GRANT PERFORMANCE – LEARNINGS FOR VFFF

LEARNINGS FOR GRANTMAKING PRACTICE

The importance of demand – from communities, from schools, from grantees

- The importance of developing community driven responses to locally identified issues cannot be over-estimated
- The level of school support for programs delivered by not for profits (NFPs) can be 'soft 'and when a crunch point arrives, schools are often unable (or unwilling) to continue a program. Talking to schools in due diligence is crucial to decipher the true not for profit/school dynamic and actual demand for the activity. Supporting schools with their priorities should be our aim
- Grants encouraged by VFFF (especially when we are not very involved) often underwhelm - it is hard for grantees to say 'it's not our priority' when we make a suggestion. VFFF needs to assure itself about the level of commitment to the stated outcomes. First listen to their needs before proposing an idea - ask directly whether what you are bringing makes sense. If we are still dead keen - we have to dig in and help them make it work

The importance of grantees consulting with communities and responding to it:

- Seek to support NFPs with philosophies of working alongside communities, seeking genuine participation, willingness to turn up again and again and deliver on what is promised. Check this is the local's view of them, not just the mission statement
- Community consultation is essential to understanding underlying issues and challenges in a community or cohort, but also to building strong relationships with key people and gaining the trust that underpins a successful activity
- Consultation in designing activities allows for better targeting and leads to better outcomes. Conversely, not engaging deeply enough with the target audience in designing a program is a common occurrence, leading to missed opportunities for beneficiaries
- NGOs employing local people is terrific, but they need adequate ongoing support from the central team to ensure they are not set up to fail – capacity building
- When working with different Indigenous groups, awareness of and sensitivity to the cultural differences is key. Staying flexible and having Plan Bs help things to keep moving forward

The school/NFP dynamic:

- The Principal is paramount
- Due diligence with schools needs to determine whether the project proposed by the NFP is a priority or not – change the frontline for school projects to schools, not NFPs
- NFPs need to liaise directly with schools not through intermediaries - limits communication and feedback loops
- Underestimating the challenge of scheduling with schools is very common among NFP programs
- Look for NFP programs that have waiting lists of schools who have approached them

The importance of place

- Addressing locational disadvantage in Australia requires; adopting local place based solutions that are targeted, tailored and agile; taking a sustained, long-term (20 years plus) approach; addressing social and economic disadvantage at the individual, community and macro level; and integrating government services to support local solutions and drive change (Dropping Off the Edge 2015)
- Do not assume geographical location alone is enough for an organisation to have a good grasp of all parts of a community
- Sydney based institutions doing regional activities requires local endorsement and even better, some financial or other demonstrable demand
- Providing mobile services – going to where people already are is obvious good practice but not as widespread as you would hope

The pitfalls of moving interstate:
- Even award-winning programs do not easily scale by moving interstate and our attempts to do so have rarely been successful, or have taken longer than three years to embed
- Similarly, even well-regarded organisations struggle to effectively establish themselves in a new geographic location unless 'invited' for a specific purpose
- A key weakness of these interstate moves is that they are generally supply not demand driven. The strategy needs to be researched, realistic and demand established. In due diligence, consider the timeframe, other players, different government context and (again) demand! Who could they partner with instead of setting up?
- Even when strong risk mitigation (eg. extensive local consultation, local partnership development and employing workers familiar with the new state) is in place – it has often been insufficient to sustain the work after the funding period

The importance of people
- Grants that involve employing new staff are made or lost in the recruitment and we should proactively encourage grantees to take the time to get the right person and ensure they feel no pressure from us
- With new roles, it can take time for the organisation to understand the optimal structure and requirements
- Departure of the key individual driving an organisation or project is one of the most damaging events that can occur unless well managed (with plans in place in advance). Be constantly vigilant to key man risk
- Recruitment is a key challenge in many grants
- Teacher turnover is a key risk in teacher capacity building programs
- Reconnaissance missions – failing to establish relationships with key people/organisations before beginning an activity impedes optimal implementation and outcomes

The importance of time
- It generally takes more than one year to seed fund anything. If not, there's a high chance, we are 'funding to fail'. More like 3 – 7 years
- Establishing trust with new communities (especially Indigenous) requires significant lead times even for Indigenous organisations and programs

