

School Passport Program

The Community Development Foundation (CDF) is a charitable not-for-profit organisation in Western Australia, founded in 1999 by Barry Cable and Jenny Day. The mission of the Foundation is to directly relieve poverty, sickness, suffering, distress, misfortune, disability and helplessness in less fortunate communities. The primary initiative for creating change within a community is the CDF Passport Program®, of which there are two programs: The School Passport Program and the Club Passport Program®. Historically, the Foundation's work has had a statewide focus, but in recent years the CDF Passport Program has extended to South Australia and the Northern Territory. To learn more go to: <http://thecdf.com.au/>



Governance

The Community Development Foundation (CDF) is governed by a Board of Directors. The Board comprises the two co-founding directors of the Foundation, a partner from a law firm and a wealth management expert. The board develops the strategic goals for the organisation. The Foundation is endorsed as a charitable institution with Item 1 Deductible Gift Recipient status.

Innovation

The School Passport Program is an incentive-based program. Through the program, the key objectives are to **increase the engagement of the parent(s) and/or carer(s) in the school** and to **increase regular student attendance**. Parents and carers earn points through their involvement in school activities on an hourly basis. The program values the time that parents can give. *One hour earns 10 points which equates to one school dollar.* These school dollars can then be redeemed on the school site for items such as: school uniforms; food and drink at the canteen; stationary; to help pay for excursions and/or incursions; and other items such as school photos or swimming lessons. Activities in which parents can earn points are decided by the school and could include involvement on the Parents and Citizens (P&C) Committee; helping teachers in the classroom and on excursions; coaching

school sporting teams; volunteering at the canteen or uniform shop; mentoring; and assisting with extra-curricular literacy and numeracy classes.

The major shift from last year to this year

The CDF has undergone a review to refine and refocus its activities. Off the back of positive feedback from schools about the then School Passport System, the board established the CDF Passport Program®, instating the School Passport Program and the Club Passport Program® as its flagship programs. As Jenny Day states: "If you have the premise that your program is going to be successful then the question has to be asked, how do you handle going to scale?"

The Foundation was receiving about three new school requests per week for the School Passport Program. The demand was outstretching the resources available. The model relied constantly on the Foundation raising more and more funds. The decision was taken by the Board not to take on any more schools. Instead, they worked out a 'train the trainer' type model with the schools. One school is a 'lighthouse' school in a cluster. The Foundation helps the schools find philanthropic donors, as well as sourcing their own funding to support the program. These donors can be anyone. For example, Medina Primary School, located in a low socio-economic area about 40 kms from Perth, has negotiated with the local BP petrol station themselves. Staff from the station have come to value the Passport Program highly and, as a result, now volunteer to run the school's canteen on a Friday. Before the Passport Program was implemented, the

The program acts as an incentive for parents to come into the school and creates a mechanism for positive habits to form. (Jenny Day, Co-Founding Director, Community Development Foundation)

canteen had to be closed and the children were opting for less healthy food options from other shops. With the canteen up-and-running again, the money spent outside the school is now being channeled back into the school. In addition, the school has moved from two to sixty-five volunteers per week. From one small but significant act, parent presence around the school has increased.

The Foundation realised that the current funding model was not going to be sustainable. They identified that they needed to get other agencies and government supporting the programs too. In addition to widening the 'partner' base for the

program, a simple way to monitor and measure change has also been developed, called the online computer program, which gives people access to the results online. In doing so, this is making the impact of the program transparent. A school can monitor their results through their School Passport Officer or the Chaplin from the school. The school, the Foundation and the education department have administrator rights to access and update information.

Factors for effective engagement
(see all 10 factors on p. 22)

An important factor for effective engagement of the school in the program is to build the

