate' issues of finding potential philanthropic supporters, partners and overcoming the time demands that such collaborations place on them. This issue surfaces again in Figure 28 about needs. School respondents perceive they need foundations and trusts to work with them to identify needs and ways to fund these needs.

In contrast, Figure 26 shows the not-for-profits (remembering that, in the main, the not-for-profit survey respondents identified themselves as experienced or expert in this area) appear to struggle the most with issues of sustainability. This could be the case because they are seeking support for ongoing programs, not one-off projects. Hence, the cluster of perceived major barriers that relate to the issue of short-term funding of grants from philanthropy. Over 90% of the grants funded by the philanthropic respondents had a tenure of 12 months. About 80% reported they never provide grants for more than five years (See Figure 4).

Conversely, in Figure 26, the stand-out least likely barrier for not-for-profits is their tax status eligibility issues. Schools also reported this to be their least likely barrier to seeking a philanthropic grant. However, examination of the eligibility requirements might suggest otherwise for schools. An explanation for this view from school respondents is their perceived lack of experience in seeking grants from philanthropy (See Figure 5). Schools who responded to the LLEAP survey may not as yet have the knowledge base to fully understand the requirements and interests of philanthropy. This issue ranked within the top five needs to be addressed by the philanthropic foundation and trust respondents.

Figure 27 shows that there is no single stand-out barrier to grant making, as identified by philanthropic foundation or trust respondents. Rather, Figure 27 shows a

cluster of four key barriers that at least sometimes present as a barrier for those who responded to this question in the philanthropic survey. These barriers are: how best to collaborate and with whom; how to identify who to fund; lack of knowledge and expertise in a particular topic; and a lack of time to develop relationships. Figure 29 indicates that the need to keep up-to-date with developments in education ranked as their number one issue.

Some philanthropic and school respondents chose to also add some 'other' comments. These comments tended to reinforce that a key barrier for them was their general lack of experience and expertise, either in grant writing (for the school respondents) or grant making (for the philanthropics) or in collaborating (for both schools and philanthropics). Comments included; "expertise in writing applications in a small school"; "we are a new trust … when we have more experience as a philanthropic fund and are familiar with the 'landscape' we will expand and change our grant making strategy"; "it would be good if it were easier to collaborate with other foundations and to discuss possible distributions prior to grant making rounds".
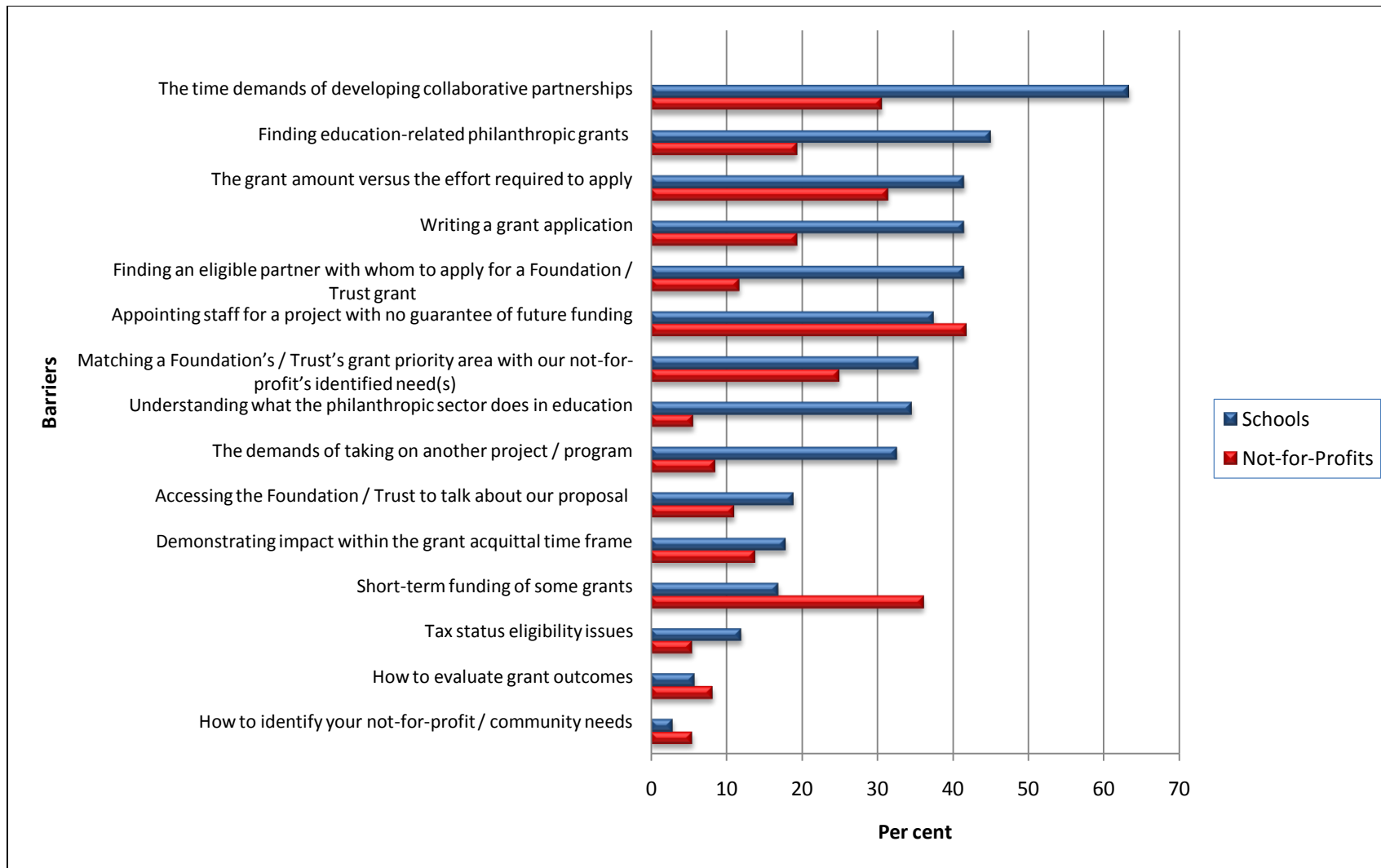
Figure 27: 'Major' barriers to grant seeking as identified by schools and not-for-profits
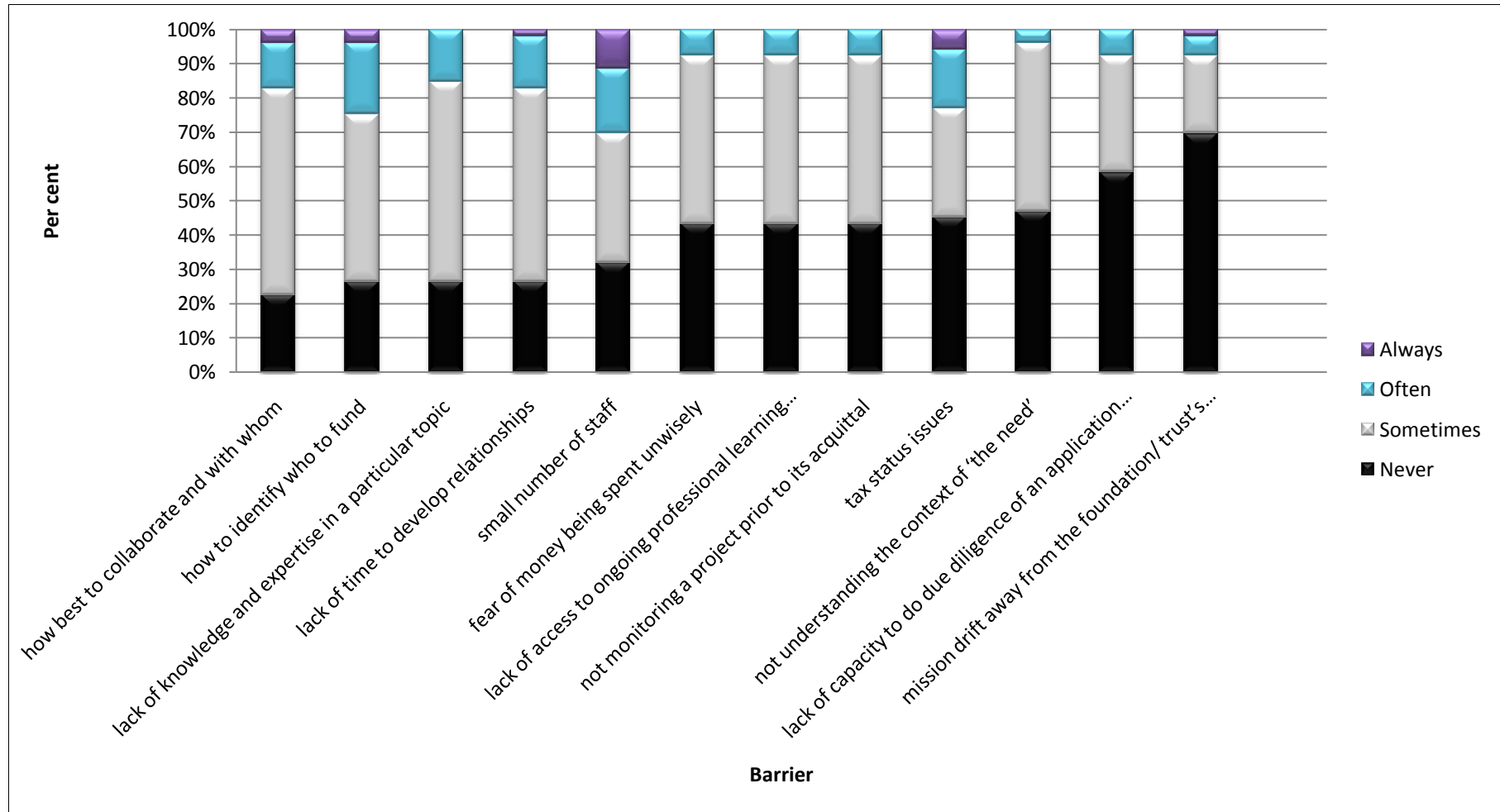
Figure 28: Barriers to grant making as identified by philanthropic foundations/trusts