The importance of coordination and joining-up in the face of complex issues
- Stand-alone programs are not silver bullets to complex problems. To get anywhere near 'breaking the cycle', the pipeline of programs supporting at risk young people at different stages and for different things would need to work together to ensure continuity. We can play a role in advancing the cradle to career concept among grantees
- Roles with the ability to cross LGAs and government funding silos can be a huge benefit to multiple services. (eg. A specialist tasked with coordination and without geographical limitations or government funding, and not competing for clients - became the glue between existing services and was able to problem solve across boundaries)
- Managing voluntary collaborations takes a lot of time, even when there is goodwill and leadership. Expect people's attention to wander and their efforts to wax and wane. So long as a functional core is maintained, having the flexibility to let individuals contribute in the time and way that works best for them allows for momentum to follow where appetite and energy exists for action
- Brokering cooperation to move beyond 'territorial issues' is required and rarely funded
  Learnings from coalitions:
- Consultation needs to take place as early and often as possible, so as not to appear an afterthought
- Collaborative work takes time, an understanding of member's motivations for participating, as well as the need for members to move past self-interest
- There may be many 'backbones' and no one organisation needs to take on this function alone
- Flexible funding is invaluable to allow maximum responsiveness to what arises out of collaboration and consultation
- This work continues to be a challenge to fund despite its potential for efficiency and long-term impact

Depth versus scale

- Proportion to the task – if the task has a high degree of difficulty, expect smaller numbers (eg. first time employment for asylum seeker requires highly personalised support for each. eg. often the most disadvantaged schools have the smallest class sizes and more children with complex trauma)
- NFP challenge: the need to revisit communities where there are too many one-off visits and pilots while continuing to broaden their reach. Travelling far and wide to achieve 'reach' restricts time and resources offered in each school/location. Discuss in due diligence what is the most suitable strategy for the task
- A grant was for a short term program across three schools, only one of which continued the program post-funding. Would it have had greater impact if they had worked with a single school for longer?
- Those prioritising 'scale' are generally not willing to fund for low numbers/high impact (eg. returning year on year to remote places), this is a good role for us. High cost per participant could be a particular disincentive to government seeking scale?

Using learnings in real time

- Tracking and evaluation mechanisms need to be in place and functioning at the outset
- Encourage NFPs and ourselves to apply learnings and refine in real time to achieve better outcomes
- A key organisational competency is the ability to adapt and change strategies

EFFECTIVE GRANTMAKING PRACTICES

The value of core funding and capacity building grants

- Core funding grants are valued by grantees who contrast them with the more common approach: to seed fund programmatic activities and expect they will then become self-sustaining
- In the right circumstances, multi-year core funding grants have been credited with enabling organisations to:
    - get off the treadmill of fundraising and get on the front foot with proactive work
    - put strategic goals into action
    - achieve significant organisational growth such as gaining independence
    - leverage other funds because such commitments vouch for the value of their core work
    - survive changes in government funding
    - increase their ability to focus on mission
    - take bold steps
    - have time
- Conversely, a weak or inadequately resourced core makes for precarious times and a vicious cycle of program tenders to cover core operations. Make sure core funding is covered before supporting a new add-on program – even when that is the request
- Core funding (eg. for CEO) during a start-up phase contributes to organisational security and viability but enabling new organisations should not be taken lightly for many reasons. Do we have a different role in these circumstances?
- Core funding is marvellous and rare, so how do organisations survive after?
- When key staff depart organisational performance can deteriorate rapidly if foundational competences are not in place and governance and leadership not strong. Capacity building grants such as for risk management, succession planning and implementation of systems and procedures can insulate against turmoil and changes

Playing the right role in the ecosystem

- Funding specialist organisations to distribute small grants for specific purposes for which we are not adequately resourced is a good strategy
- Digging in and holding our nerve when a concept was strong but shaky in getting up, has generally paid off

