



# Grant Writing Tips

*The following information has been compiled from various resources and training sessions attended by SEE-Change staff for the benefit of other SEE-Change members.*

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## Overview

The grants are there...

*"Grants are important because they represent over one-fifth (\$10 billion) of general government expenditure"*

Extrapolating that amount for all State and Fed Gov = over \$60b!!!!!!

### Grants In Australia

- Government – Federal, State, Local
- Philanthropy
- Corporate - grants vs sponsorship

### Using a Funding Template

- Background information is required for all projects
- Consider: What are Grant Makers looking for? What are they actually investing in.....??? For a complex/large scale project/program:
  - You need to be an advanced grant writer
  - You need to put yourself in the grant makers shoes!
  - You need to determine what grant makers are looking for from a project/program?
- Consider: What do grant makers expect for their investment?
  - Address an issue & Influence Positive Change
  - Seeking a desired outcome
  - Want your project to deliver realistic outcomes and have a positive impact
  - Want your project to be well planned
  - Affordable – value for money
  - Sustainable
  - Branding
- Consider: Grant Makers.....
  - They are not just buying an OUTPUT/OBJECT
  - They are buying an OUTCOME
  - They are investing in a positive IMPACT

### Considerations for writing a Grant Submission

- What do you need?
  - You need to do your research/environmental scan
  - You need a program or project developed that meets the grant maker's criteria
  - You need a plan that is well developed!
- What is required to influence investment from grant makers?
  - Good communication/consultation throughout the scoping and development phase
  - Clear ideas about what you plan to do and why
  - As well as an organised approach to capturing, documenting, and disseminating program/project results to enhance the case for investment in your program.
- Sound project/program planning results in good submissions
  - Are you experienced at program/project development?
  - You will need to develop a road map describing the sequence of related events connecting the need for the planned project/program with the desired results
  - Mapping a proposed project/program helps you visualise and understand how human and financial investments can contribute to achieving your intended goals and can lead to program/project improvements.
- How does your project fit with guidelines? What do you need to know?

## Writing the Grant Submission

1. Analyse the question
2. Plan your response
3. Review guidelines and funding priorities
4. Start answering
5. Review and Rewrite
6. The assessor's hat

## The Six Pillars of Fundraising

Where is the money?

1. Grants - Govt, Corporate, Philanthropic
2. Affinity - members, friends, supporters
3. Individuals - donations, wills, bequests and life insurance
4. Community events: sausage sizzle, festival
5. Partnerships - business, other community groups/schools, councils, service clubs - major or minor (sponsors)
6. Business - maintenance, meals, jobs etc

### Think beyond the narrow focus.....

	Arts	Education	Youth	Family	Community	Health	Disability
Potential Funding	4	4	4	4	4	4	4

Look at each of the steps that you have developed in your project - look at each closely and think of two categories that might be appropriate for a grant, such as:

- Advocacy
- Arts and Culture
- Education and Scholarships
- Environment and Heritage
- Faith and Spirituality
- Sport and Recreation
- Homeless
- International
- Disability
- Rural and Regional
- Gay and Lesbian
- Science and Technology
- Animal Welfare
- Children and Family
- Multicultural
- Emergency and Safety
- Health and Wellbeing
- Indigenous
- Mental Health
- Older People
- Women
- Youth

### Research, Research

- **Primary/Direct = Factual**  
Reports, Letters, Interviews, Photos
- **Secondary/Indirect = Interpreted**  
Newspaper articles, interpretation of surveys, anecdotal evidence etc.
- **Qualitative = Emotions; Opinions**  
More exploratory, seeks to reveal new directions. It is more about the individual, their responses and motivation
- **Quantitative = Numbers**  
Asking the same question, in the same circumstances, in the same environment

## Applying for the right grants

### You think that the grant suits your needs?

- READ the Guidelines (yep, all of them)
- READ AGAIN
- Check upper and lower \$ limits
- When does it close (plan to meet It)?
- What is the average grant?
- What groups/programs have won the grant previously?
- What is the tone, type (i.e. hints) of the words used...