Needs to be addressed

What schools and not-for-profits perceived as the most important needs to be addressed for the effective engagement of philanthropic foundations and trusts in education is the focus of Figure 28.
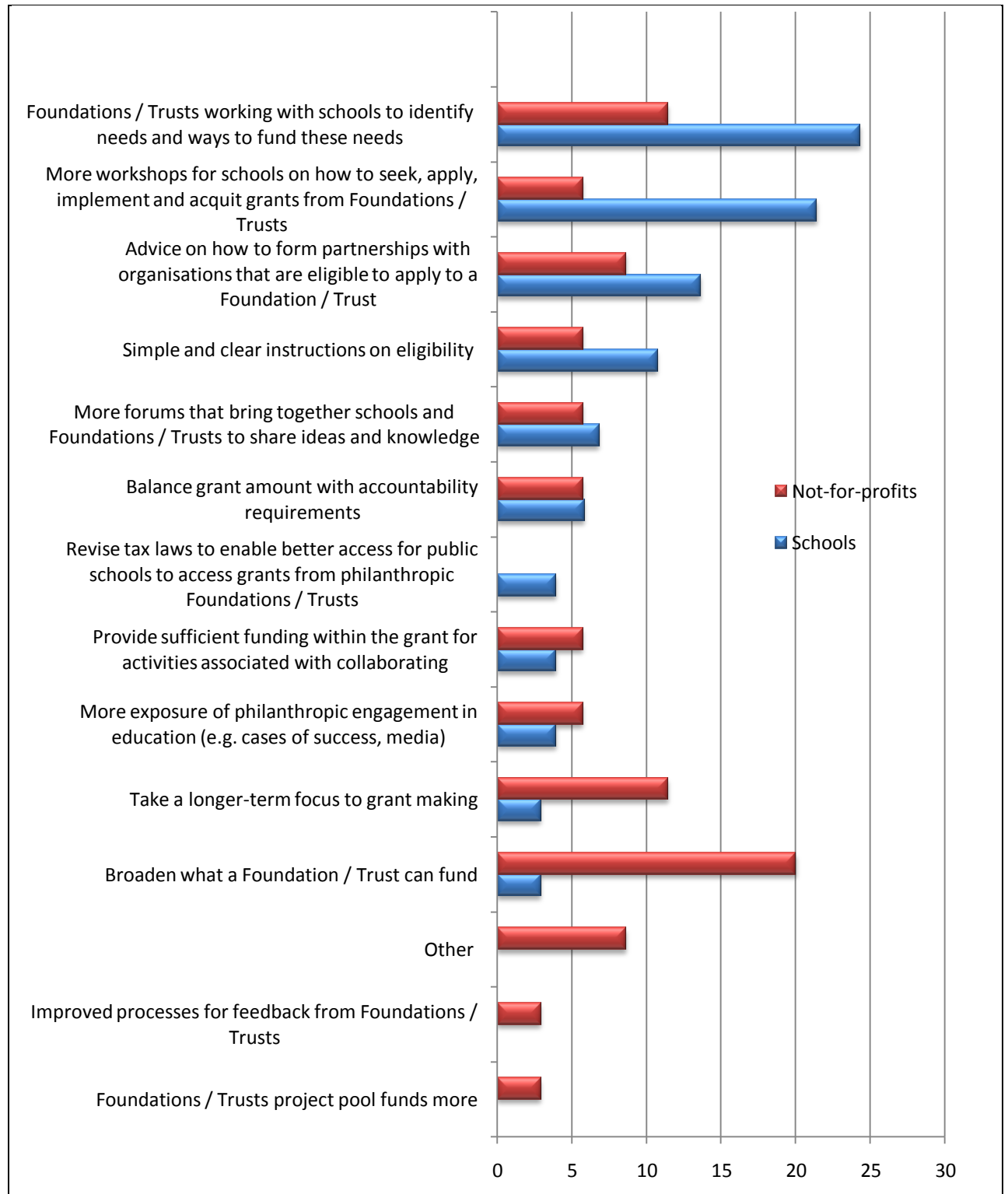
Figure 29: Important needs to be addressed for the effective engagement according to schools and not-for-profits
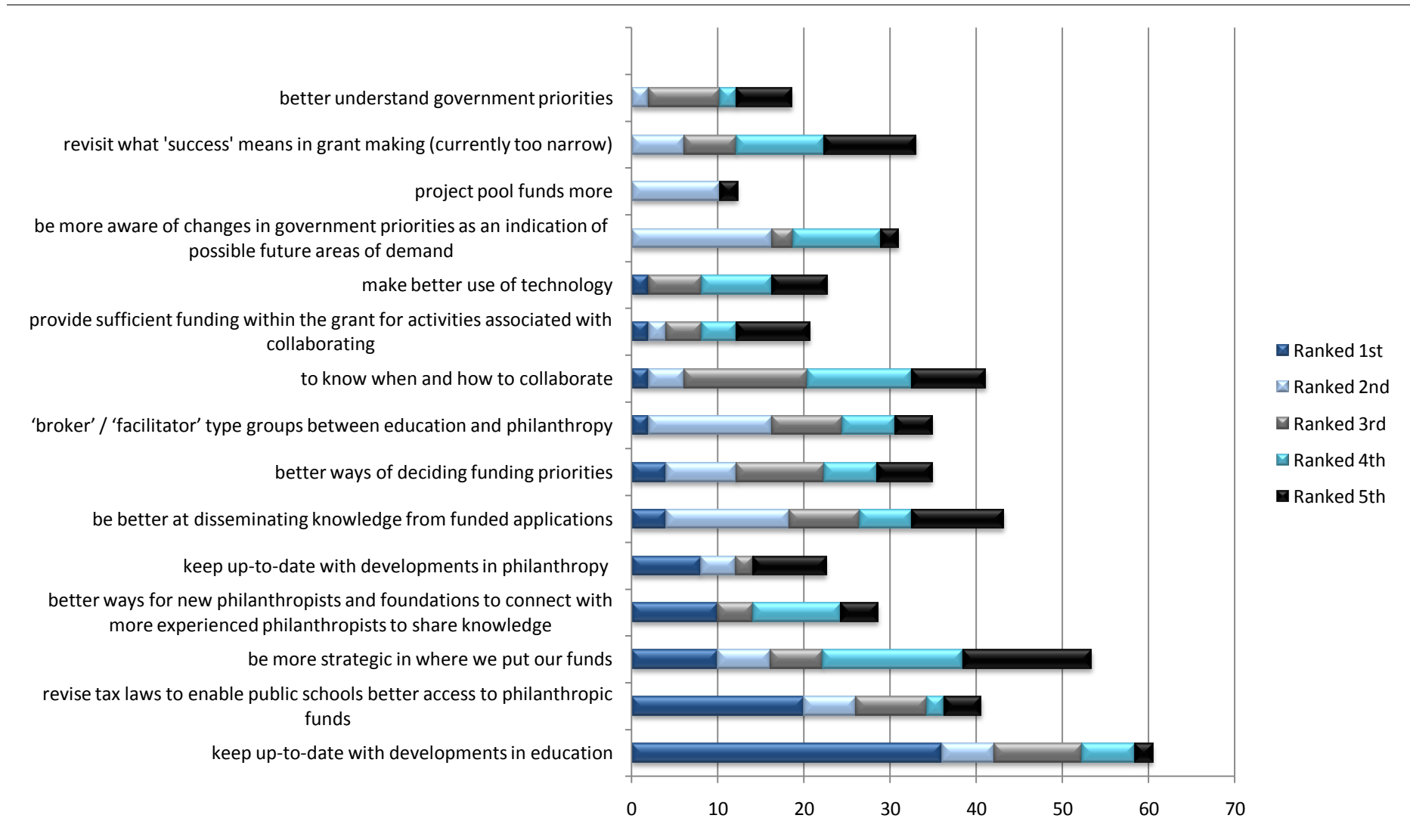
Figure 30: Important needs to be addressed for the effective engagement according to philanthropics