Hot tips

- Love the specialist organisation and beware the generalist
- Finding and backing real doers for what they determine they need and being flexible within that
- Taking time to figure out with the grantee the most impactful grant is worthwhile even though it can take a long time. The right type of support at the right time should be the aim of every large grant
- No matter how exhaustive our enquiries, and reassuring the information provided, there is no substitute for 'eyeballing' potential recipients within their context
- Working capital grants to assist an organisation through a specific cash flow pinch can be very impactful - if part of a sound broader plan to get to the next level – 'over the hump' funding
- Having incentive grants at the conclusion of an ideas-generation process to help kick-start implementation
- Backing convening processes with professional facilitation for complex collaborative efforts
- Grants for fundraising staff can be very impactful - especially small organisations without any dedicated development resources. These roles generally become self-funding within a couple of years if the recruitment is right so it can be an effective means to support an organisation reach its next level
- There are moments when philanthropy can help tip the scales on government funding – the trick is knowing when the moment is coming and acting - and not wasting limited resources when there is no moment
- Flexibility and understanding are appreciated by grantees facing challenges and make for better outcomes from Plan Bs. Our encouragement and ideas when requested about how to adapt rather than sticking to a prescribed program has minimised the instance of some completely 'failed grants'
- Investigate potential DA restrictions (talk to Council) when considering support for community facilities

G O I N G   I N   W I T H   O U R   E Y E S   O P E N

Going in with our eyes open

- If it doesn't seem that good at assessment, it generally isn't and doesn't achieve the outcomes intended
- We can generally anticipate at assessment when grants are likely make a low contribution to our objectives - greater weight should be given to 'likely impact' than 'it fits' – with likely low impact declined at the outset
- Risks anticipated often occur, even when covered in due diligence and when there are sound mitigation strategies:
    - Raising the balance of the funds required
    - Keeping the activity going after the grant – raising other funds
    - Volunteer reliance
    - Not reaching self-generated income targets
    - Inability to access information required
    - Social impact investment pipeline has not emerged strongly
- That said, are we doing enough in due diligence to support organisations mitigate the risks?
- Think hard before supporting big NFPs – they are generally less adaptable to clients, limiting effectiveness
- Despite good intentions and our best efforts to anticipate issues, projects fail, scholarship recipients drop out, funders pull out, people leave jobs and governments renege on commitments….. Unforeseen things happen all the time – keep calm and carry on! (and continue to embrace the risk when the potential benefits are great)
- Government funding should be considered short term and precarious and 'Proving our model so Government will fund it' is not a realistic outcome or sustainability strategy in most cases
- If a proposed strategy doesn't stack up or contains insurmountable assumptions, a feasibility study or preparatory phase grant can bring it to an enlightening conclusion

Beware our assumptions

- We cannot assume grantees have confirmed all the mechanics of their strategies, as crucial as they may be
- 'Straightforward grants' such as providing equipment should only be done when we are confident that the organisation would meet due diligence requirements for a less straightforward request – focus on the organisation first and then the activity

Pitfalls of building campaigns

- Significant funds from VFFF are not catalytic on their own. There are a number of instances of early VFFF commitments to building works not inspiring others to the degree anticipated. Realising ambitious capital raising requires rigorous feasibility and planning by NFP boards, followed by active fundraising. Structure building grants so that payments are only made when agreed project milestones (funding and/or construction) are achieved

Pitfalls of grants to universities and scholarships

- Academic research projects by universities generally underwhelm. It is often difficult to find evidence that research has contributed to the kind of practical outcomes VFFF is looking for
- Unis are rarely accountable in the way other grantees are – which begs the question, do they ever really need the money?
- Long term scholarship programs are problematic to administer. Scholars withdrawing from long term scholarships occurs with great regularity. The result is generally more students receiving scholarships for part of their studies but few for the envisaged period in its entirety. This has re-enforced the thinking behind the Scholarship Policy developed in 2012 - to adopt a fixed amount rather than seeking to support individuals through their education. This may smoothen the administration required of VFFF but does not answer the question of what is more impactful in achieving retention in education – longer term scholarship for fewer students or many students for shorter periods? Or how the impact of scholarships compare to other grants aiming for retention in education?
- Ensure the educational institution has a plan and mechanism to follow up with scholarship recipients after they leave - otherwise, it is impossible to understand the impact

Pitfalls of producing curriculum, toolkits or manual for others to use

- Producing curriculum resources with the assumption that they will be found and taken up by others isn't concrete enough
- Offering materials free seems intuitively the way to get them disseminated, but does this reduce their value in the eyes of others?
- Producing training materials for environments that are characterised by ongoing policy change is risky due to limited currency
- If we believe in a model, as much effort has to go into dissemination as developing the resources
- Workers 'both love and hate it' as it presents great materials but also requires them to invest time and energy in learning how to get the best out of them – much work is required to get people to work in new ways