### The Right Fit

- Need to align "values" with funding agency
- How do you help them achieve their goal
- Target your application
- Tailor your application
- Refine your application
- Work out where your objectives meet – IT'S NOT ABOUT YOU. IT'S ABOUT THEM

## Preparing for grants

- Local Community Data
- Current Population and Demographics
- Forecast Population and Demographics: 10 years, 20 years etc.
- Provide relevant reports/data on our issues
- Testimonials from Community partners
- Testimonials from Government partners
- Testimonials from Corporate/Business partners
- Testimonials from Clients/members

<b>Grant seeking eligibility checklist: As you look at potential funding sources, use this table to check your eligibility.</b>	<b>Yes</b>	<b>No</b>
Does the program fit within your wider vision and priorities?		
Do we meet the broad criteria?		
Will this funding meet a previously identified need?		
Do we fit with any geographic restrictions on grant recipients?		
Have we established what the grant maker's overriding goals we?		
Do those goals match our own goals?		
Will our project help the grant maker in achieving their goals?		
Does our project fit within the grant maker's stated priorities for the current round of funding?		
Have we checked that we don't fall into any specifically stated exclusions?		
Are we able to prepare an application in the required format?		
Do the deadlines for funding fit with our needs?		
Are we are of any contractual obligations required if successful, including reporting, evaluation, publicity and acquittal requirements?		
Are we realistically able to meet these obligations?		
Does our proposal fit within any funding limits for projects and/or organisations?		
Is our proposed project sympathetic to others funded by this grant maker?		
Will this funding provide an overriding benefit to our project?		

*If you answer "no" to any of these questions, think twice before going any further or call the funding agency for clarification.*

# Project Scoping

**Sound project/program planning results in good submissions!** You will need to develop a road map describing the sequence of related events connecting the need for the planned project/program with the desired results. Mapping a proposed project/program helps you visualize and understand how human and **financial investments** can contribute to achieving your intended goals and can lead to program/project improvements. The 6 Phases to Program/Project Development are:

## 1. Problem or Issue

- No school hall or existing Community Centre within 25km's of nearest City
- Public transport limited to nearest City resulting in poor access to afterhours community services and activities
- Five neighbouring towns and schools also need community centre
- No facility for recreational, indoor sports, cultural activities and after school care services available.

## 2. Community Needs/Assets

- Council Strategic Land Use Plan and the South East Queensland Regional Framework for Growth Mgt identified Stated towns as key centres of growth in the western corridor.
- Community Survey conducted Indicates priority for centre, location and identified preferred uses aligned to problems.
- Joint Agreement established between Local, State Govt and P&C Assoc confirming sustainable community use and management for multi-purpose centre over 15 years.

## 3. Desired Results (outputs, outcomes, and Impact)

- To increase social participation through recreational and physical activity for all ages
- To provide Before/After School Care Services increasing employment options for mothers returning to work
- To provide under cover School hall activities centre servicing 5 regional schools
- To decrease the # people leaving the area
- To provide a centre that can service the needs of a growing population in a regional area

## 4. Influential Factors

- Joint Facilities Agreement exists between applicant, local and state governments for long term sustainability
- Providers have evidenced they can deliver required services at this site
- Community survey provides % of overall usage and required services
- State Govt have provided suitable land identified as preferred site by community
- Centre will service multiple schools as well as provide for community use over 15 years

## 5. Strategies

- Build a multi-purpose community centre on school grounds in a centrally located community to provide for neighbouring communities as well
- Establish before/after school care services
- Implement a range of community recreational and cultural services

