



ACE Professional Development Grants 2010 Sample Application - Innovation

This sample application gives you three examples of how to answer each question, based on three applications that received funding. While there are many ways to answer each question, we hope that these examples will help you communicate the thinking behind your application to better demonstrate how you meet the criteria laid out in the Guidelines (see Guidelines for applying for an ACE Professional Development Grant).

Expand boxes as necessary

Contact Information:

Network/Group:
Nominated contact organisation and/or person for this application and their position:
Phone Number /Mobile Number:
Fax Number:
Postal Address:
Email Address:
GST number:
Total Grant Amount Requested (incl GST):

Professional Development Information:

1) Describe the aims and initiatives of your network/group.

EXAMPLE 1.

Te Kupenga Mātauranga o Taranaki is an advocacy group that seeks to gain the best possible deals, working relationships and programme types for Taranaki Māori communities. Its main ethos focuses on delivery in a Māori world view. Its prime aim is to *increase Māori participation in tertiary education* - both formal and informal.

Te Kupenga comprises a group of Taranaki Māori educationalist who came together in 2005 around concerns for the way tertiary education was being offered in Taranaki. In particular four issues were of primary importance:

- The apparent lack of any planned approach to Taranaki wide development for Māori
- Māori community were being encouraged to start programmes with little resource and infrastructure remaining with item
- input into programme content and delivery was minimal and
- the impetus for programmes did not originate from the need of the Taranaki Māori community.

The finding of both surveys identified strong resistance from within existing ACE schools funding provision, and an inability from within the Taranaki ACE network to be responsive to Māori needs.

Te Kupenga was successful in gaining ACE Innovation and Development Funding for 2009 to:

- bring together Māori ACE Providers to provide Māori-designed and delivered programmes throughout the Taranaki rohe during 2009;
- establish a Māori-driven ACE structure which is capable of meeting all TEC funding requirements while remaining Mātauranga Māori based; and to
- reflect on and record strategy of establishing a Māori ACE Network within Taranaki.

The grant does not cover the costs of an important aspect of the Taranaki Māori ACE Network (MACE) we view as essential if the project is to succeed - providing a solid induction and mentoring programme for flax-roots kaiako and community groups and others actively committed to ensuring opportunities for Māori-owned and driven Mātauranga Māori programmes.

Te Kupenga believes the most effective means of nurturing members of Taranaki MACE into their roles is to work alongside respected Taranaki Māori leaders in the fields, such as Dr Huirangi Waikerepuru and Ruakere Hond, and other Te Kupenga Mātauranga o Taranaki Trust Board members, to understand the vision Te Kupenga and how community involvement and marae-based ACE programme delivery feeds into the long term tertiary education strategy of Te Kupenga.

We believe that the mentoring element proposed by Te Kupenga would also assist ACE Aotearoa to be able to respond to requests such as that by Te Puni Kokiri (correspondence from TPK Project Manager to ACE Aotearoa Tumuaki, November 2009) for examples of effective Māori mentoring for Māori, by Māori in the ACE Sector. TPK's request is a result of a current research 'stocktake' of mentoring

initiatives for Māori learners at the tertiary level.

Funding will enable the nominates Taranaki Māori ACE Network members to take paid time off from their current duties to undergo a specific mentoring and induction programme from May 2009 - April 2010. This programme will enable them to visit and accompany key Māori educationalists and TEC-funded agencies, networks and representatives i.e.: ACE Aotearoa and ACE regional networks with strong Māori-initiatives aimed at delivering Māori programmes by and for Māori.

It will place in perspective, how their roles and responsibility as Network members:

- reflect their marae and whanau community learning needs;
- highlight the significance of TEC's five national ACE priorities, in line with the directions of the Tertiary Education Strategy;
- Understand, coordinate and proactively meet ACE consultation processes, Quality Assurance arrangements and ACE Funding and reporting requirements.

EXAMPLE 2

Foundation Statement:

REAP AOTEAROA NZ (Inc) exists primarily for the mutual benefit, success and support of its members.