When buying a bus….. transport stuff

- Lack of transport in certain areas, especially regionally, is a big barrier to participation in everything, particularly effecting low-socio economic groups. Providing it in circumstances where there isn't any can have far-reaching outcomes. It is also often key to an organisation's core work but difficult to find funds for
- That said, there are many buses out there not being used much. When considering these requests, due diligence should cover what is happening with the other buses around and is there a means to share?
- There is a consistent theme among organisations that work with Indigenous communities about transportation being key to success
- Learning how to drive has far-reaching effects, allowing people to access employment and services for themselves and their families without having to rely on others
- Build it and they don't always come. ie. Buying a vehicle doesn't always result in increasing participant numbers– ensure the issue being solved is really the issue

Double-edged swords

- *Long term funding* - continually encourage grantees to look for other funders, otherwise they don't. Exit distributions are a means of assisting long term grantees understand it is really coming to an end
- *Price of success* 1) A successful effort to increase participation of disadvantaged students has also led to an increased fundraising burden as this group cannot pay the standard participant contribution 2) The profile and size of a particular intervention is so great that some researchers claim it has inadvertently defined success for a generation of young Indigenous people, most of whom will not achieve this particular goal

Reports – the devil is in the detail

- Delve into acquittals and seek clarification, especially when a case study approach is used - highlighting the star performers does not give a holistic picture of the outcomes of a grant. Interrogate sample sizes for snippets of survey results and evaluations included in acquittals
- Getting feedback forms from remote communities - a fool's game? Find another way
- Beware of claims such as increased school retention for high volume, low touch youth activities. ie. such attribution for 2 or 3 attendances per annum is highly unlikely

PROGRAMMATIC LEARNINGS

Promising programmatic aspects

Justice

- For pre to post prison release programs it is better to limit participants to sentenced inmates, as those on remand are often released from court which limits effectiveness. Starting several months pre-release is required but with appropriate lead time, these interventions show promise with participants reoffending at much lower rates than the general prison population
- Working with parent offenders is a preventative strategy for juvenile justice due to the intergenerational cycle of incarceration

Education

- A child learning an instrument can bring parents previously disinterested in school to school
- Cross-disciplinary approach and a focus on the practical implications of research are characteristics of more effective grants to universities
- A flexible approach in the support provided to children with autism and families, tailoring workshops
- NFP cultivation of school champions for ongoing fruitful work in a school (eg. Scholarships for teachers)
- Pre and post program visits to schools by NFPs are a rare point of difference
- Integrating adult/parent education into early childhood services – ie. literacy and numeracy
- Effective drama work can increase students' academic (English and Literacy) as well as non-academic (confidence, class cohesion, less disruptive behaviour) performance
- Music has been shown to have a broad range of positive impacts on children and adolescents, yet remains inaccessible to many students in rural and regional areas. 80% of public schools in NSW do not have a music teacher and the situation in rural and regional areas is undoubtedly more acute

Disadvantage

- Specific needs-based programs (eg. disability, migrants) are common even though some say their outcomes often entrench disadvantage. Seek initiatives that bring together diverse groups of people through their common interest rather than common disadvantage?
- Involving families in drug treatment
- Combining antenatal and postnatal men's support groups generated meaningful peer support

Refugee

- Factor in childcare for programs involving refugee women

Infrastructure

- New, improved, expanded buildings allow organisations to do more and or better core work
- Buildings with multi-purpose uses – community facilities

At risk young people

- The package - holistic and individualised support, hands-on activities, accessible role models (like me or someone I know), connection to a group, an element of giving back, practical training and supported links to employment
- Social worker in a blue chip cultural institution using collections, mostly through outreach, to connect at-risk youth to culture. This has established a legitimate role for cultural institutions beyond curatorial and research efforts – that can achieve positive outcomes with a highly disadvantaged cohort of young people
- Participating in community-based sport and recreation activities enhanced outcomes for young people in drug rehab and juvenile detention

Train the trainer models

- High quality expertise is essential for success in capacity building activities
- 'Train the trainer' mechanisms can be an appropriate means for national companies to expand activities – they have the capacity to develop and perfect new responses (taking on the risk of development for smaller entities) and the brand credibility to create demand from their 'market'
- Delivering direct services to clients with train the trainer capacity building for local service providers at the same time is good for remote areas with little access to development opportunities
- Train the trainer approaches are an attractive model for the leverage gained. But success is in the implementation and they require sufficient time to achieve the intended capacity building. Discuss realistic timeframes and work back from what is realistic rather than from a 'typical' grant timeframe