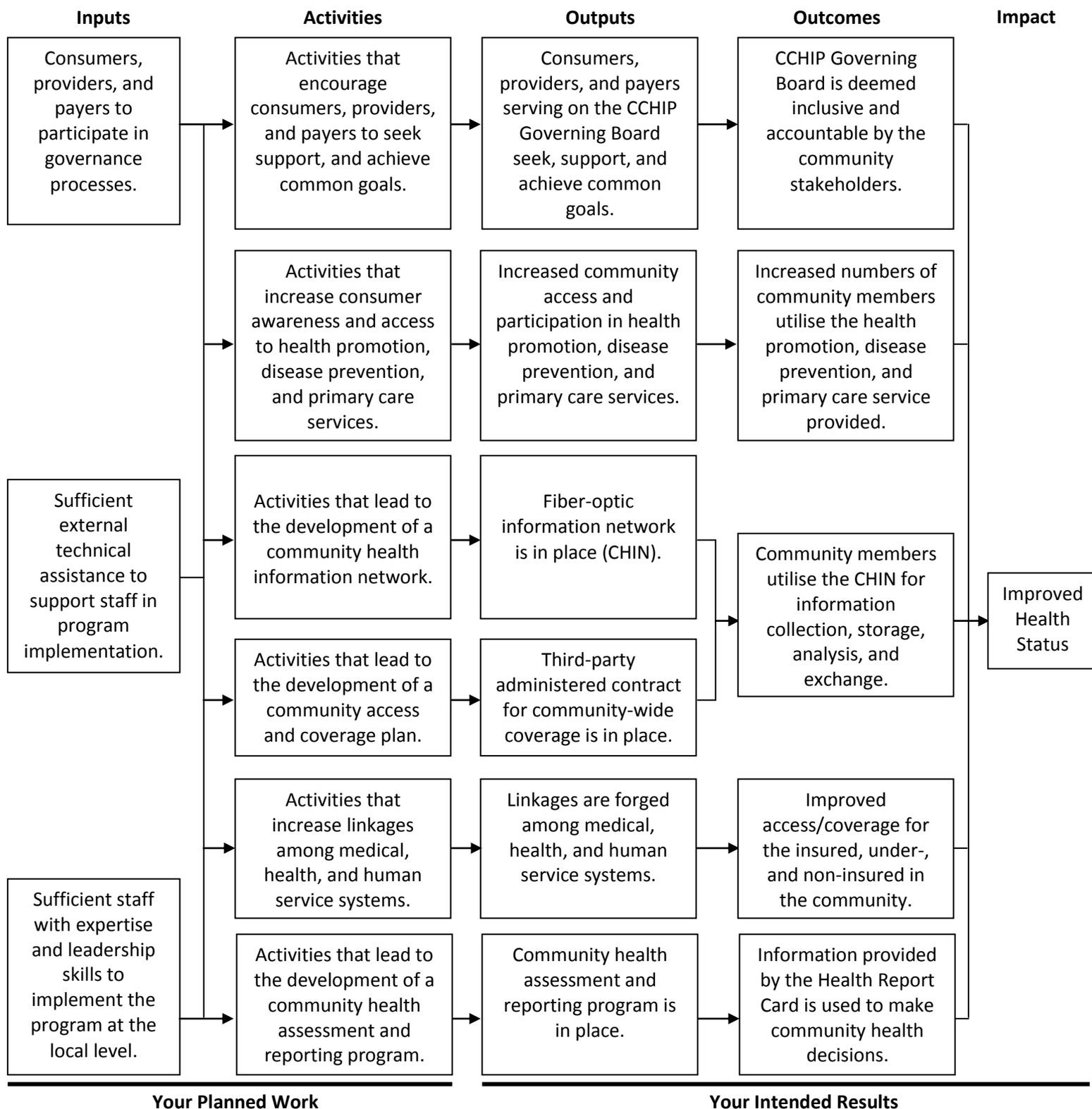
## 6. Assumptions

- Community Centre can meet population growth demands
- Community Centre utilised and accessible for both school and community activity
- Centre activities meet community expectations

- Social participation generates a healthy sustainable community

## Developing and understanding your project using Logic Models

The **Logic Model** is a systematic way to document how you believe your project will work. It assists in describing sequences of activities that you believe will bring change and how these activities are linked to the results. The following generic example is intended to assist your brainstorming.



## Logic Model Terminology

### Inputs (Resources):

- Human
- Financial
- Organisational

**Resources** include the human, financial, organizational, and community resources a program has available to direct toward doing the work. Sometimes this component is referred to as **Inputs**.

### Activities:

- Tools
- Events
- Technology

**Program Activities** are what the program does with the resources. **Activities** are the processes, tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring about the Intended program changes or results.

### Outputs (Immediate):

Direct products

- Service
- Deliverables

**Outputs** are the direct products of program activities and may include types, levels and targets of services to be delivered by the program

### Outcomes (short to medium term results):

Specific changes

- Behaviours
- Knowledge
- Skills

**Outcomes** are the specific changes in program participants' behavior, knowledge, skills, status and level of functioning.

### Impacts (long term result):

Fundamental long-term change

- Internal
- External

**Impact** is the fundamental Intended or unintended change occurring in organizations, communities or systems as a result of program activities.

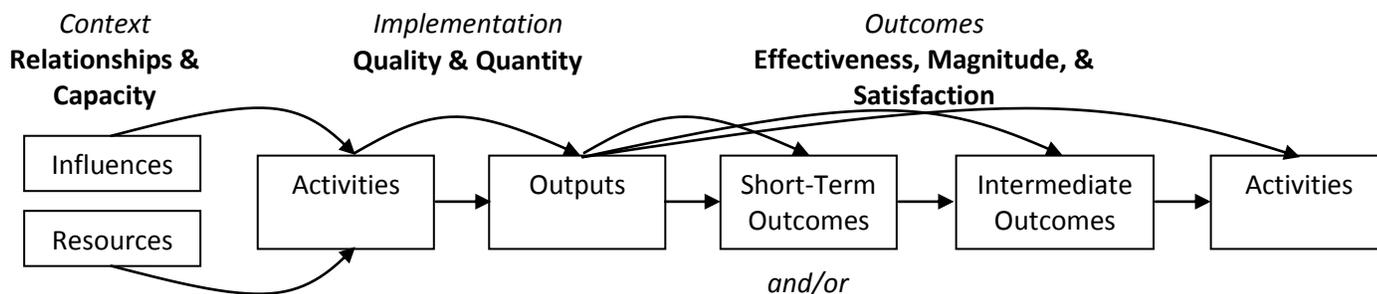
Is this impact transferable, is there an opportunity for your organisation?