Foundations and trusts were also asked about their views of the quality of grant seeking in the pre-application, application and acquittal phases (51 respondents indicated they have an acquittal process). Fifty foundations or trusts responded to these questions. Perhaps unsurprisingly, Figure 31 shows the overall result was that grant seekers could improve in each of these areas.
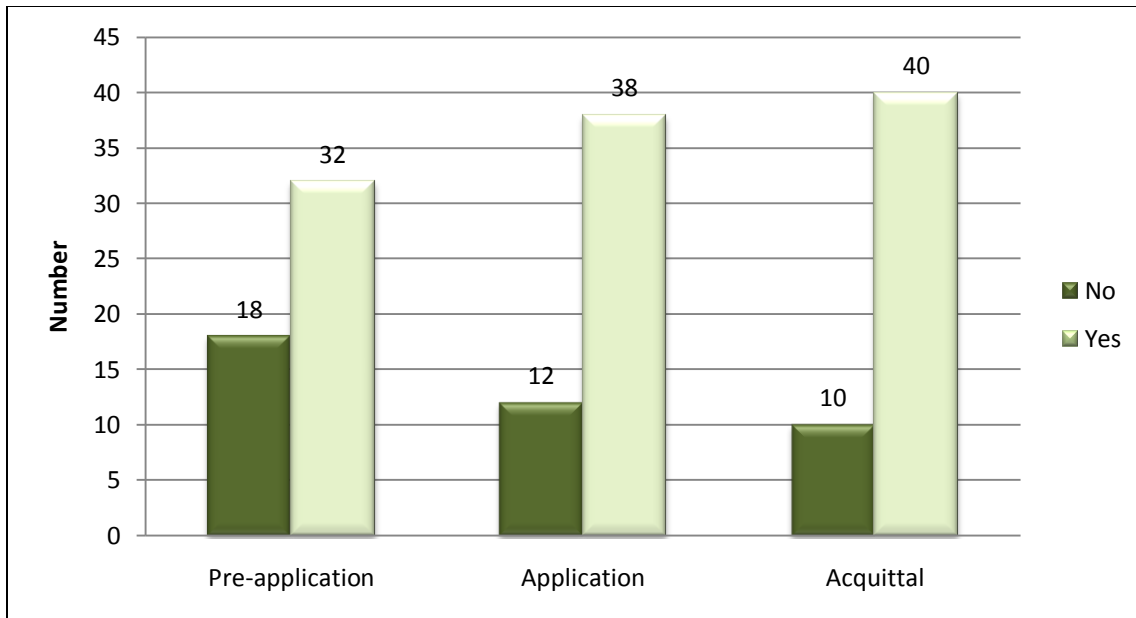
Figure 31: Identified need for improvements in pre-application, application and acquittal phases

Of those 32 trusts and foundations that said grants seekers COULD improve in the pre-application, the stand out area of improvement was for grant seekers to discuss their idea with the foundation or trust before they prepared an application.
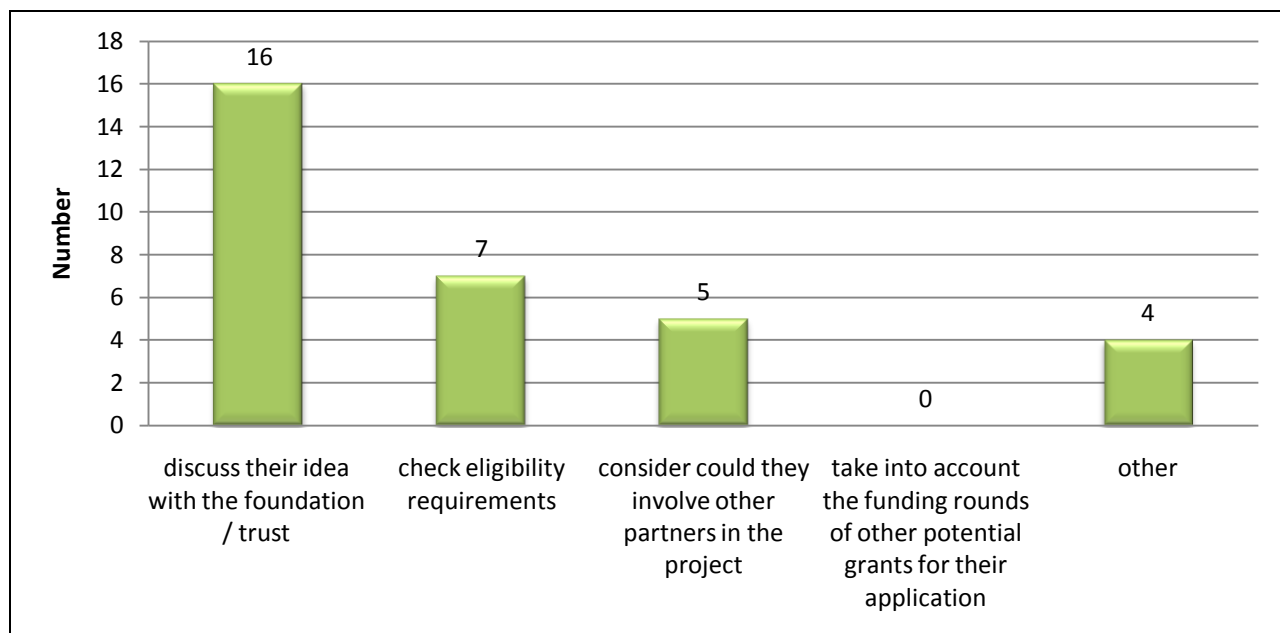
Figure 32: Type of improvement need in the pre-application phase

Of those 38 trusts and foundations that said grants seekers COULD improve in the application phase, the key area for improvement was to ensure there is alignment between the grant seeker's and foundation's or trust's objectives (Figure 33).
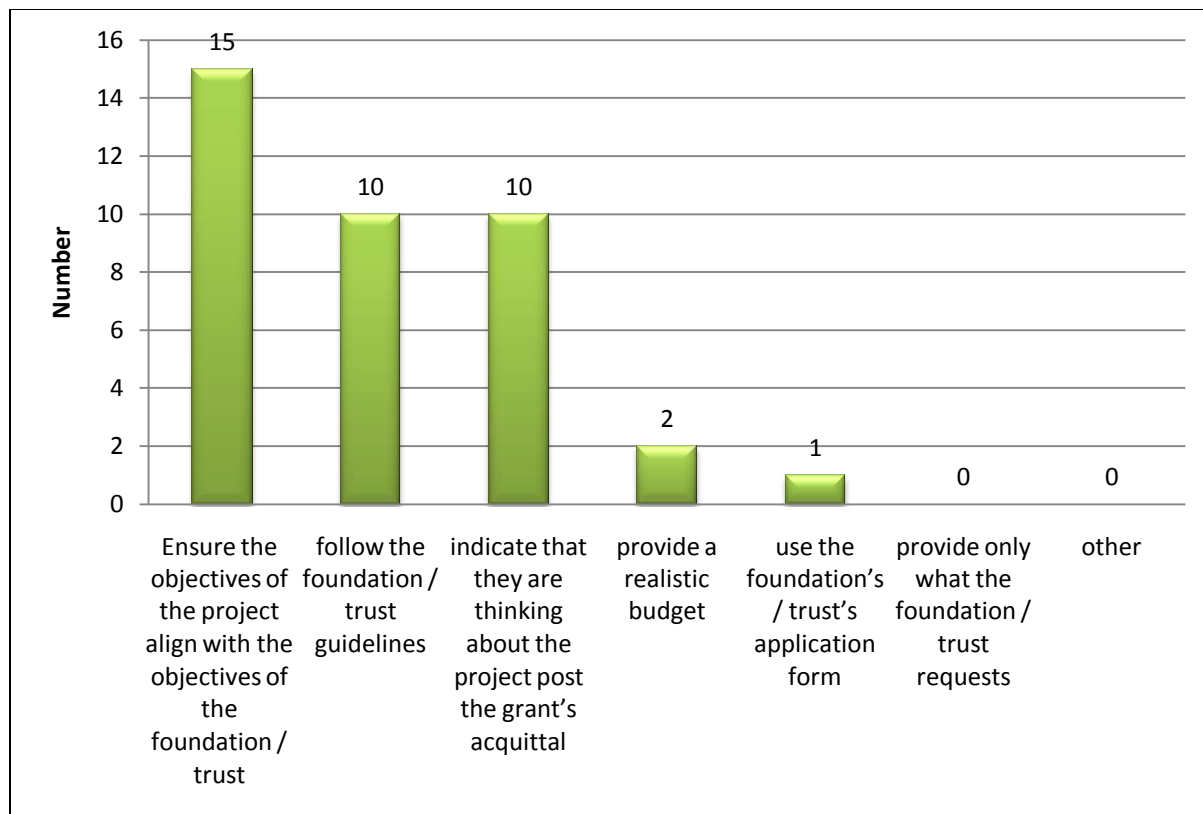
Figure 33: Type of improvement need in the application phase

The results in Figure 33 take on a greater significance when viewed in light of some of the decision making practices of the school respondents. 89.9 percent of schools (and 14.7 percent of NFP) respondents said that they NEVER read a foundation or trust annual report and 77.8 percent (and 8.3 percent of NFP) NEVER read a foundation or trust website when accessing information about grants and 82.1 percent of schools (only 5.7 percent NFP) NEVER referred to foundation or trust purposes when considering whether to apply.