REAP AOTEAROA NZ (Inc) demonstrates the relationships implicit in Te Tiriti o Waitangi

While celebrating and recognising the unique individual nature and autonomy of each member, REAP AOTEAROA NZ (Inc) is also committed to providing leadership based on collaboration and cooperation of the members.

Objects

- a To forward the REAP movement so that member REAPs can carry out their educational and community development work more effectively within their various communities
- b To develop strong and influential relationships with policy and funding bodies
- c To facilitate communication and relationships within the membership
- d To build capacity at governance and staff levels to improve effectiveness
- e To build on and implement Tiriti relationships within the movement and progress the aspirations of Māori/ Hauhake within the movement

EXAMPLE 3

The Wellington ACE Network has been a lead network in our region since 2003.

Since 2005 the Network has undertaken specific Professional Development Planning and identified priorities to meet the needs of providers and practitioners from our three Wellington networks.

A copy of the relevant parts of our strategic and professional development planning processes, designed to meet these needs, is included.

2) Describe the professional development activity or project; including the purpose and intended outcome for ACE learners (not ACE practitioners benefiting from the PD opportunity).

a) Intended outcome for learners

The following examples give some idea of how to fill in question 2 (b) and (c). However, for 2010 applications, we also want applicants to think about, and communicate to us, how they believe their learners will benefit i.e. the learners who will study ACE programmes, rather than the ACE practitioners benefiting from the PD opportunity. We recognize that the outcomes will not be able to be demonstrated in 8 months, and it may not be possible to directly link the outcome to the PD. The aim of this question is to understand why you believe the PD is necessary for your learners and help you think about why one type of PD might be more important than another.

For Example 1, learner outcomes might be, through embedding kaupapa Māori,

- a) Māori learners are able to learn more effectively within learning environments that they can own and feel comfortable within*
- b) Māori and non- Māori learners learn more effectively through kaupapa Māori approaches, such as manaakitanga, kaitiakitanga, and whānaungatanga.*

For Example 2, learner outcomes might be

- c) more relevant, cheaper, higher quality, learning experiences through better governed organisations, which are more connected to their communities and operating more efficiently*
- d) more relevant, higher quality learning experiences that are part of an integrated community social change approach to tackle important social challenges, as REAPs work more effectively with other groups in their communities to agree priority social goals, measure improvement, and work together to achieve real change.*

For Example 3, learner outcomes might be greater success in learning through more relevant and engaging learning experiences, through better understanding communities' needs, customized approaches that recognize the different needs of learners, and use of a wider range of proven teaching approaches.

The examples below give ideas for how to answer sections (b) and (c).

b) Purpose of PD

c) PD activity to achieve the purpose and outcome for learners

EXAMPLE 1

The project is designed to initiate key member of the newly-established Taranaki Māori ACE Community Education Network into their roles through mentoring and active participation in ACE Sector activities.

Participants in this Professional Development project will be able to confidently administer, manage and coordinate the delivery of funding via TEC, meet the

professional development requirements, have established working relationships with Māori networks in other ACE-funded TEC regions; and share their knowledge with other Māori groups wanting to establish their own MACE networks.

The intention is to provide 7 committed Network Komiti members with the opportunity to:

- work alongside noted Taranaki Māori educationalist to gain an understanding of the Taranaki Māori Education Strategy promoted by Te Kupenga Mātauranga o Taranaki
- visit and meet representatives from key TEC, ACE Aotearoa and related bodies to discuss the relevancy and value of tertiary structures, operations and processes to an emerging Māori ACE Network
- attend key TEC?ACE national meetings, ACE Aotearoa hui and relevant Māori tertiary group events to gain a picture of how and where Māori-ACE funded organizations 'fit' within the overall tertiary sector;
- gain awareness of ACE-funded professional development requirements
- actively network with ACE regions with strong Māori Mātauranga-Māori driven initiatives, and to identify peer mentoring support
- contribute ideas to an orientation resource (handbook or DVD) that can be shared with other newly emerging Māori ACE Networks, once developed.