## Project evaluation and acquittal!

What evaluation and acquittal questions are needed? Questions can be both *formative* and *summative*. *Formative* helps you improve your project and *summative* helps you prove it worked.

Formative Evaluation - to improve	Summative Evaluation - to prove
Provides information that helps you improve your program. Generated periodic reports. Information can be shared quickly	Generates information that can be used to demonstrate the results of your program to the funders and you community
Focuses most on program activities, outputs and short-term outcomes for the purpose of monitoring progress and making mid-course corrections when needed.	Focuses most on program's intermediate-term outcomes and impact. Although data may be collected throughout the program, the purpose is to determine the value and worth of a program based on results.
Helpful in bringing in suggestions for improvement to the attention of staff	Helpful in describing the quality and effectiveness of your program by documenting its impact on participants and the community.

Audience	Typical Questions	Evaluation Use
Program Management and Staff	Are we reaching our target population? Are our participants satisfied with our program? Is the program being run efficiently? How can we improve our program?	Programming decisions, day-today operations
Participants/clients	Programming decisions, day-today operations Did the program help me and people like me? What would improve the program next time?	Decisions about continuing participation.
Community Members	Is the program suited to our community needs? What is the program really accomplishing?	Decisions about participation and support.
Public Officials	Who is the program serving? What difference has the program made? Is the program reaching its target population? What do participants think about the program?	Decisions about commitment and support. Knowledge about the utility and feasibility of the program approach.
Funders	Is the program worth the cost? Is what was promised being achieved? Is the program working? Is the program worth the cost?	Accountability and improvement of future grant making efforts.



*Formative Evaluation*

*Summative Evaluation*

What aspects of our situation most shaped our ability to do the work we set out to do in our community?

What did our program accomplish in our community?

What is our assessment of what resulted from our work in the community?

What have we learned about doing this kind of work in a community like ours?

## The Budget

### Applying Costing & Timelines

- Do your research - get estimates/quotes
- Check your financial situation - Can you afford it?
- Are there other contributions/partners?
- Determine who will pay for what?
- Assess if It Is financially sustainable
- How long will it take?
- Can you do it within the grant makers timeframe?

Cost Item	Estimated Cost (\$ GST Exclusive)	Funds sought from XXX Grant Program (\$ GST exclusive)	Other Partner / Applicant Contributions		
			\$ (GST exclusive)	Type (cash/in- kind)	Name of Partner / applicant
Wages, salary and superannuation	\$	\$	\$		
Labour on-costs	\$	\$	\$		
Consultant/Contractors	\$	\$	\$		
Travel	\$	\$	\$		
Materials	\$	\$	\$		
Equipment Hire/Lease	\$	\$	\$		
	\$	\$	\$		
Other Costs	\$	\$	\$		
TOTAL (\$)	\$	\$	\$		

## Writing Tips and Tricks!

### The Submission

#### 1. Analyse the question.

- Take off you're answer hat right now!
- Don't jump in and think about answering the question...analyse it to see what is being asked.
- Break the question up. What is the focus, how many parts are there to the question? Dot point what will address the question. Do this for all questions you are asked.

#### 2. Plan your response

- Try a mind map or a list if that's more your thing.
- Why?
  - Broadly describe and then explain the needs of the community you will be working with.
  - Draw from Problem or Issue statements: Describe the problem(s) your project is attempting to solve or the issue(s) your project will address
  - Draw from the Community Needs/Assets statements: Specify the needs and/or assets of your community that led your organisation to design a program/project that address the problem.
- What?
  - What will your project do and what are desired results?
  - Draw from the Resource and Input Statements: List what is needed to achieve the Outputs, Outcomes and Impacts
  - Draw from the Outputs, Outcomes and Impacts Statements: Describe what will your project achieve: Outputs: Service/delivery implementation targets; Outcomes: Short/Long Term achievements for each activity; Impact: Impact you expect as a result of your program
  - (Take into account the objectives of the grant i.e. Innovation, sustainability and/or environmentally friendly).