Of those 40 trusts and foundations that said grants seekers COULD improve in the <u>acquittal</u> phase, it is the ripple effect(s) of the grant that foundations and trusts want to see improvements in. (Figure 34)
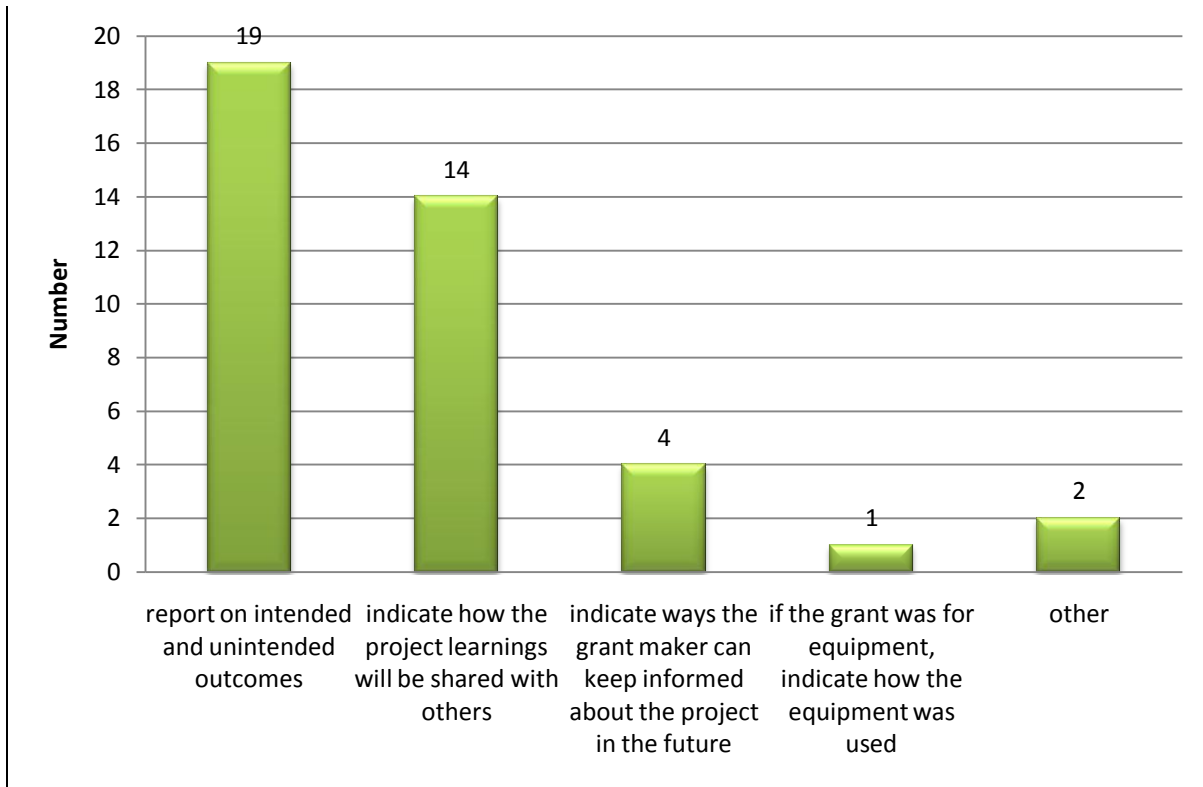
Figure 34: Type of improvement need in the acquittal phase

Factors for effective engagement of philanthropy in education

The final question in the LLEAP Surveys was a free text response to the question, 'What do you perceive to be the key ingredients for successful philanthropic engagement in education?'

Respondents were free to identify any aspect of grant seeking or grant making (e.g. identification of a need, matching, delivery of a program or project, acquittal or dissemination issues). They were also free to do so from any perspective (i.e. school, not-for-profit or philanthropy). Over 250 critical ingredients were identified and then thematically analysed to produce 10 success factors of highly effective engagement of philanthropy in education. (See below)

Every respondent group was represented in every success factor. But how these factors might be reflected in practice could vary in terms of the context (e.g. size of the grant, scope of the project, level of experience of grant maker or seeker) and the lens through which the success factor was being described (i.e. philanthropy, education or not-for-profit).

The initial themes of success and illustrators of perceived effectiveness provide a starting point for further debate and discussion.

Highly effective engagement of philanthropy in education is thought to have evidence of:

| Success factor	Indicators may include…	Illustrative quotes
Building capacity	- pooling funds - assistance with networking and forming partnerships with eligible organisations (knowing who and how) - assistance with the application process (samples, examples, mentoring, meeting locally to discuss project) - improving the knowledge and capabilities of applicants	*Organisations making contact with the school with the offer of assistance. We are TIME POOR!!!!!* (School) *We need to be able to have the skills to develop partnerships, write applications and develop frameworks for implementing and evaluating these.* (Not-for-profit) *Release and empower education leaders to engage with philanthropic opportunities.* (Philanthropy)
Making informed decisions	- Evidence-based identification of need - Track record - Ground-up identification of need - Needs that are appropriate, important and a priority for all who are affected - Weighing up the costs vs the benefits	*Genuine need within a community, hopefully that has been identified by the school community, should be the starting point for any engagement.* (Philanthropic) *Clear articulation of need and outcome. Clear understanding of priority.* (Not-for-profit) *Realistic picture of how likely the partnership is to happen and to meet identified needs.* (School)
Having appropriate knowledge	- Knowing who are the philanthropic foundations or trusts interested in funding education - Knowledge about the issue, which is the focus of the grant - Knowledge about the community or context for the proposed grant	*Professional experience and understanding of the sector: across newest research, government policy, teaching practice and impact of socio-economic areas of need on learning and connectedness to school.* (Philanthropic) *A deep understanding of the education sector.* (Not-for-profit) *A clear understanding of what areas [philanthropy] is interested in assisting schools and young people to develop.* (School)
A 'good fit'	Aligned values and objectives	*Write the application to the criteria.* (Not-for-profit) *Matching the needs of the school with the needs of the foundation* (School) *Philanthropy is reactive for the most part, we need to ensure that what the sector is reacting to is appropriate, important and a priority for everyone involved.* (Philanthropy)

Success factor	Indicators may include…	Illustrative quotes
Commitment of appropriate resourcing	• Longer-term granting relevant to the needs of the project or program • Pre-application phase: time, interest in discussing ideas • Sufficient funding within the grant for activities associated with partnering and preparation of the application	*We need continued support financially in programs once started so they can continue for the benefit of the recipients.* (School) *Philanthropist commitment of time and interest.* (Philanthropy) *Multi-year funding is better than one year grants, especially when your program is successful and grows each year.* (Not-for-profit)
Effective communications	• Clear and open communication • Awareness of grants available • Simple and clear eligibility, application, acquittal processes • Awareness of potential partners available	*1. Clear guidelines on eligibility (Help us) 2. Flexibility (Trust us) 3.Simple feedback processes (Accountability without pain!) 4. Simple mechanisms for sharing success (Encourage us)* (School) *More media attention for Foundations/Trusts and funded project/program to get the message out to the wider community.* (Not-for-Profit) *Improved communication strategies into schools and education bureaucracy.* (Philanthropy)
Role clarity	• Partners in the project or program have clearly defined roles and objectives. • Working strategically in the government or policy context	*Clarity around philanthropy supporting public schools, we don't want to fund what government should be supporting, but we do want to be active in this area. (Philanthropy)* *A clear articulation of who is doing what and what everyone hopes to get out of the relationship.* (Philanthropy) *Work with cooperative government departments to deliver beneficial student outcomes that are in line with publicly declared objectives.* (Not-for-profit)
Relationships based on the foundations of trust	• Agreement over values and priorities • Doing what you say you will do • Perceptions of competence • Flexibility to respond to changing context or situation	*Open and honest feedback even if a program is not successful.* (Philanthropy) *Ensure the project is completed professionally and on time.* (Not-for-profit) *Broad options within a grant to allow for flexibility if situations change.* (School)
Reciprocity	• Equally valuing the contribution of each partner • Two-way and give and take • Mutual benefits • Partners bring their strengths to the relationship • Clearly defined structures and processes for learning and engagement • Sufficient consultation with relevant stakeholders • Team approach to identifying and implementing a project or program	*A clear understanding of the value of each partner in the program.* (Philanthropy) *Forums with foundations and/or trusts* (Not-for-profit) *More forums that bring together schools and foundations and trusts to share ideas and knowledge.* (School)
Impact focused	• Focused on improving the outcomes for learners • Clarity around what you are seeking to change • Careful monitoring of success • Some form of evaluation	*Ensure education is considered in a holistic sense, not just performance data regarding numeracy and literacy but including education towards improved social skills, life skills, general wellbeing and mental health, as well as creativity – a full set of elements which make up the 'whole person'.* (Philanthropy) *Opportunities to meet in person and showcase the programs.* (Not-for-profit) *Understanding potential (what can be achieved) and accountability (what will be expected).* (School)

