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| **guidelines and application form (det grants)** |

1. **GUIDELINES**

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| **RAISING RURAL AND REGIONAL STUDENT ASPIRATIONS** |

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| **A1 Grant description** |

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| **What activities is the funding for?**  On 5 September 2019 the Victorian Government announced an initiative to raise students’ aspirations, understanding and confidence in pursuing education and training options. This is part of the $82.8 million Rural and Regional Education Reform package.  This initiative aims to enhance and support the learning, transition and aspirational mindset of rural and regional students, in Victorian government schools, at the upper primary and secondary school levels. It will build rural and regional student aspirations and enhance their life skills by increasing exposure to mentoring, role models and post-school pathways.  This activity has been funded through the 2019-20 mid-cycle State Budget to improve outcomes for students in rural and regional Victoria. The Department of Education and Training (the Department) is seeking to fund one or more providers and/or consortia to deliver activities that meet these objectives. Proposals must be scalable. |
| **Why the Department is funding the activities?**  The Expert Advisory Panel for Rural and Regional Students found that it is critical to ensure rural and regional students have the foundations and access to support necessary for them to engage productively in education; are provided with learning environments that engaged and inspired them regardless of location; and are surrounded by cultures and attitudes that expand their career aspirations and expectations for their future rather than limited them.  Consultations have emphasised that the focus on career pathways and aspirations needed to start in primary schools and that solid early foundations to learning impact on aspirations later in life. In many rural and regional communities, consultations have reported that young people developed a limited view of their potential education and career pathways early on and this impacted heavily on their future aspirations and attitudes toward learning and achievement throughout their schooling.  Consultations have also found that proactively broadening student awareness of the multiple pathways options available to them locally and further afield, as well as exposing them to diverse and positive role modelling in their communities, had helped to establish and maintain positive cultures and associations toward education and careers in some areas. Particular emphasis is given to the need for early intervention strategies that could establish positive attitudes toward education and career aspirations before any external or internal influences began to limit them.  A consistently strong theme raised throughout the consultations was the particular need to provide young people in rural and regional schools with exposure to the multiplicity of further education and career pathways that are available, to ensure they are equipped to make informed choices about their future. The need was particularly pronounced for students in more remote areas of the State who had limited exposure to opportunities beyond their local areas, and less access to experiences or diverse influences offered by metropolitan Melbourne or regional centres.  Consultations have highlighted that living in smaller communities can limit young people’s exposure to the range of business, industry or employment models available in metropolitan Melbourne and this impacts on their awareness of available career options, and has impacts that reverberated through their schooling in relation to subject choices and pathways.  The panel heard clearly that the task of ensuring that all students have wide aspirations, high career expectations, and are equipped to make informed choices about their future is the job of the whole community collectively. Whilst parents and carers play a major role for their children in instilling positive attitudes towards aspiration and achievement, local industry and employers, higher education providers and schools all have a shared responsibility to inspire students by ensuring they are exposed to a diverse set of experiences, opportunities and role models. |
| **Activity start date(s) and end date(s)**  Agreements are anticipated to be executed at the end of April 2020, with activity to commence in the 2020 calendar year with delivery until June 2023. |
| **The people / groups who are intended to benefit most from this activity/activities are:**  Victorian government school students in rural and regional areas. |
| **The activity/activities is/are intended to benefit people or groups living in the following places:**  Rural and regional areas. |
| **Funding details:**  The funding for the activities comes from Rural and Regional Education Reforms announced in September 2019.The total funding available for the activity is $2.1 million over four financial years. This amount is excluding GST. |
| **Services to Children:**  If this funding arrangement involves services to children, your organisation will be required to comply with the Victorian Funding Guidelines for Services to Children by providing relevant incorporation and insurance evidence. |

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| **A2 Who can apply?** |
| Organisations with proven experience delivering programs to raise student aspirations, which have the ability to meet the below KPIs, are encouraged to apply. Proposals must be scalable.  Key criteria that DET staff will be using to assess the application are:   * Governance and risk * Relevant past and current experience. * Benefits of the program in raising rural and regional student aspirations   + Quantitative criteria: How many students/Victorian government schools will benefit from program   + Qualitative criteria: What is the program, how will it raise student aspirations, what are the impacts of the program? * Sustainability: organisational sustainability and activities that deliver sustainable benefits for schools * Cost to schools and/or students, including administrative burden, and likelihood of participation. * Cost to government, in terms of appropriateness of budget for outcomes of program. |

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| A3 Key performance indicators |

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| **Key Performance Indicators** (KPIs)   * Program specific deliverables will be negotiated with each successful supplier, based on the proposed delivery model. |

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| A4 Applications, assessment and contract information |
| Applications:   * This is an open market process. * In your submission please include the application form and documentation referenced in B9. * In your application you can apply for the total or a proportion of funding amount. * Proposals must be scalable.   Assessment:   * The application closing date is **5.00pm, Friday 13 March 2020**. All applications will receive a receipt of application acknowledged within two business days of being received. * The assessment process will involve a panel from the Department of Education and Training assessing all applications on the criteria outlined above. The Panel will agree on the preferred candidate/s and may contact the preferred candidate/s to negotiate the terms of funding prior to seeking an approval to appoint. Timelines for key grant milestones are outlined in the table below (see A5). * Assuming your organisation is eligible, the assessment of your application will be made based on your responses to B3 – B9 in the application form.   Contract   * The Victorian Common Funding Agreement (VCFA) standard form will be the funding agreement. Both parties will be required to comply with the Terms and Conditions of the VCFA. |

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| **A5 Indicative lifecycle timelines** |