EXAMPLE 2

Results Based Accountability (RBA)

This application is under the heading of Results Based Accountability and will be achieved by two separate work streams, Governance Workshops and Results Based Accountability Workshops.

Why we are doing this:

Results Based Accountability (RBA) is a process designed to move from being busy to being more effective. Sometimes it is called performance based accountability. During 2008, REAPs began this journey by having a conference where REAP Chairpersons and Senior staff (4 from most REAPs) attended a presentation from Carl Pascoe (Christchurch). Carl has trained with Mark Friedman (USA) on this and we found him to be a valuable presenter. We have realised however, for this to be effectively implemented by REAPs, much more work is required. We wish to run workshops that all Board and Staff can attend, so all hear the same message and begin to make progress together.

REAPANZ will work with the presenters to adapt the material so it is even more relevant to REAPs, (REAP based examples, REAP language, REAP centric values etc)

We want to become more effective at measuring the improvements we are making within our rural communities. This is about focusing on what needs to change (causes) rather than what is being seen (symptoms). This work is more often used in the social service context than in education. REAPs believe that it has a key role to play in us being even more effective, so rather than describing what we have done, we wish to describe what is different as a result of our intervention.

Governance Workshops:

REAPs believe that good governance is the key to good performance. To quote Bob Garrett, “The fish rots from the head.” An organisation’s success or failure depends much on the performance of its board, yet the vast majority of board members have had no training for their role and are not sure what it entails. There is a lot of evidence that very capable people leave their professional skills outside the door when related to good governance.

- Governance is where the heart of an organisation lies. It is governance that carries the kaupapa of an organisation and prevents it from being led away from its values and beliefs.
- It is the governance body that is accountable to government and to other funders for performance and effective use of the money.
- It is governance that is responsible for organisations being in good heart.

What we will do:

Whilst generally the governance of REAPs is good, REAPANZ realises the importance of it being excellent. We wish to undergo a twofold process:

- 1) Take presentation material and models designed for schools Boards of Trustees, and adapt it for REAPs
- 2) Run workshops at each REAP with a high quality presenter (Lesley Moffat). There will be an average of two workshops per REAP. Some may only have one and some can have more sessions. These sessions will be run at each individual REAP so its Board members can ALL attend. The sessions will be adapted to the needs of each REAP. Where there is unused delivery or where a REAP elects this option, the second visit will be able to be transferred into mentoring of the Board.

RBA Workshops:

The journey described above is not easy. Translating the RBA concept into REAP speak and into the education sector is a challenge. It is easy to get a grasp of this in terms of a superficial layer, but the drilling down to understand what is really happening is a challenge.

REAPs run many programmes with their communities. We always have based our effectiveness and measures of quality on how well people liked them. RBA would tell us that this is more about how well we treated them than if they were effective. RBA gets us to drill down to understand what has changed as a result of this activity/intervention, i.e. are they better off? However, before we can even begin, we need to get past the ‘video’ about what is happening and look at why things are happening, and focus the work on changing this.

As an example:

A secondary school with rapidly increasing truancy decided to hold a meeting with community leaders and practitioners in this area. Discussion focused on being more efficient getting the students back to school by catching them when they disappeared. It also focused on the social issues that the children and their families faced. It wasn’t until someone suggested they need to look at data before they made decisions, that they got better data. On examining this, they noticed that for many of the truant children, they did not miss all their classes, indeed there were some they hardly missed. On discussion with some of these children they realised that the teachers of these classes operated in a different way and the interactions

with the students were different. This group concluded that until they developed 'Inspirational' Teachers they would make only superficial headway. The cause that needed to be focused on was the dissatisfaction with schooling, not escaping students which is the symptom. In reality there are many causes but we often miss out by not looking behind the obvious.

What we will do:

The RBA Workshops

- 1) Take presentation material and models designed for social services, and adapt it for education and for REAPs
- 2) Run workshops at each REAP with a high quality presenter (Carl Pascoe). There will be one workshop per REAP at this stage. These sessions will be run at each individual REAP so its Board and staff members can ALL attend.