SECTION 7: THE STORY SO FAR

The LLEAP survey results indicate that there is a big variation in the knowledge, skills and understanding of philanthropy's engagement in education. It is not a level playing field, those least equipped can often be the most in need. The LLEAP study is exploring why this might be the case and where spaces for new conversations and ideas might exist.

It is important first to restate the scope of the LLEAP study and the key research questions it is seeking to address. The study is focused on the relationship of philanthropy in education. It is doing so from the perspective of grant making for projects or programs, scholarships, bursaries and other forms of assistance, such as professional expertise and guidance.

LLEAP seeks to engage those in education and philanthropy around three key research questions:

1. What are the current perceptions and practices of philanthropic engagement in education?
2. How is successful philanthropic engagement in school education defined and configured in practice? and;
3. Who benefits from philanthropic engagement, in what conditions and to what effect?

> **In philanthropy and education, as in everything, there are better ways of doing things. We should be hunting for them. We need to find ways to do the really important activities more effectively: education is one. By collaborating we may find a smarter path.**
> **(Professor Geoffrey Blainey, AC)**

The LLEAP survey responses suggest that to improve the impact of philanthropy in education much more attention needs to be paid to:

- knowledge building
- knowledge sharing
- knowledge exchange
- overcoming access issues (e.g. finding potential partners and grants; constraints on grant making in education)
- addressing sustainability issues (e.g. tensions around short-term versus long-term grant making)

Pressure points for schools coalesce around the 'starting gate' issues of access. For not-for-profit respondents it is the issues associated with sustainability (e.g. planning for life beyond the philanthropic grant) that present as their key challenge. While for the philanthropic respondents it is three domains of knowledge (building, sharing and exchanging) that surface.

What next?

The LLEAP study began with an underlying premise: that you cannot celebrate, improve or change something that you are not aware of in the first place. Three feedback sessions on the results of the surveys are being run during October, November and December 2011. These focus groups provide an opportunity to illuminate key issues and priorities from the surveys to inform the development of a *LLEAP Dialogue Series Guide*. Pitched at new or novice grant seekers or makers, the Guide will include cases of good practice and other useful tools and information.

APPENDIX 1: LLEAP ADVISORY GROUP

An Advisory Group was established to monitor the progress of the LLEAP project, particularly at key milestones and to provide additional knowledge and expertise about philanthropy and education in order to maximise learning from the project as it progresses.

The Advisory Group meets face-to-face or via video conference with the LLEAP project team members at key stages of the study.

Advisory Group:

- **Professor Brian Caldwell** (Chair, LLEAP Advisory Group and Managing Director, Educational Transformations Pty Ltd; Professorial Fellow, University of Melbourne (Dean of Education 1998-2004); Associate Director, International Networking for Educational Transformation (iNet) Specialist Schools and Academies Trust (SSAT); Deputy Chair of Board, Australian Council for Educational Research, ACER)
- **Inga Peulich** (Parliamentary Secretary for Education, Vic)
- **Annie Fogarty** (Executive Chair, Fogarty Foundation)
- **Dr Deborah Seifert** (Chief Executive Officer, Philanthropy Australia)
- **Rosalyn Black** (Senior Manager, Research and Evaluation, Foundation for Young Australians)
- **Dr Sue Thomson** (Head of Educational Monitoring and Research; Research Director, National Surveys Research Program, ACER)
- **Paula Barnett** (Principal, Berendale School)
- **William Hatzis** (Assistant Principal, Werribee Secondary College)
- **Catherine Brown** (Director, Catherine Brown & Associates; LLEAP Project)
- **Janet Hirst** (Chief Executive Officer, The Ian Potter Foundation; LLEAP Project)
- **Caitriona Fay** (Senior Program Manager, The Ian Potter Foundation; LLEAP Project)
- **Dr Emma Curtin** (Research Fellow, ACER, Tender Bridge; LLEAP Project)
- **Dr Michelle Anderson** (Senior Research Fellow, ACER, Tender Bridge; LLEAP Project Director)

LLEAP 2011 PHILANTHROPIC FOUNDATION AND TRUST SURVEY

SECTION 1: DEMOGRAPHICS & CHARACTERISTICS

1. **What position or role do you hold at your foundation or trust?** (single selection)
   o Chief Executive Officer
   o Program Manager
   o Board Chair
   o Board Member
   o Other

2. **What type of foundation or trust are you?** (single selection)
   o Community Foundation
   o Family Foundation
   o Private Foundation
   o Corporate Foundation
   o Fund within a Trustee Company
   o Managed Fund
   o Other

3. **What type of fund are you?** (single selection)
   o Charitable Fund which is not a PAF
   o Private Ancillary Fund
   o Public Ancillary Fund
   o Other

4. **What are your foundation's or trust's eligibility requirements?** (Tick as many as relevant)
   o Deductible Gift Recipient
   o Tax Concession Charity
   o Charitable purpose
   o Charitable institution
   o Other

5. **What locations can you make grants in?** (Tick as many as relevant)
   o Australia (nationally)
   o Australian Capital Territory
   o New South Wales
   o Northern Territory
   o Queensland
   o South Australia
   o Tasmania
   o Victoria
   o Western Australia
   o Rural
   o Remote
   o Specific regions

6. **Can you fund individuals?**
o No
o Yes

7. **Are you able to provide grants to schools directly?**
o No
o Yes

8. **If you answered yes, you are able to provide grants to schools directly, which schools?** (Tick as many as relevant)
o Special schools
o Catholic schools
o Independent schools
o Government schools

9. **If you answered yes, you are able to provide grants to schools directly, are you able to provide grants …** (Tick as many as relevant)
o Directly to a school via a Building Fund
o Via a Library Fund
o Via a Scholarship Fund

10. **In what <u>program</u> areas do you provide education-related grants?** (Tick as many as relevant)
o education
o poverty and/or disadvantage
o community development
o social inclusion and/or social justice
o arts and/or culture
o disability services
o vocational training
o health
o housing and homelessness
o environment
o disaster relief
o students as philanthropists
o no specific area of focus
o animals
o overseas aid

11. **How frequently for education-related applications would you provide grants in the following dollar ranges?** (Never, Sometimes, Often, Always)
o Under 5K
o 5K-10K
o 11K-30K
o 31K – 50K
o 51K-100K
o 101K-150K
o Over 150K

12. **Approximately, what was your annual total education grant budget in the last financial year?**
o Under 50,000
o 51,000 – 150,000

- o 151,000 – 250,000
- o 250,000 – 500,000
- o 501,000 – 1 million
- o Over 1 million

SECTION 2: EDUCATION GRANT MAKING PRIORITIES

> At the completion of the next two questions you will be asked whether you permit us to cite the name of your foundation/trust in relation to your target audience and priority areas.
>
> Prior to the development of this survey, we interviewed people from the philanthropic sector. Many people asked for a registry of grant making priority areas to be part of the toolkit as it might help people network with each other around common areas of interest.
>
> You can choose not to make your foundation/trust name public. We still ask that you respond to the next two questions so a comprehensive picture of the areas of interest in philanthropy can be developed, but we will not publish your foundation/trust's name.