Models over time	Guiding principles and practices that The Community Development Foundation use to engage effectively with philanthropy ...
<p>First wave</p>  <p>(A \$750,000 grant from individual philanthropic donors and philanthropic foundation(s) to The Community Development Foundation (CDF) who then uses the donation to support the school run the School Passport Program)</p>	<ul style="list-style-type: none"> — <i>Always develop a presence through positive outcomes</i> – Schools hear about the Passport Program through its successes and sharing of information. “People hear about the Program from other sources, not directly from us, the information filters through.” — <i>Tap into local networks and create an assets register of who has what skills/resources/services</i> – When schools approach CDF, the Foundation goes to the school and works with the administration AND parents. From these conversations they learn what is happening in the broader community; which service is offering what; which agency has targets and performance indicators that align with what the Passport Program seeks to achieve; and how can they work together. This creates a whole of community approach.
<p>Second wave</p>  <p>(CDF approaches state government for support and with philanthropic support expands the number of schools who can run the program)</p>	<ul style="list-style-type: none"> — <i>Build relationships</i> – This lies at the core of the Passport Program and remains consistent throughout the Program’s implementation. “Celebrate the successes as they go. The Program gives clients, parents and community members a record of their community engagement – no longer is the school working in isolation”. — <i>Demonstrate impact</i> – Through gathering data, CDF is able to demonstrate to philanthropic supporters how their money is being spent and the impact from those dollars.
<p>Third wave</p>  <p>(e.g. Hub model. CDF assist schools and philanthropic donors connect at the local level and CDF sources additional support from state government)</p>	<ul style="list-style-type: none"> — <i>If it’s working, be true to the model</i> – While different funding models may have been developed through scaling up and through a focus on sustainability, the Passport Program remains true to its original vision and commitment to building relationships across communities.

capacity of the school principal and teachers. This involves helping the school understand what could be used to improve engagement with parents and philanthropy. “They don’t necessarily know what they have got, such as great teachers with great expertise”, says Jenny Day. The role of the Foundation is to give the perspective of the partner, whether that is the parent and or the philanthropic donor. They help the principal to see that, for example, A\$1,000 is 1,000 potential hours to engage with their community. They help them to understand different ways in which 1,000 hours can be carved up and the role that a sponsor or a donor might play in supporting the program. For example, A\$500 can equate to access to four parents to coach a basketball team. The donor or sponsor could be acknowledged by putting their name on the shirt. Those parents can then get access to Level 1 coaching accreditation. The Foundation can assist the school connect with a sport and recreation organisation who will then do the training for nothing or minimal cost. “It’s thinking about the volunteer ‘project’ in different ways”, concludes Jenny Day.

As far as collaborating with philanthropics, it is effective communications that are critical. Importantly, both parties need to be clear on the length of a grant or donation – how long will the money last? Open and honest communications can help determine whether the support is likely to be a one-off or if there are opportunities for longer term relationships; also what is the supporter hoping to see as a result (e.g. a wider reach across a particularly area or greater depth in a specific program or imitative)? The CDF develops a business case to assist in transparent communications. This includes: outlining the issue; summarising the program; presenting the expected milestones along the way and clarifying the intended outcomes. “We also like to tell them stories, both about the individual and the ‘ripple effect’ beyond that individual”, says Jenny.

Committing appropriate levels of resourcing is a key challenge. To help address this, the Foundation has revised its funding model and works with the schools to help build their capacity. The CDF knows it is important for schools to better understand the needs and potential impact of the program. But they also need to understand the relationship between making sure the program is a ‘good fit’ and committing the appropriate resources. The Foundation never approaches a school to be part of the program. The school approaches the Foundation.

Impact

What are the main outcomes?

Key outcome measures for the School Passport Program include: improved student attendance rates at school; an increased number of parents and/or carers volunteering; and an increased breadth of what the redeemed points are utilised for. Another outcome is improvements in the relationship between parents and the principal and teachers.

Jenny Day talks with the school and the parents about the information gathered and notes that as a result, “they start to see a new picture, a more positive connection with parents and the school emerging”.

How is information gathered?

An external evaluation of the program is being conducted. Both quantitative and qualitative information is gathered.

Participating schools commit each term to the Foundation to do four short online surveys. This allows both the school and the Foundation to monitor changes in (among other things):

- The total number of Passport Points earned this term (Term X, 20XX).
- How many School Dollars were spent and how.
- Total number of families in the school and how many using the Passport Program.
- Attendance figures for the school.
- Changes in principal and teacher perceptions about their relationships with parents.

The Foundation can quantify how many hours parents are volunteering and what they redeem their points for.

How do you share the information gathered and with whom?

The School Passport Program information is available on the Foundation’s website. Data collected from individual sites is only available to relevant stakeholder schools. The Passport Program has been translated into 14 different languages.

A person who considers themselves ‘unworthy’ and is possibly out-of-work and has negative associations with school, what they have to give is ‘time’. Our programs help them with their habits within the day. We ask them to dress, get the kids dressed and get the kids and themselves to school. We assist in structuring their day. Through the program, we turn negatives into positives. Their contributions are affirmed and praised. The program sets the parents and their children on a different path. (Jenny Day, Co-Founder, Community Development Foundation)