When we will do these activities:

REAPANZ will ensure that all workshop activities that are run are concluded before the end of 2009. They will be spaced so that each REAP can work effectively and pay fair attention to them and so that most people from each REAP can attend.

Evaluation of Activity:

As a part of our belief in RBA, we undertake to develop and monitor indicators to test the effectiveness of this work, in conjunction with REAPs and possibly with ACE Aotearoa through its PD Development Manager.

What we expect to see as a result of this work

The training will result in effective governance occurring at all REAPs

We define effective governance as:

- steering the organisation towards a vision
- ensuring day to day management works towards those goals
- being viable and thriving

And is effective when it:

- improves results
- makes sure the REAP assets are protected and funds are used appropriately
- has a consistent framework of self review
- embeds new practice
- has evidence of sustainability of the new ways of operating.

We will also see a shift in thinking, with REAPs modifying their analysis of community issues to see how best to contribute to their communities, with an emphasis on cause rather than symptoms.

EXAMPLE 3

Purpose: Within the Wellington Region, all three Networks have been involved in a series of FOCUS EVENTS which have been planned to meet common identified Professional Development needs.

We have offered four collaborative events each year which have involved members of these three networks.

The proposed event... ('THE WINTER SERIES') ... see the plan attached ... continues this collaborative provision which is now in its fourth year.

In addition, an invitation will be extended for this 'WINTER SERIES' to networks in the wider Wellington Area, particularly the Wairarapa, Horowhenua and Palmerston North areas. People from these Networks will be able to choose from

the workshops offered and align their PD Needs with the sessions offered.

Expected Outcomes:

1. Advance the implementation of ACE Professional Development as set out in the ACE Professional Development Strategy and Action Plan 2006 - 2010. The attached documents give detail.
 2. Promote continuing collaboration as well as contributing to the building of a community of practice amongst the adult and community educators in our wider region.
 3. As well as involving three or more networks, 'THE WINTER SERIES' will encourage non participants to join activities which address common PD priorities.
 4. We believe 'THE WINTER SERIES' is an innovative 'outreach' which will involve a wide - spread of practitioners both from and beyond ACE Networks.
 5. Learning Outcomes are specifically addressed in the plan (attached) and detail the 'to whom' question.
 6. There is potential to involve large numbers of practitioners (40 persons per session 360 persons over three days and 9 workshop activities).
 7. 'THE WINTER SERIES' will take place between 10th and 23rd June and so will be completed by the specified 'cutoff date'.
 8. Part of the outcomes from each session will be demonstrated
- 'Evidence based information' on what has changed for the learners taking part. The information will be used to generate the requested 'evaluation or action - reflection report' which will be put together at the conclusion of 'THE WINTER SERIES'.

3) Who will benefit from this professional development activity?

EXAMPLE 1

The project will first and foremost benefit Māori communities within the Taranaki rohe, by giving their own whanau and marae representatives a voice in the way Māori adult learning needs can be met in a culturally safe and appropriate way.

The project will also contribute to Māori aspirations of Tino Rangatiratanga by enabling Network member to learn from elders and educationalist the significant that informal and formal education has in achieving this.

Taranaki Māori ACE Network participants will gain and share with other prospective Māori Networks, first-hand knowledge of professional development requirements, and how Māori groups can develop and maintain control of their own community and marae-driven ACE requirements.

The project can also offer other Māori communities outside of the Taranaki rohe, a 'template' to establish their own structures and processes and insights relevant to their tertiary learning aspirations.

EXAMPLE 2

— REAP Staff and Board members will directly as they are upskilled on Governance

and RBA.

— Indirectly our communities will benefit as the new learning will be taken back out into the community to empower other individuals and groups.

REAPs will be in a position to support local organisations who wish to travel down this path.