13. **Who is the target audience for your grants in education?** (Tick as many as relevant)
- o disadvantaged
- o secondary school age
- o primary school age
- o rural and/or remote communities
- o pre-school (early years and kindergarten)
- o Indigenous
- o females
- o males
- o Higher Education
- o no specific target audience
- o disabled
- o adult learning
- o parents/families
- o refugees
- o asylum seekers
- o teachers
- o principals
- o other

14. **What are your priorities for education in your grant making program areas?** (Tick as many as relevant)
- o literacy and/or numeracy
- o student engagement
- o student retention
- o no specific area of focus
- o mental health services and/ or education
- o mentoring
- o school readiness
- o creative and performing arts
- o community education
- o transitions within school
- o post-school transitions
- o student leadership development

- out of school time activities/programs
- school leadership development
- vocational education
- community partnerships
- Digital / online learning
- educational play
- environment
- languages
- language development
- music
- ongoing professional learning
- other
- quality teaching
- sport and recreation
- science
- safety

SECTION 3: APPROACH TO GRANT MAKING

15. How often do you make… (never, sometimes, often, always)
- 1 year grants
- 2-3 year grants
- Up to 5 year grants
- Over 5 year grants

16. How often do you provide grants for? (never, sometimes, often, always)
- pilot projects
- new or improved programs
- ongoing programs
- professional learning
- research
- infrastructure (capital and/or equipment)
- bursaries or scholarships
- events
- travel and conference fees

17. How frequently do you use the following to inform your decisions about education priority areas? (never, sometimes, often, always)
- reference to Foundation/Trust purposes
- informal discussions with different groups involved in education
- advice from a formal Advisory Group or Committee
- published research reports
- analysis of trends/patterns in acquittal reports
- analysis of trends/patterns in grant applications
- research on an issue undertaken or commissioned by Foundation/Trust
- media reports
- issue papers written by Foundation/Trust staff
- alumni relationships
- formal consultation process (e.g. 'think tank'; forum or focus group discussions)

- personal interests of the Board
- external review of giving processes
- natural disasters

18. Do you have a grant acquittal process?
- No
- Yes

19. If yes, beyond acquittal, do you expect evaluation to be part of a grant seeker's proposal?
- never
- sometimes
- often
- always

20. Do you provide other assistance in addition to the grant?
- No
- Yes

21. If yes, what kinds of assistance might you provide in addition to a grant?
- general professional expertise/ guidance
- broker/facilitate introductions
- publicity / promotion
- use of facilities
- equipment
- financial management advice
- other

22. Do you commission external evaluations of grants you have made?
- No
- Yes

23. If yes, in what circumstances do you commission external evaluations of grants you have made?
- Large grant
- Multi-year grant
- Other

24. What types of collaborative work does your foundation/trust participate in?
(never, sometimes, often, always)
- coaching/running sessions with schools on a particular issue
- offering or seeking advice informally from colleagues around specific issues
- co-funding with other foundations/ trusts for joint grant making
- discussions with groups outside the philanthropic sector who are working on the same/similar issues
- meetings organized by Philanthropy Australia Affinity groups or affiliated networks
- strategic planning on new initiatives
- co-funding with business for joint grant making
- providing a single application for grant seekers
- co-funding with government for joint grant making
- providing a single acquittal form for grant recipients
- initiating a program/project and seeking support for it in schools

25. **What do you see as your foundation's or trust's key barriers to effective grant making in education?** (never, sometimes, often, always)
- how best to collaborate and with whom
- how to identify who to fund
- lack of knowledge and expertise in a particular topic
- lack of time to develop relationships
- small number of staff
- fear of money being spent unwisely
- lack of access to ongoing professional learning opportunities
- not monitoring a project prior to its acquittal
- tax status issues
- not understanding the context of 'the need'
- lack of capacity to do due diligence of an application prior to making a grant
- mission drift away from the foundation/ trust's purposes
- other

SECTION 4: IMPACT

26. **Here is a list of 13 roles. What do you see as your foundation / trust's top five roles in education? Please rank them in order of importance from most important (1) to (5)**
- prevention and early intervention
- be a catalyst for change
- support and encourage innovation (new ways of thinking/doing)
- fill an immediate need
- advocate for public education
- create the space for longer-term approaches to addressing issues
- build public awareness about an issue
- leverage support
- build new knowledge
- educate others about philanthropy
- encourage and facilitate partnerships
- influence policy
- inspire people to become donors in the future

27. **Generally, what <u>outcomes</u> do you look for from the grants you have made in education?** (Tick as many as relevant)
- student engagement
- social/wellbeing
- learning/academic
- applied learning into another project / program
- new / refined models
- further funding has been secured
- parental engagement
- vocational
- new /expanded networks
- environmental
- unintended
- other

28. Generally, from the grants you have made, what <u>types of data</u> are gathered to indicate that an outcome has been achieved or is on the way to being achieved?
(Tick as many as relevant)
o participation rate data
o satisfaction data (e.g. parents, students, teachers)
o an individual's progress
o data about the diversity of participants
o completion rate data
o performance data
o school attendance data
o attitudinal data
o in-class student behavior data
o other

29. Generally, from the grants you have made, <u>how is data gathered</u> on the impact of a grant? (Tick as many as relevant)
o anecdotal stories
o through foundation/trust board or staff meeting with grant recipients
o case studies of an individual
o through observation (e.g. at an event, presentation)
o through external assistance (e.g. mentor, evaluation team)
o some form of pre- and post-test / survey / focus group
o letters of support
o journals paper-based
o journals digital / online (e.g. blogs, wikis, email trail)
o portfolios of student work
o staffroom comment books
o other

SECTION 5: LESSONS LEARNT

30. Generally, could grant seekers from education improve in the <u>pre-application</u> phase?
o No
o Yes

31. If yes, what is the one key area in the <u>pre-application</u> phase that grant seekers from education could improve? (single selection)
o discuss their idea with the foundation / trust
o check eligibility requirements
o consider could they involve other partners in the project
o take into account the funding rounds of other potential grants for their application
o other

32. Generally, could grant seekers from education improve in the <u>application</u> phase?
o No
o Yes

33. **If yes, what is the one key area in the <u>application</u> phase that grant seekers from education could improve?** (single selection)
- o Ensure the objectives of the project align with the objectives of the foundation / trust
- o follow the foundation / trust guidelines
- o indicate that they are thinking about the project post the grant's acquittal
- o provide a realistic budget
- o use the foundation's / trust's application form
- o provide only what the foundation / trust requests
- o other

34. **Generally, could grant seekers from education improve in the <u>acquittal</u> phase?**
- o No
- o Yes

35. **If yes, what is the one key area in the <u>acquittal</u> phase that grant seekers from education could improve?** (single selection)
- o report on intended and unintended outcomes
- o indicate how the project learnings will be shared with others
- o indicate ways the grant maker can keep informed about the project in the future
- o if the grant was for equipment, indicate how the equipment was used
- o other

36. **Here is a list of 15 needs. Overall, what do you perceive are the top five 'needs' for the effective engagement of philanthropy in education? Please rank them in order of importance from most important (1) to (5).**
- o keep up-to-date with developments in education
- o revise tax laws to enable public schools better access to philanthropic funds
- o be more strategic in where we put our funds
- o better ways for new philanthropists and foundations to connect with more experienced philanthropists to share knowledge
- o be better at disseminating knowledge from funded applications
- o better ways of deciding funding priorities
- o keep up-to-date with developments in philanthropy
- o to know when and how to collaborate
- o make better use of technology
- o provide sufficient funding within the grant for activities associated with collaborating
- o 'broker' / 'facilitator' type groups between education and philanthropy
- o be more aware of changes in government priorities as an indication of possible future areas of demand
- o better understand government priorities
- o project pool funds more
- o revisit what 'success' means in grant making (currently too narrow)
- o Non-response

37. What do you perceive to be the key ingredients for successful philanthropic engagement in education? (Free Text)

(Your response to this question will be used to inform the development of a framework for the selection of cases to include in the LLEAP toolkit)

Thank you very much for participating in this survey for the LLEAP – Leading Learning in Philanthropy project.

If you have any questions about the results of this survey or the LLEAP project please contact Michelle Anderson tenderbridge@acer.edu.au

LLEAP 2011 SCHOOL SURVEY

SECTION 1: DEMOGRAPHICS & CHARACTERISTICS

1. What position or role do you hold at your school?
o Principal
o Deputy / Assistant / Vice Principal
o Business Manager
o Development Manager
o Teacher
o Parent
o Other

2. What sector is your school from?
o Catholic
o Government
o Independent

3. Is your school a Special School?
o No
o Yes

4. Is your school organised in year levels?
o No
o Yes

5. If yes, which year levels? (Tick as many as relevant)
o Pre-school
o Prep (i.e. the year *before* grade 1)
o Year 1
o Year 2
o Year 3
o Year 4
o Year 5
o Year 6
o Year 7
o Year 8
o Year 9
o Year 10
o Year 11

o   Year 12

6. **Where is your school located?** (single selection)
o   Australian Capital Territory
o   New South Wales
o   Northern Territory
o   Queensland
o   South Australia
o   Tasmania
o   Victoria
o   Western Australia

7. **Describe your school's location?** (single selection)
o   In a capital city
o   In a major or provincial city
o   Rural
o   Remote

SECTION 2: EXPERIENCES IN SEEKING GRANTS

8. **How many times in the last 12 months has your school sought additional funds for educational purposes from …?** (never; one or two; three or four; five or more)
o   Business (sponsorship)
o   Local government
o   State / Territory government
o   Federal government
o   Philanthropic Foundations / Trusts (grants)
o   School/community fundraising
o   Awards (e.g. NAB Schools First)