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| **Event** | **Date** |
| Sourcing document (Guidelines and Application Form) distributed / published | 14/02/20 |
| Applications open | 14/02/20 |
| Applications closed | 13/03/20 |
| Grant negotiation completed | 17/04/20 |
| Applicant(s) advised of outcome | 24/04/20 |
| Agreement copies signed | 30/04/20 |
| Expected agreement commencement date | 30/04/20 |
| Expected agreement completion date | 30/06/23 |

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| **A6 Reporting and performance** |
| Performance and reporting expectations will include annual reporting comprising:   * Plan for proposed schedule and delivery on all KPIs for coming year. * Interim Report, which reports on year-to-date delivery of KPIs. * Final Report – which provides an actual report on all the KPIs, as well as a summary of feedback of quality of program. |

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| **A7 Activity, deliverables and (where applicable) payments** |

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|  | Evidence of completion | | |
| Draft deliverable or milestone | How will completion be demonstrated? | Due date | Payment amount (excl. GST)  Note: This is the total payment amount of all grants. |
| Agreement executed | Signed and returned | 30 April 2020 | *262,500* |
| Plan for delivery and interim report (proposed delivery on all KPIs for 2020) submitted | Submitted | 10 June 2020 | *262,500* |
| Final report (actual delivery on all 2020 KPIs) submitted | Submitted | 30 January 2021 | *262,500* |
| Plan for proposed delivery on all KPIs for 2021 submitted | Submitted | 30 February 2021 | *100,000* |
| Interim report for 2021 submitted | Submitted | 01 June 2021 | *162,500* |
| Final report (actual delivery on all 2021 KPIs) submitted | Submitted | 1 December 2021 | *262,500* |
| Plan for proposed delivery on all KPIs for 2022 submitted | Submitted | 30 January 2022 | *100,000* |
| Interim report for 2022 submitted | Submitted | 01 June 2022 | *162,500* |
| Final report (actual delivery on all 2022 KPIs) submitted | Submitted | 1 December 2022 | *262,500* |
| Plan for proposed delivery on all KPIs for 2023 submitted | Submitted | 30 January 2023 | *100,000* |
| Final report (actual delivery on all 2023 KPIs) submitted | Submitted, and accepted by DET | 10 June 2023 | *162,500* |

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| **A8 Submission process and inquiries** |
| All submissions need to be emailed to [rural.regional.reform@edumail.vic.gov.au](mailto:rural.regional.reform@edumail.vic.gov.au) by **5.00pm, Friday 13 March 2020**. A confirmation that the submission has been received will be sent within two business days.  If you have any inquiries please contact [rural.regional.reform@edumail.vic.gov.au](mailto:rural.regional.reform@edumail.vic.gov.au). Inquiries will be responded to within two business days. Responses will made available to all applicants. The deadline for inquires will be 5.00pm, Friday 6 March 2020. |

1. **APPLICATION FORM**

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| RAISING RURAL AND REGIONAL STUDENT ASPIRATIONS |

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| B1 Organisational details |

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|  | ORGANISATION DETAILS |  | CONTACT DETAILS |
| Formal name : |  | Name : |  |
| Trading name : |  | Position |  |
| Address : |  | Phone : |  |
| ACN/ABN : |  | Email : |  |
| Website : |  |  |  |

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| B2 Eligibility and Key Selection Criteria |

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| Describe how your organisation meets the eligibility and key selection criteria described in the Guidelines section A2. |
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| B3 Proposed approach to delivery |

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| Describe how your organisation will raise rural and regional students’ aspirations, understanding and confidence in pursuing education and training options, and enhance their life skills by increasing exposure to mentoring, role models and post-school pathways. Describe how your proposal could be scaled. |
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| B4 Key performance indicators and milestones |

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| Programs specific deliverables will be negotiated with each successful supplier, based on the proposed delivery model.  Include proposed deliverables in the table below (refer to Guidelines sections A6 and A7, where applicable). |
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| Deliverable or milestone | Evidence of completion |

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|  | Evidence | Due Date |
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| B5 Budget (estimated) for the grant |

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| Income | | Expenditure | |
| Item | Amount | Item | Amount |
| Funds from DET |  | Expense: |  |
| Funds not from DET |  | Expense: |  |
| * Grant (Commonwealth) |  | Expense: |  |
| * Grant (State, non DET) |  | Total Expenditure |  |
| * Grant (Other) |  |  |  |
| * Other budget |  |  |  |
| Total Activity Income |  | Total in-kind support (estimated) |  |

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| B6 Governance arrangements and risk |
| Describe the Governance arrangements for your organisation managing this grant (officer responsible, role of board / committee, etc., financial responsibility). Describe any significant risks and their contingencies (or attach relevant documentation).  Include any real, perceived or potential conflict of interest (if any), associated with the delivery of the Grant. |
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| B7 Additional capability and knowledge (if applicable) – relevant to this application |
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| B8 Declare any funding currently being received from the Victorian Government or other organisations for this activity or similar activities |
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| B10 Document checklist (please attach required documentation with this application form) |

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| A suitable WWCC / police checks system. |  | Risk management (ANZ standard). |  |
| Certificate of Incorporation or company registration. |  | Maintain asset register (refer VCFA). |  |
| Complaints handling system. |  | Privacy systems (refer VCFA). |  |
| ABN Number (if registered for GST). |  | Complaints handling system. |  |
| Most recent annual report financials. |  | Emergency management procedures. |  |
| Current relevant insurance (including public liability) |  | Other: |  |

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| B11 Signatory (delegated authority) |

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| Name: …………………………………………    Position: …………………………………………  Sign here: .........................................................  Date: ……………………………. | Secondary contact (optional):  Name: ……………………………………………  Position: …………………………………………… |

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