EXAMPLE 3

1. We are targeting both regular Network attendees, but also 'Non Participants' when planning 'THE WINTER SERIES'
2. Workshops have been planned which are practical, which will suit community workers, tutors, coordinators, ACE Managers, programme supervisors and others involved in ACE and Life Long Learning.
3. The plan is to reach beyond our present Networks. The Wellington Network has been moving meetings to Community Centers and inviting those involved with the host community centre to visit and present their work in ACE. These (as examples) have included CAB's, The WGTN City Council, Mother Networks, Libraries, Food Bank Coordinators, Budget Services Tutors and others from the voluntary sector.
4. As well as present network members, we will invite those from the schools (25 schools) sector through the wider Wellington Region, their tutors and their coordinators.
5. We plan to invite Community Centers managers and supervisors.
6. We plan to invite CAB Volunteers and others involved within the 6 Wellington CAB's.
7. We plan to invite community workers from the community houses in our region.
8. We will further extend an invitation to other Community Groups within our region. There are a large number of identifies community groups who receive community funding from our schools. Invitations will be circulates to their groups (through schools) inviting their involvement in any workshop which fits their particular Professional Development need.

Inter network collaboration has been a key part of our planning and will be key in the delivery of 'THE WINTER SERIES'

The Hutt, Porirua/ Kapiti and Wellington Networks have collaboratively planned this series. Other Networks from the wider Wellington Region (including the Horowhenua, Palmerston North, and the Wairarapa) will be invited to participate.

4) What, if any, evidence do you have that there is a need for this professional development?

EXAMPLE 1

Te Kupenga received ACE Innovation and Development funding in 2006-2007 and 2007-2008 which was used to:

- survey and identify the needs of some 14,000 Māori within the Taranaki region, and
- gain the involvement of Taranaki iwi in establishing culturally appropriate working links with TEC and key ACE providers and Taranaki Māori communities.
- explore how Taranaki Māori could better access ACE via Taranaki secondary school for 'informal' learning.
- determine how relationships between Taranaki Māori groups and Taranaki

secondary schools for the provision of appropriate Mātauranga Māori-focused programmes within Taranaki Māori communities, could be facilitated, and

- build links between the Māori community and the Taranaki ACE Network (via Stratford High School, which delivers the bulk of ACE programmes with the region)

EXAMPLE 2

- Identification by REAPs and REAP Aotearoa NZ that this is critical to our future
- Commitment by REAPs to improved governance.
- Co-funding by REAPs. Each REAP is being asked to contribute \$500 per session
- Desire by REAPs to be more effective and more focussed on making a difference.

EXAMPLE 3

1. Recent discussions and written articles addressing Pacific Providers needs/concerns in both the Wellington and Porirua Areas has demonstrated a need to work with strategies which will address their identified difficulties.
2. The Hutt Networks is an emerging group of ACE Providers with a Whanau base. This network is moving from an 'endangered' position. To ensure viability, there needs to be an inclusive Professional Development opportunity which will build capacity and provide practical and needed help.
3. The Wellington Network is a developed grouping of people involved with ACE from a wide range of funded and non funded (and voluntary) organisations. Regularly there will be 20-30 people at Network events representing around 20 different community organisations. Strategic Planning over the past three years (see attached) has identifies areas of Professional Development which will build capacity for those organisations represented. The proposed 'WINTER SERIES' is a continuation of our programme to meet identified areas of need.

a) How is this different from what you were doing previously?

No existing examples because section is new.

5) Does this activity or project engage with Tangata Whenua? If so, in what way?

EXAMPLE 1

Kaiako involved in the teaching and sharing of Mātauranga-based skills and knowledge, marae representatives, and Māori educationalists involved in ACE and community development within the Taranaki will be the prime participants in this project.

The focus of this project are volunteers who are committed to the establishment of a Taranaki MACE and are prepared to take on leadership roles within a MACE structure to work towards increasing Māori participation in both formal and informal tertiary education - through marae-based and Māori community development opportunities.

EXAMPLE 2

- Each REAP works closely with Māori. REAPs have Board and Staff who are Māori. They will be participants in the workshops.
 - REAPs work in a consultative environment with Māori on an ongoing basis, with many having formal arrangements with iwi, hapu and whanau in their areas.
- REAP Aotearoa NZ includes Hauhake. Hauhake is a collective for Māori in REAP.