9. **How many times in the last 12 months has your school sought education-related grants for…?** (never; one or two; three or four; five or more)
o   bursaries or scholarships
o   events
o   infrastructure (capital and/or equipment)
o   new or improved programs
o   ongoing programs
o   pilot projects
o   professional learning
o   research
o   travel and conference fees

10. **In the area of grant seeking and applying for grants from philanthropic foundations/trusts, would you consider that your school is…** (single selection)
o   new to this activity (we have never applied)
o   novice
o   experienced
o   expert

11. **If novice, experienced or expert; of the philanthropic foundation/trust grants that your school has applied for in the last 12 months, how many were in the following dollar ranges?** (0; 1-4; 5-10; 10+)
- Under 5K
- 5K-10K
- 11K-30K
- 31K – 50K
- 51K-100K
- 101K-150K
- Over 150K

12. **If novice, experienced or expert; how many times in the last 12 months has your school put in an application for a grant (s) from a philanthropic foundation/trust?** (never; one or two; three or four; five or more)
- A 1 year grant
- A 2 – 3 year grant
- Up to a 5 year grant
- Over a 5 year grant
- A one-off grant (e.g. capital, equipment, event)

13. **If novice, experienced or expert; how many times in the last 12 months has your school been successful in securing a grant (s) from a philanthropic foundation/trust?** (
- never
- one or two
- three or four
- five or more

14. **If your school has not been eligible to apply for a philanthropic Foundation / Trust grant, has your school collaborated with an eligible organisation to seek a grant from a Foundation / Trust?**
- No
- Yes
- Unsure

SECTION 3: EDUCATION GRANT SEEKING PRIORITIES

15. **If you have sought a grant from a philanthropic Foundation / Trust or might consider doing so in the future, who is or would be the target audience for the education-related grant?** (Tick as many as relevant)
- disadvantaged
- secondary school age
- primary school age
- rural and/or remote communities
- pre-school (early years and kindergarten)
- Indigenous
- females
- males
- Higher Education
- no specific target audience
- disabled
- adult learning

- parents/families
- refugees
- asylum seekers
- teachers
- principals
- other

16. **If you have sought a grant from a philanthropic Foundation / Trust or might consider doing so in the future, what are or might be your school's education-related priorities for grants that you seek?** (Tick as many as relevant)
- literacy and/or numeracy
- student engagement
- student retention
- no specific area of focus
- mental health services and/ or education
- mentoring
- school readiness
- creative and performing arts
- community education
- transitions within school
- post-school transitions
- student leadership development
- out of school time activities/programs
- school leadership development
- vocational education
- community partnerships
- Digital / online learning
- educational play
- environment
- languages
- language development
- music
- ongoing professional learning
- other
- quality teaching
- sport and recreation
- science
- safety

SECTION 4: APPROACH TO GRANT SEEKING

17. **How frequently does your school use the following to access information about philanthropic Foundation/Trust grants?** (never, sometimes, often, always)
- A dedicated role within the school
- Consultancy services
- Internet searches
- Informal discussions with experienced grant seekers/colleagues
- Media reports
- Membership / Subscription service
- Personal networks
- Reading a Foundation's / Trust's Annual report
- Reading a Foundation's / Trust's website
- Serendipitous opportunities

18. How frequently do you use the following to inform your decisions about whether to apply for a philanthropic grant? (never, sometimes, often, always)

o   Advice from a formal Advisory Group (e.g. Committee, School Council / Board)
o   Alumni relationships
o   Formal consultation process (e.g. 'think tank'; forum or focus group discussions)
o   Informal discussions with experienced grant seekers/colleagues
o   Media reports
o   Personal networks
o   Research (e.g. published reports, own or commissioned research)
o   Reference to Foundation/Trust purposes (i.e. annual report/website)
o   Reference to your strategic plan
o   Direct interaction with staff from a Foundation/ Trust (e.g. phone conversation)

19. Beyond the financial acquittal of a grant, do you or would you expect evaluation to be part of your school's proposal for a philanthropic Foundation / Trust grant?

o   never
o   sometimes
o   often
o   always

20. What other kinds of assistance might you also like to receive from a philanthropic Foundation/Trust in addition to a grant? (Tick as many as relevant)

o   general professional expertise/ guidance
o   broker/facilitate introductions
o   publicity / promotion
o   use of facilities
o   equipment
o   financial management advice
o   other

21. To what extent is each factor in the following list a barrier for your school when deciding whether to apply for grants from philanthropic Foundations / Trusts and, if successful, implementing the project/program funded? (not at all; minor; moderate; major)

o   Finding education-related philanthropic grants
o   Matching a Foundation's / Trust's grant priority area with our school's identified need(s)
o   Accessing the Foundation / Trust to talk about our proposal
o   Finding an eligible partner with whom to apply for a Foundation / Trust grant
o   The time demands of developing collaborative partnerships
o   Writing a grant application
o   How to identify your school / community needs
o   The grant amount versus the effort required to apply
o   Understanding what the philanthropic sector does in education
o   Short-term funding of some grants
o   Tax status eligibility issues
o   The demands of taking on another project / program
o   Demonstrating impact within the grant acquittal time frame
o   Appointing staff for a project with no guarantee of future funding
o   How to evaluate grant outcomes
o   Other

SECTION 5: LEGAL AND TAX STATUS

22. What is your school's legal status? (single selection)
- o   Company Limited by Guarantee
- o   **Incorporated association**
- o   Incorporated by an Act of Parliament
- o   State government entity
- o   Part of a larger incorporated entity
- o   Unsure
- o   Other

23. What is your school's tax status? (single selection)
- o   Deductible Gift Recipient (DGR)
- o   Tax Concession Charity (TCC)
- o   State Government Entity
- o   Unsure
- o   Other

24. What funds do you have for specific fundraising purposes? (Tick as many as relevant)
- o   Building fund (DGR)
- o   Library fund (DGR)
- o   Scholarship fund (DGR)
- o   Scholarship fund (Charitable Fund)
- o   None
- o   Unsure
- o   Other

SECTION 6: IMPACT

25. Here is a list of 13 roles. What do you see as the philanthropic sector's most important role in education? (single selection)
- o   prevention and early intervention
- o   be a catalyst for change
- o   support and encourage innovation (new ways of thinking/doing)
- o   fill an immediate need
- o   advocate for public education
- o   create the space for longer-term approaches to addressing issues
- o   build public awareness about an issue
- o   leverage support
- o   build new knowledge
- o   educate others about philanthropy
- o   encourage and facilitate partnerships
- o   influence policy
- o   inspire people to become donors in the future

26. Generally, what <u>outcomes</u> do or might you look for from a project that has been funded solely or partially from a philanthropic Foundation / Trust grant? (Tick as many as relevant)
- o   student engagement
- o   social/wellbeing
- o   learning/academic

- applied learning into another project / program
- new / refined models
- further funding has been secured
- parental engagement
- vocational
- new /expanded networks
- environmental
- unintended
- other

27. **Generally, from the grants you have secured or might secure in the future, what <u>types of data</u> do or might you gather to indicate that an outcome has been achieved or is on the way to being achieved?** (Tick as many as relevant)
- participation rate data
- satisfaction data (e.g. parents, students, teachers)
- an individual's progress
- data about the diversity of participants
- completion rate data
- performance data
- school attendance data
- attitudinal data
- in-class student behavior data
- other

28. **Generally, from the grants you have secured or might secure in the future, <u>how is or might data be gathered</u> on the impact of a grant?** (Tick as many as relevant)
- anecdotal stories
- through foundation/trust board or staff meeting with grant recipients
- case studies of an individual
- through observation (e.g. at an event, presentation)
- through external assistance (e.g. mentor, evaluation team)
- some form of pre- and post-test / survey / focus group
- letters of support
- journals paper-based
- journals digital / online (e.g. blogs, wikis, email trail)
- portfolios of student work
- staffroom comment books
- other

SECTION 7: LESSONS LEARNT

29. **Here is a list of 13 needs. Overall, what is the most important need to be addressed for the effective engagement of the education sector with philanthropic Foundations / Trusts?** (single selection)
- Advice on how to form partnerships with organisations that are eligible to apply to a Foundation / Trust
- Broaden what a Foundation / Trust can fund
- Balance grant amount with accountability requirements
- Foundations / Trusts working with schools to identify needs and ways to fund these

needs
- o Improved processes for feedback from Foundations / Trusts
- o More forums that bring together schools and Foundations / Trusts to share ideas and knowledge
- o More workshops for schools on how to seek, apply, implement and acquit grants from Foundations / Trusts
- o Foundations / Trusts project pool funds more
- o Simple and clear instructions on eligibility
- o More exposure of philanthropic engagement in education (e.g. cases of success, media)
- o Revise tax laws to enable better access for public schools to access grants from philanthropic Foundations / Trusts
- o Provide sufficient funding within the grant for activities associated with collaborating
- o Take a longer-term focus to grant making

30. **What do you perceive to be the key ingredients for successful philanthropic engagement in education?** (Free Text)

(Your response to this question will be used to inform the development of a framework for the selection of cases to include in the LLEAP toolkit)

Thank you very much for participating in this survey for the LLEAP – Leading Learning in Philanthropy project.

