



# GRANT FUNDING GUIDE

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**Children<sup>in</sup>Scotland**  
every child - every childhood



# Guidelines for preparing and completing an application for grant funding

## Funding criteria

Funders set criteria in a number of ways, the most common are:

- By geographical area (by city, town or region etc)
- By subject area (arts, sport, heritage etc)
- By the difference the project will make to participants/audience (teaching or improving skills, increasing participation, improving health & wellbeing, reducing crime etc)
- By priority group (young people, BME, lone parents, areas of deprivation, those with a disability, mental health issue or of poor general health)

## Starting your application

Your application should be driven by your project – make sure that your idea has been well-thought out and that it fits the criteria of the funding.

Remember that grant funding is there in addition to statutory obligations, so your application should not seek to replace or substitute these; this is particularly pertinent when applying for funding for school projects - you will need to consider whether the project is additional to a schools statutory provision.

Remember to:

- Read all of the guidance notes carefully
- Never be afraid to seek advice from potential partners, or from other members of your Creative Learning Network before starting your application
- Make sure you answer the questions in clear and plain English – avoid jargon and ‘flowery’ language – say what you mean; what your project idea is and what you will achieve from it. Don’t assume an understanding of acronyms or ‘management-speak’
- Avoid repeating yourself
- Try to ‘paint the picture’ for the funder of what your project will look like
- Draft your application and ask others to read through and offer advice
- Invest time in your application to get the best results

## Evidence

Ensure your application contains up to date and relevant information to support the need for your project to take place.

- Include quantitative information - statistics, subject-specific data relevant to your project  
Helpful places to visit to gather statistics are:
  - The Scottish Index of Multiple Deprivation - <http://www.scotland.gov.uk/Topics/Statistics/SIMD>
  - Creative Scotland research archive (for various arts & cultural engagement data)  
<http://www.scottisharts.org.uk/1/information/publications/research.aspx>
- Include qualitative information:
  - Any research and consultation undertaken to inform your project
  - Letters of support (ensure these are explicit and not generic, they need to contain why the advocate is supporting the project, how it might tie in with their similar objectives, and evidence of what they can offer in terms of support for your project – this could be time, resources, expertise, advice, venue etc)
- Link your project to relevant existing strategies, local area agreements or initiatives. The following links will help you to do this at a local level in Moray:
  - Moray Council Educational Services Improvement Plan  
<http://www.moray.gov.uk/downloads/file43283.pdf>
  - Moray Community Planning Partnership Single Outcome Agreement  
<http://www.moray.gov.uk/downloads/file61066.pdf>

## Key issues

- Ensure you show clear evidence the actual need for your project, not your opinion of need.
- Make sure you detail how many people will benefit from your project – this could include direct participants plus any audience or future users.
- Ensure you address the equal opportunities issues integral to your project. **Do not** add a generic policy to your application, but instead detail **how** your project aims to be inclusive and the **reasonable actions** you will take to make it equal opportunities. You cannot provide what you do not have, but you can make reasonable steps. A very simple example of this is a case study of a newsagents located in a listed building, unable to make structural changes to include ramp access to the shop; by ensuring that he has a temporary ramp available to place over the steps when necessary, to allow access by a wheelchair user for instance, then he has taken a **reasonable action** to provide equal access.
- Equal opportunities includes:
  - Age – older or younger people
  - Sex – male or female
  - Disability – physical or learning
  - Sexual orientation
  - Black and Minority Ethnic (BME)
  - Other potentially excluded groups, such as low basic skills, low income etc

## Management

Your application will need to include how you will manage and deliver your project, it is important that you explain what skills, knowledge and experience your staff/volunteers/partners have, what role they will play in delivery of the project and what your policies and procedures are (if, for instance, a member of the applying group or organisation is an accountant or bookkeeper, or used to managing budgets, then they would be ideally placed to manage the budget for your project)

You can also include your track record if appropriate, with regard to previously delivered grant funded projects.

## Risk assessment/management

This is an area a lot of people shy away from, as they think it to be a long and difficult task. In fact, assessing risk is exactly that – just identifying what potential risks might be involved, whether you think the likelihood of the risk is high, medium or low and then what you will do to manage that risk (precautionary measures to try and stop the risk occurring)

Here is an example of the beginning of a risk assessment for a public art exhibition:

Risk	Likelihood	Management
Preparing the white space – risks: Wet paint, people tripping over or bumping into the artist installing the work. Lasting damage to the wall.	Medium	Plan installation timing to avoid peak people traffic.
Taking delivery of artworks, paintings, sculptures – risks: Falls, trips, injury/harm to persons. Dropping of work.	Low	Only experienced art handlers and the artists themselves will be carrying out this activity
Hanging paintings on walls – risks: Paintings could fall during installation and cause injury to persons.	Medium	Only experienced art handlers will be carrying out this activity. Security of paintings to be checked over by two staff prior to event opening.