Mutual gain models

- Win-win mutual gain models move beyond 'service delivery' (eg 1) students gaining experience in real businesses and remote businesses gaining cutting edge thinking 2) aged care, early childhood co-location)

Common program challenges

- The assumption that what works in one place will work in a similar context is often unfounded ie. it is generally the relationships that make activities successful, not the model
- Underestimating
  - the resource-intensive nature of scaling - others rarely pick up your idea and run with it
  - the level of support required by remote or regional services to take on new work or work differently
  - the vulnerability of Aboriginal young people and the many obstacles that can be barriers to learning and participation – and therefore the time needed to build trust and achieve outcomes
  - the time needed to establish relationships with community leaders, Elders and schools and for this to be led by the right person with appropriate networks and skills – a 12 month lead time before beginning program activities?
- Completion rates of online modules are generally very low
- Moving from face to face to digital format requires time and is not always suitable
- Voluntary programs for very high risk clients (dual diagnoses) – many do not stay long enough to see outcomes, high skill of worker is paramount
- Expectations of participation and completion have to be tempered when introducing non-formal education programs to disadvantaged areas: student participation will be heavily dependent on ongoing support, which they are less likely to find at home
- Despite a successful program, evidence of impact, clear cost-benefits and recognised effective leadership, some 'causes' are just not popular (prisoners) and continually struggle to exist
- NFPs lacking mechanisms to determine whether outcomes were met
- Buildings and setting up in a new location inevitably run late and over budget. A contingency plan and fund should be a matter of course in these grants
- Grant purpose creep eg. Increasing government funding is not a win when the aim of the grant is to diversify and reduce reliance on government funding. When govt funding is available the temptation can be overwhelming - or is this simply being adaptable to a changing funding environment?
- The transient nature of certain groups (ie. expectant fathers from low SES areas) limits participation and requires creativity and perseverance to ensure outcomes are met. This needs to be factored into project planning and due diligence

Areas of increasing and unmet need reported by grantees

- Increasing demand reported from asylum seeker organisations over the five year period – due to progressive cuts to government funded assistance schemes and increasing numbers of clients reliant on the community
- Civil law needs of recent migrants, refugees and asylum seekers are extensive and generally require ongoing assistance to resolve. One-off advice appointments are rarely sufficient for these vulnerable clients
- Teacher professional development opportunities
- There is a shortage and high demand for cultural outreach programs for young people
- Dual diagnosis specialists - increasing numbers of clients presenting with D&A and mental health diagnoses
- Music-based programs for people with disabilities - many funders focus on theatre and visual arts
- Group work, as opposed to caseworkers – *'Our town is full of caseworkers and no group programs - group work is more appropriate for aboriginal boys. This group requires a collaborative community mentoring program, providing transport, a lunch program, vocational accreditation, individual educational plan, positive role models and mentors, a focus on interpersonal and communication skills, activities that are culturally appropriate, referral to other relevant support agencies, a non- threatening environment and articulation into further training and educational programs.'*
- The current regulatory framework does not encourage communities to take responsibility for supporting those who are less fortunate and there is a lack of programs designed to encourage communities to bridge gaps between diverse people, reinforcing segregation and trapping people within their networks
- While 'Healthy Country Planning' and 'Conservation Action Planning' programs incorporate elements of community development, they focus on natural resource management and conservation. However, community aspirations are holistic and broadening the scope of such programs to incorporate local economic development would address a gap in support currently offered to northern communities
- Arts, culture and community heritage activities in the bush are often viewed as 'icing on the cake' when pitted against emergency services, social welfare or early childhood intervention, yet they often the positive glue in rural communities
- Government funded arts and culture programs are becoming increasingly difficult to access for small NFP organisations in rural and regional areas. Volunteer-run organisations, or those with few paid staff will always be at a disadvantage in terms of being informed about current opportunities and when competing with the more professional larger NFPs

  Organisational needs
- Sustained funding for program continuity in regional areas
- Extended and repeat visits to schools for music, arts, dance, cultural activities
- Funding for 'core' components of programs and work - travel, accommodation and operations
- Funding for organisational infrastructure and other capacity building such as IT upgrades