If you have any questions about the results of this survey or the LLEAP project please contact Michelle Anderson tenderbridge@acer.edu.au

LLEAP 2011 NOT-FOR-PROFIT SURVEY

SECTION 1: DEMOGRAPHICS & CHARACTERISTICS

1. **What position or role do you hold at your not-for-profit?**
- o Chief Executive Officer
- o Development Manager
- o Fundraising / Grants Manager
- o Project Officer
- o Research Manager
- o Program Manager
- o Other

2. **Our not-for-profit can offer support / programs for not-for-profits from which sector?** (Tick as many as relevant)
- o Catholic
- o Government
- o Independent

3. **Where is your not-for-profit located?**
- o Australian Capital Territory
- o New South Wales
- o Northern Territory
- o Queensland
- o South Australia
- o Tasmania

- o Victoria
- o Western Australia

4. Our not-for-profit's programs/ support for schools are mostly in…
- o In a capital city
- o In a major or provincial city
- o Rural
- o Remote

SECTION 2: EXPERIENCES IN SEEKING GRANTS

5. How many times in the last 12 months has your not-for-profit sought additional funds for educational purposes in schools from …? (never; one or two; three or four; five or more)
- o Business (sponsorship)
- o Local government
- o State / Territory government
- o Federal government
- o Philanthropic Foundations / Trusts (grants)
- o School/community fundraising
- o Awards (e.g. NAB Schools First)

6. How many times in the last 12 months has your not-for-profit sought education-related grants for…? (never; one or two; three or four; five or more)
- o bursaries or scholarships
- o events
- o infrastructure (capital and/or equipment)
- o new or improved programs
- o ongoing programs
- o pilot projects
- o professional learning
- o research
- o travel and conference fees

7. In the area of grant seeking and applying for grants from philanthropic foundations/trusts, would you consider that your not-for-profit is… (single selection)
- o new to this activity (we have never applied)
- o novice
- o experienced
- o expert

8. If novice, experienced or expert; of the philanthropic foundation/trust grants that your not-for-profit has applied for in the last 12 months, how many were in the following dollar ranges? (0; 1-4; 5-10; 10+)
- o Under 5K
- o 5K-10K
- o 11K-30K
- o 31K – 50K
- o 51K-100K
- o 101K-150K
- o Over 150K

9. **If novice, experienced or expert; how many times in the last 12 months has your not-for-profit put in an application for a grant (s) from a philanthropic foundation/trust?** (never; one or two; three or four; five or more)
- o A 1 year grant
- o A 2 – 3 year grant
- o Up to a 5 year grant
- o Over a 5 year grant
- o A one-off grant (e.g. capital, equipment, event)

10. **If novice, experienced or expert; how many times in the last 12 months has your not-for-profit been successful in securing a grant (s) from a philanthropic foundation/trust?** (
- o never
- o one or two
- o three or four
- o five or more

11. **Do schools know that the programs/support you offer are funded partly or solely by a philanthropic Foundation/ Trust?**
- o No
- o Yes
- o Unsure

12. **Has your not-for-profit collaborated with a school(s) to seek a grant from a philanthropic Foundation / Trust?**
- o No
- o Yes

13. **If yes, when you have collaborated with a school(s) to seek a grant from a Foundation / Trust, were any of the collaborations initiated by the school(s)?**
- o No
- o Yes
- o Unsure

SECTION 3: EDUCATION GRANT SEEKING PRIORITIES

14. **If you have sought a grant from a philanthropic Foundation / Trust or might consider doing so in the future, who is or would be the target audience for the education-related grant?** (Tick as many as relevant)
- o disadvantaged
- o secondary school age
- o primary school age
- o rural and/or remote communities
- o pre-school (early years and kindergarten)
- o Indigenous
- o females
- o males
- o Higher Education
- o no specific target audience
- o disabled
- o adult learning
- o parents/families

- o refugees
- o asylum seekers
- o teachers
- o principals
- o other

15. **If you have sought a grant from a philanthropic Foundation / Trust or might consider doing so in the future, what are or might be your school's education-related priorities for grants that you seek?** (Tick as many as relevant)
- o literacy and/or numeracy
- o student engagement
- o student retention
- o no specific area of focus
- o mental health services and/ or education
- o mentoring
- o school readiness
- o creative and performing arts
- o community education
- o transitions within school
- o post-school transitions
- o student leadership development
- o out of school time activities/programs
- o school leadership development
- o vocational education
- o community partnerships
- o Digital / online learning
- o educational play
- o environment
- o languages
- o language development
- o music
- o ongoing professional learning
- o other
- o quality teaching
- o sport and recreation
- o science
- o safety

SECTION 4: APPROACH TO GRANT SEEKING

16. **How frequently does your not-for-profit use the following to access information about philanthropic Foundation/Trust grants?** (never, sometimes, often, always)
- o A dedicated role within the school
- o Consultancy services
- o Internet searches
- o Informal discussions with experienced grant seekers/colleagues
- o Media reports
- o Membership / Subscription service
- o Personal networks
- o Reading a Foundation's / Trust's Annual report
- o Reading a Foundation's / Trust's website
- o Serendipitous opportunities

17. How frequently do you use the following to inform your decisions about whether to apply for a philanthropic grant? (never, sometimes, often, always)
o Advice from a formal Advisory Group (e.g. Committee, School Council / Board)
o Alumni relationships
o Formal consultation process (e.g. 'think tank'; forum or focus group discussions)
o Informal discussions with experienced grant seekers/colleagues
o Media reports
o Personal networks
o Research (e.g. published reports, own or commissioned research)
o Reference to Foundation/Trust purposes (i.e. annual report/website)
o Reference to your strategic plan
o Direct interaction with staff from a Foundation/ Trust (e.g. phone conversation)

18. Beyond the financial acquittal of a grant, do you or would you expect evaluation to be part of your not-for-profit's proposal for a philanthropic Foundation / Trust grant?
o never
o sometimes
o often
o always

19. What other kinds of assistance might you also like to receive from a philanthropic Foundation/Trust in addition to a grant? (Tick as many as relevant)
o general professional expertise/ guidance
o broker/facilitate introductions
o publicity / promotion
o use of facilities
o equipment
o financial management advice
o other

20. To what extent is each factor in the following list a barrier for your not-for-profit when deciding whether to apply for grants from philanthropic Foundations / Trusts and, if successful, implementing the project/program funded? (not at all; minor; moderate; major)
o Finding education-related philanthropic grants
o Matching a Foundation's / Trust's grant priority area with our school's identified need(s)
o Accessing the Foundation / Trust to talk about our proposal
o Finding an eligible partner with whom to apply for a Foundation / Trust grant
o The time demands of developing collaborative partnerships
o Writing a grant application
o How to identify your school / community needs
o The grant amount versus the effort required to apply
o Understanding what the philanthropic sector does in education
o Short-term funding of some grants
o Tax status eligibility issues
o The demands of taking on another project / program
o Demonstrating impact within the grant acquittal time frame
o Appointing staff for a project with no guarantee of future funding
o How to evaluate grant outcomes
o Other

SECTION 5: LEGAL AND TAX STATUS

21. What is your not-for-profit's legal status? (single selection)
- o Company Limited by Guarantee
- o Incorporated association
- o Incorporated by an Act of Parliament
- o State government entity/Statutory authority
- o Part of a larger incorporated entity
- o Unsure
- o Other

22. What is your not-for-profit's tax status? (single selection)
- o Deductible Gift Recipient (DGR)
- o Tax Concession Charity (TCC)
- o State Government Entity
- o Unsure
- o Other

23. What type of DGR is your not-for profit? (single selection)
- o Public Benevolent Institution (item 4.1.1)
- o Public University (item 2.1.1)
- o Approved Research Institute (item 3.1.1)
- o Public Fund on the register of Harm Prevention Charities (item 4.1.4)
- o Public Fund on the register of Environmental Organisations (item 6.1.1)
- o Public Fund on the register of Cultural Organisations (item 12.1.1)
- o Public Art Gallery (item 12.1.4)
- o School Building fund (item 2.1.10)
- o Scholarship fund (item 2.1.13))
- o Unsure
- o Other

SECTION 6: IMPACT

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- o be a catalyst for change
- o support and encourage innovation (new ways of thinking/doing)
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o   learning/academic
o   applied learning into another project / program
o   new / refined models
o   further funding has been secured
o   parental engagement
o   vocational
o   new /expanded networks
o   environmental
o   unintended
o   other

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