## Budget

- You will need to do thorough research, base your budget on realistic costings, and provide evidence for your calculations (for instance, budgeting £150 per day for an artist's time – 'cost based on Creative Scotland creative professional pay guidelines' etc)
- Only ask for what you need
- Make sure you contribute something to the project costs – this could be cash from your own funds, funding from another grant provider or in-kind support in the shape of volunteer time, products or services (for instance, organisation x will provide us with a member of staff to help recruit our lead artist, we estimate this to take 8 hours of her time and she is paid at £10 per hour, so the in-kind contribution is worth £80)

Example budget from a successful long-term participatory arts project

EXPENDITURE		
<ul style="list-style-type: none"> <li>This should include ALL of the costs of project, not just the amount of money you are asking us for</li> <li>Please remember to include any in-kind cost</li> <li>VAT should be included where it is paid but cannot be reclaimed</li> </ul>		
Item	Amount	
	Cash £	In Kind £
Cost of workshop deliverer for 150 days (@ £150 per day)	22,500	
Equipment	4,674	
Travel costs for delivery of project across Moray (@ 40p per mile)	1,500	
Administration (including recruitment costs and Disclosure check)	326	500
Contingency	1,000	
	<b>Total cash</b> £30,000	<b>Total in kind</b> £500
<b>TOTAL PROJECT COST (cash + in kind)</b>	<b>£30,500</b>	

Please tell us what income you have for this project, who it is from, and whether the contribution is cash or in-kind (for example, voluntary labour, donated goods and services).

PROJECT INCOME (partnership funding)					
Please give details below, <i>stating the name of each different source of income under the relevant headings</i>	Amount in Cash £	Value of in kind support £	Please mark here to tell us if your partnership funding is:		
			Confirmed	Applied for but no decision yet	Not yet applied for
From Local authorities:					
Participating Schools	2772		✓		
Other public funding: (e.g. from local enterprise companies, government agencies)					
Other:					
Moray College	308		✓		
Arts organisation X	308		✓		
Your organisation's own contribution:					
Moray Council	308	500	✓		
TOTAL INCOME (excluding request to us)				£4,196	
TOTAL PROJECT COST (this should be the same figure as the total cost of the project given in Question 30)				£30,500	
AMOUNT REQUESTED FROM US (this should be the difference between the total income and the total cost of the project)				£26,304	
WHAT PERCENTAGE IS THIS OF THE TOTAL PROJECT COST?				86%	

## **Project impact**

You will need to detail exactly what your project will do, evidencing:

- Aim (what you will achieve - for instance 'enhancement of the funding application skills of the Moray Creative Learning Network')
- Outputs (what your project will provide – for instance 'a CPD session available to all members')
- Outcomes (the direct benefits of participants – for instance '90% of participants reporting an improvement in their skill and confidence in completing grant applications')
- Impact (what will happen because of the outcomes – for instance 'an increase in successful funding applications achieved by members')

Sometimes outcomes will be quantitative (for instance, the number of new funding applications generated by members) and others will be qualitative (for instance – increase in confidence to approach funding applications).

## **Evaluation**

You will need to monitor your project throughout and gather information to track its progress. It is important to structure your evaluation before you start your project (retrospective evaluation is useless). Proper evaluation is a useful tool to determine whether what you have tried has achieved what you hoped it would, and can inform your future project planning. It is not an arduous task just to satisfy a funder.

- Monitoring your project should include who was involved, what they did, when they did it – determine at the outset how this will be gathered, it could be through questionnaire, observation or verbally.
- Set milestones throughout the project to assess progress, for instance after each activity/workshop.
- Make sure you have a good understanding of the type of data your funder wants at the outset of your project, so you can make sure your processes include this.

## **Help and advice**

- Don't be afraid to contact your identified funder for an informal discussion before tackling an application
- Have a look at previously successful projects the funder has supported – these are usually available on the funders website
- Have a shelf of developed project ideas to hand for when funding opportunities come up – this way you don't risk forgetting a good idea and have also done a lot of the background work required for your funding applications
- Local authority employees can use [www.funderfinder.co.uk](http://www.funderfinder.co.uk) to source funding most likely to meet their needs

## **Some of the funds available to support the arts and/or young people (updated January 2011):**

- Awards for All [www.awardsforall.org.uk](http://www.awardsforall.org.uk)
- Creative Scotland [www.creative-scotland.org.uk](http://www.creative-scotland.org.uk)
- Heritage Lottery Fund (including Young Roots) [www.hlf.org.uk](http://www.hlf.org.uk)
- Moray Arts Council [www.moray.gov.uk/moray\\_standard/page\\_39856.html](http://www.moray.gov.uk/moray_standard/page_39856.html)
- Cashback for Communities [www.youthlink.co.uk](http://www.youthlink.co.uk)
- Clore Duffield Foundation [www.cloreduffield.org.uk](http://www.cloreduffield.org.uk)
- Britannia Community Fund [www.britannia.co.uk/home/\\_site/corporate/in-the-community/communityfund.html](http://www.britannia.co.uk/home/_site/corporate/in-the-community/communityfund.html)
- O2 It's Your Community Awards [www.itsyourcommunity.co.uk](http://www.itsyourcommunity.co.uk)
- Tesco Charity Trust [www.tescocharitytrustcommunityawards-applications.co.uk](http://www.tescocharitytrustcommunityawards-applications.co.uk)
- Prince's Trust for Children and the Arts [www.childrenandarts.org.uk](http://www.childrenandarts.org.uk)
- LEADER Fund [www.morayfundingsupport.org/funding/european/structural/leader](http://www.morayfundingsupport.org/funding/european/structural/leader)

- Moray & Nairn Educational Trust [http://www.moray.gov.uk/moray\\_standard/page\\_43905.html](http://www.moray.gov.uk/moray_standard/page_43905.html)
- Banffshire Educational Trust [http://www.moray.gov.uk/moray\\_standard/page\\_43907.html](http://www.moray.gov.uk/moray_standard/page_43907.html)