Hauhake is the Māori word for REAP. The motivation for a Maori caucus was given voice at the Annual Conference, held in Turanganui-a-Kiwa in 2003. REAPers decided that it was time to make some changes in the way things were going and the idea of getting together as Maori, to support one another, to discuss our needs and aspirations and to address the needs of our clients came to the fore.

EXAMPLE 3

Meeting the needs of those working with Māori and Pacific and those from diverse ethnic groups (enhancing the distinctive identity of our country)

The Hutt workshops will be facilitated by local Whanau who oversee this Network. Serenah (who leads the network) is Māori and has requested that one workshop be specifically addressing the needs of Māori groups.

One workshop in the Porirua/Kapiti Series specifically targets Pacific People will be facilitated by pacific leaders from that community.

6) Does this activity or project engage with Pasifika people? If so, in what way?

No existing examples because section is new.

7) Specify the total amount of funding requested for this professional development activity or project.

Please include a copy of your itemised income and expenditure budget (template form attached as Appendix One) and any other information that you think may be helpful to your application.

Declaration

In making this funding application I declare that:

I am authorised to do so and to the best of my knowledge the information contained herein is true and correct. Any funding received will be used for the activity/project for which it was approved.

The network/group will comply with any reasonable request made by the ACE Aotearoa Professional Development Steering Group to monitor performance and accountability.

The network/group/ will accept that any decision made by the ACE Aotearoa Professional Development Steering Group is final. We accept that no reasons for any decision will be given, nor will any correspondence be entered into.

I understand that ACE Aotearoa, at its discretion, may fund an external evaluation of my professional development activity.

Privacy Act

Any personal information about individuals or organisations you provide in this application will be used only to assist with the administration and assessment of your application and in publishing the results of approved grants.

The information collected will be restricted to ACE Aotearoa, the Professional Development Steering Group and staff along with other parties that may be consulted or contracted to act on behalf of the Professional Development Steering Group.

Networks, groups, providers and practitioners have the right to check and correct any personal information held ACE Aotearoa.

Signature (digital signature required if emailing)	Name and Position in Organisation	Date

Completed applications and any supporting information can be sent to:
ACE Aotearoa Professional Development Grants
PO Box 12-114
Wellington 6011

Email: pdgrants@aceaotearoa.org.nz

Fax: 04 499-4947

Applications close on Monday, 1 March 2010.

APPENDIX ONE:

Sample template for detailed Income and Expenses:

(Please ensure that you present an itemised budget)	Amount
Income	
Expense Items	
Amount Requested	\$
GST (if applicable)	\$
Total Amount Requested	\$

EXAMPLE 1

Expense Income	Total Amount
3x Venues	\$1500.00
9x Facilitators (3x per day)	\$4500.00
40x Participants 'koha' vouchers to reimburse costs to attend (\$10 per person per session)	\$3600.00
Lunch costs (40 per day @\$10)	\$2400.00
Morning Tea costs (40 per day @ \$10)	\$1200.00
Airfares/Travel for facilitators (3x \$240)	\$720.00
Advertising @ registration/organization (50hrs)	\$1500.00
Income	-
Total	\$15,420.00
Total Amount Requested	\$15,420.00

EXAMPLE 2

Professional Development Budget 2009			Results Based Accountability			
Governance Workshops						
Description	No.	Professional fees	Average Disbursements	ACE PD Grant	REAPs	Total Cost
Adapting the presentation material	1	700	150	850		
Facilitated visit to each REAP Site	16	950	500	15200	8000	24050
RBA Workshops						
Description	No.	Professional fees	Average Disbursements	ACE PD Grant		Total Cost
Adapting the presentation material	1	700	150	850		
Facilitated visit to each REAP Site	13	1000	500	13000	6500	20350
Contributions by each REAP						
Each REAP will contribute the Average Disbursements cost for each visit. This means that REAPs further away are not disadvantaged						
CONTRIBUTION FROM REAPs					14500	
REQUESTED FROM ACE PD GRANTS				29900		44400
GST				3737.5		
Total inc GST				33637.5		
Notes:						
1. Disbursements include flights, transport, accommodation, meals.						
2. Venue to be supplied by each REAP.						