SUMMARY CHARACTERISTICS – HIGHER AND LOWER PERFORMING GRANTS

HIGHER[1] PERFORMING GRANTS

The recipient characteristics
- Leadership and vision
- Specialists doing their bread and butter work
- Having people who go the extra mile
- Demand driven activities
- Genuine consultation and responsiveness
- A sound strategy upfront, executed effectively
  - *Having evidence*
  - *Concepts with high and diverse resonance*
- Being present in the place
- Brokering strategic partnerships
- Taking new approaches to old problems
- Courage to make change
- Key organisational competencies
  - *Ability to adapt to changes and challenges/resilience*
  - *Responding to learnings and feedback / Commitment to improvement*
  - *Ability to expand reach or core work*
- Being properly resourced for the task – with time and money
- Collaborative approach
- Finding other funds to continue or extend activities

The program characteristics
- Holistic, flexible, individualised
- With at-risk young people - a 'hook', cultivating a sense of belonging, accessible role models, hands-on experience and learning, an element of 'giving back' and access to industry and employment support
- Being highly relevant to participants
- Practical responses to participation barriers
- Being on the front foot and thorough with school programs
- Providing access to high quality expertise
- Thoughtful recruitment of participants
- Choosing depth over scale

The grant characteristics
- The right type of support at the right time – grantee and VFFF working it out together
- The missing piece in a watertight strategy or to get something off the ground
- A working capital grant to support through a finite period of financial 'pinch'
- Providing untied money and flexibility in use of funds
- 'Over the hump' funding that supports grantees to get from A to B or bridges a finite funding gap
- Backing a collaborative process – we can offer a neutral space
- Funding things that wouldn't have been funded by others
- Buying time
  - *Digging in and maintaining our nerve*
  - *Allowing extra time to find other supporters to ensure continuity*
  - *Seeding activities using a sliding scale over multiple years*
- Capacity building – IT, infrastructure, people….
- Multi-year core funding at the right time, can:
  - *create circumstances for organisational renewal and resolution of key issues*
  - *allow organisations to focus on doing the work rather than fundraising*
  - *facilitate large scale and reach*
  - *be highly catalytic to early stage growth*
  - *enable an organisation to reach the next level*
  - *help an organisation survive setbacks ie. government funding pledge being reneged*

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[1] Rated as High or Exceeded Expectations

LOWER² PERFORMING GRANTS

The recipient characteristics

- Generalists taking on specialist activities – lack of appropriate skills or connections
- Supply driven activities eg. moving interstate
- Flaws in strategy
  - *Lack of preparation ie. when working with schools*
  - *Lack of experience with cohort*
- Poor implementation
  - *Not allowing adequate time*
  - *Changing focus resulting in a weakening*
  - *Losing project continuity*
  - *Poor choice of consultants or partners*
- Ineffective leadership
  - *Lack of stability in leadership*
  - *Lack of capacity to conceive realistic plans or implement them*
  - *Frequent staff turnover*
- Missing organisational competencies
  - *Lack of tracking and evaluation mechanisms*
  - *Lack of ability to respond effectively when circumstances change*
  - *Lack of accountability and willingness to provide information requested*
  - *Lack of clarity, detail or transparency in reporting*
  - *Lack of contextual information and quantitative evidence about the work*
  - *Inability to tell a compelling story about the work*
- Underestimating the time required to achieve the outcome
- People problems
  - *Key people departure*
  - *Lack of suitable skills*
  - *Unsuccessful recruitment*
  - *Reliance on volunteers*
- Funding issues
  - *Unable to raise the balance of the budget*
  - *Expecting Government funding to materialise*
  - *Schools not prioritising funding for an activity past the grant*
  - *Board and leadership not equipped for or active enough in fundraising*
  - *Lack of effort or willingness to seek other funds*
  - *Expecting communities to be able to fundraise without training or support*
  - *Unpopular cause or lack of community understanding of a group limits fundraising*
- Grant purpose creep
- Unforeseen changes

The grant characteristics

- Initiated by VFFF
- 'It fits' our guidelines but had a likely low impact at the outset
- Progressing a straightforward request (ie. equipment) when the core work wouldn't have progressed
- School availability for NFP activity not confirmed in due diligence
- Too short a timeframe to deliver the outcomes
- Assessment at a distance without any-known touch points
- Assuming that large VFFF contributions will catalyse others
- Premature grant payment in large budgets with significant remaining shortfalls ie. buildings
- Multi-year funding resulting in complacency with raising other funds

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² Rated as Medium or Low

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