The following strategies have been updated from last year’s LLEAP Guide, using responses from the 2013 LLEAP surveys.

Creating A Culture Of Seeking Support

- **For not-for-profits and schools** – It’s OK to acknowledge that you can’t always make a difference on your own.

- **For not-for-profits and schools** – Take the time to explore what a potential supporter might be able to offer beyond money, such as mentoring, expanding networks, or advocacy. These kinds of support can be extremely beneficial and help build capacity.

- **Schools** – Appreciate the willingness of others to work with you to support students, in all types of activities, whether as volunteers or funding partners.

- **Schools** – Take a whole of school approach to seeking philanthropic support, don’t leave it to one ‘champion’ alone.

- **For schools and not-for-profits** – Get organised and be systematic. Create a grant calendar and annual plan for more efficient allocation of time and resources and to avoid the last minute ‘dash to the deadline’. Gather all material and documents relating to your project (e.g. tax documents and financial statements) and possible grants in a central location.
Capacity Building To Support Improved Collaboration

- **For schools** - Make the most of existing networks and structures to help build partnership opportunities (e.g. establish a sub-committee of your school council to focus on community partnerships, ask parents’ associations to assist you, or form an education community of neighbouring schools to share ideas and networks).

- **For schools** - A not-for-profit with a specialist focus can take the burden off schools to do a program themselves. Are there not-for-profits in your community that could work in partnership with your school around a particular area?

- **For not-for-profits** - A not-for-profit organisation can also take the burden off reporting from schools; they become the lynchpin between the school and the philanthropic supporter(s).

- **For not-for-profits and schools** - Seek advice from experts who might be willing to share their time and expertise (e.g. from high performing executives in multi-national companies who may be happy to share their networks or help you build relationships in the community).

- **For not-for-profits, philanthropy and schools** - Consider sharing your experiences in a particular project with others via an online portal or a community consultation process. This facilitates learning across all realms of activity and sectors. Collaboration is not about ‘what’s in it for us’ but what we each do around a skills or resource base. Sharing skills, knowledge and resources is critical to building capacity.

- **For not-for-profits, philanthropy and schools** - Building the capacity of each partner in a project (whether not-for-profit, school or philanthropic organisation) is vital, because some may have good intentions but no capacity to implement. Embedding a longer-term project in organisational strategic plans means that organisations will need to resource the initiative and address capacity issues.
Effective Communication And Knowledge Sharing

- **For not-for-profits and schools** - Send updates and progress reports to interested parties, whether you have received funding from them or not. Celebrate success with all parties.

- **For not-for-profits, philanthropy and schools** - Consider site visits or local ideas symposiums to assist in communications and dissemination of information, as well as encouraging local ownership of an initiative. Provide as many opportunities as feasible for shared involvement.

- **For not-for-profits, philanthropy and schools** – Where possible, lobby and share what you are doing at the local, state/territory and Federal government levels.

- **For not-for-profits, philanthropy and schools** – Be prepared to share information on unsuccessful projects, not just the successful ones. Lessons learnt from ‘failed’ activities can be extremely valuable.

- **For not-for-profits, philanthropy and schools** - Communication works best when partners meet around the table with ‘all their cards showing’. Honesty and really listening to what everyone is saying strengthens the relationships.

- **For not-for-profits, philanthropy and schools** – Emphasis should be placed on relationship management; make sure everyone’s expectations are established and managed.

- **For not-for-profits, philanthropy and schools** - A project should not be personality driven. Partners may not get along on a personal level but if they are aligned around values and goals and have clear communication processes, then they can connect and move forward.

- **For not-for-profits, philanthropy and schools** – When communicating with partners or stakeholders, polite persistence can be important in terms of communication; people are busy and may not always respond immediately, but persevere.
Making Well-Informed Decisions

- **For not-for-profits, philanthropy and schools** - Consider conducting a scoping study to understand the community and its needs. This will help guide your initiative and ensure that intended outcomes are clear and agreed upon. Incorporating the views of key stakeholders will inform project development.

- **For philanthropics** - Meet with those who fund in the education sector as well as prospective grant applicants. Undertake an environmental scan of current policies and issues relevant to geographic areas where the trust or foundation funds.

A ‘Good Fit’, Matching And Collaboration

- **For schools** - Find not-for-profits to partner with who have DGR status, but ensure that these are genuine partnerships not just conduit opportunities.

- **For philanthropics** - Build cross-sector partnerships between schools and not-for-profits so the not-for-profit can receive the grant for use by the partnership. Offer suggestions on who a group might consider partnering with.

- **For philanthropics** – Consider promoting projects to the corporate sector for sponsorship support.

- **For not-for-profits and schools** - Ring a prospective supporter and discuss ‘fit’ with your project. One-on-one conversations with potential partners are extremely valuable, especially when exploring how you might work together and how they might ‘shape’ your project.

- **For not-for-profits and philanthropy** - Collaborate with existing funders to identify additional supporters with similar interests and/or engage in joint funding arrangements. Pooled funding approaches are an effective way to overcome short durations of funding or limited amounts of funding from any one trust or foundation.

- **For not-for-profits, philanthropy and schools** - Knowing potential partners and understanding the context you are working in (i.e. school or philanthropic organisations) will help facilitate connections and enable appropriate ‘translation’ across the sectors.

- **For not-for-profits, philanthropy and schools** - Partners should be able to agree on a common area of need to ensure that their goals are aligned and connected. Work collaboratively, but make sure you stay within your own organisation’s mission and scope.
Committed Appropriate Resource Levels

- **For schools** - If possible, dedicate a role to ongoing relationship building and/or grant writing.

- **For not-for-profits** - Consolidate activities to streamline program development and resource usage.

- **For philanthropics** – Consider focusing effort at the local or regional level through a place-based approach.

- **For not-for-profits and schools** - Build into your budget the necessary funding leadership, project management, coordination, monitoring and evaluation. Be more honest and communicative with donors around the need to allocate funds to administrative costs.

- **For not-for-profits and schools** – Explore opportunities for in-kind support from experts that can model activities for schools.

- **For not-for-profits and philanthropy** - Consider catering for different possibilities, such as short-term gifting and/or explicit longer-term funding according to the needs of specific initiatives.

Being Impact Focused

- **For not-for-profits and schools** - Gather information around student outcomes in your project so that you remain impact focused when talking to potential supporters. Use the framework developed earlier in this Guide, in the section ‘Key indicators – quick reference guide, to get you started.

- **For not-for-profits and schools** – Do your research and understand what impact each potential partner is looking to have (i.e. what does impact mean to them?). Never lose site of the end goal.

- **For not-for-profits and schools** – Consider setting up an evaluation team to keep the focus on intended outcomes and measuring impact throughout the project. Make these evaluations available to other potential grant makers.

- **For philanthropics** - Set up a separate impact program area in education. This will enable allocation of funds to the ‘bigger picture’ and long-term projects. Immediate needs projects can explicitly fit within these impact areas.

- **For not-for-profits, philanthropy and schools** - Consider whether the project being funded can be developed into an evidence-based model for others to benefit from too.