- How?
  - How will your project be delivered and how will it make difference?
  - Draw from Activities Statement: Describe each of the activities you plan to conduct in your project
  - Draw from the Outputs and Outcomes and Impact Statement: Demonstrate/list the influential factors, strategies (best practice) and assumptions that you believe will change things in your community
  - Don't forget to describe - How will the project be sustainable?
- Who?
  - Who will manage the project?
  - What skills does your project management team have?
  - Have you done a skills audit?
  - Do you have a list of qualification for your team?
  - What have they or your organisation achieved successfully in the past?
- 3. Review guidelines and funding priorities**
  - Where would these fit in the answers? What terminology should we include? Prioritise this list.
- 4. Start answering**
  - Now you can begin! Review the questions and the answers you are looking for. Answer the question ignoring words limits.
- 5. Review and rewrite**
  - Keep going until you're happy with the answer. Leave it and move on then come back and read It again. Refine your answers until they are within the word limits.
- 6. The assessors hat**
  - Critically review the submission. Be tough!

## RECAP

- Noun: Names
- Adjective: Describes
- Verb: Acts, Does, Has

## The use of Language

- Use descriptive/action orientated words that align with grant maker's guidelines, policy and current language trends (and take out the fluff!)
- Writing must say something and because time is short - it must do it fast!
- It works when it comes to the point fast, sticks with it to the end and **STOPS!**
- Good writing has character, a voice and a little humour... if you want them to stay awake, talk to them!

## The 7+2 rule (+ or - 2 other things)

- People only cope with 7 things at a time and learn by grouping things into chunks
  - Only have 7 items at a time
  - More than 7 create groups
  - More than 7 groups, group them and give them names

## Persuasive writing

- **Repetition** is crucial.
  - Make your point in several different ways and repeat the same message.
  - Give them a **Reason Why** and be **Consistent** demonstrating integrity and rational thought through an example they would have a hard time disagreeing with.
  - Rigorously make the case, relating it back to the message with plenty of supporting evidence using the power of **Social Proof** (known sources etc).
- **Compare** the situation with something the reader already accepts as true using metaphors to relate to them.

- **Agitate** the problem that is being discussed and demonstrate your capacity to **Solve** it.
- **Forecast** results by presenting likely future outcomes, backing up your claims with data.
- **Address Objections** that readers will have to stop them thinking and to build trust.

### Measure Readability

- Readability is the ease in which text can be read and understood.
- There are formulas that measure readability. Texts for a wide audience generally need a fog Index less than 12. Texts requiring near-universal understanding generally need an index less than 8.
- The main two measures is the Gunning Fog Index are available here: [www.gunning-fog-index.com](http://www.gunning-fog-index.com). Or if you use Microsoft Word you can activate the Flesch-Kincaid Tool by clicking on spelling and grammar / options / proofing / show readability statistics. After you do a spelling and grammar check a box will appear giving you a readability level and it also tells you how passive your document is! To understand this in full visit: <http://office.microsoft.com/en-us/word-help/test-your-document-s-readability-HP010148506.aspx>

### Avoid nominalisation - Try Plain English!

Nominalisation refers to the use of a verb or an adjective as a noun.

- The enemies here are words with such endings as -ion, -tion, -ing, -ment, -ent, -ance, -ence, -ancy, -ency.
- Keep words simple. If the **right** word is a big word, go ahead and use it. But if a shorter word does the job, use it.
- Avoid unnecessary words. Most letters can be cut in half and still say the same thing.
- Avoid combining there, it, that, which, who, with, to be - these words indicate wordiness.

### Be a storyteller

- How would you explain it in words that connect with the reader? An engineer might say an alloy is "not fabricable." This is a general term that might mean several things. When asked for a more specific meaning, the engineer might say "the alloy cracks when it is cold-rolled."

### They are more than words

- Don't make statements using words like unique, innovative, increase etc. unless you provide specific information in support of the statement. Being specific builds trust.

### Write in the positive

- Your sentences will be shorter and easier to understand if you replace a negative phrase with a single word that means the same thing. For example

Negative compound	Single word	Negative compound	Single word
Not able	Unable	Not many	Few
Not certain	Reject	Not often	Rarely
Not certain	Uncertain	Not the same	Different
Not unlike	Similar, alike	Not...unless	Only if
Does not have	Lacks	Not...except	Only if
Does not include	Excludes, omits	Not...until	Only when
Instead of	Try	Instead of	Try
A majority of	Most	In respect of	About
A number of	Many	In the near future	Soon
Adequate number of	Enough	In view of the fact that	As; because; since
Adjustments	Changes	lengthy	long
Along the lines of	like	Making a decision	Decide
Appears to be	Appears	Making an introduction	Introduce
Ascertain	Find out	provide	give

Instead of	Try	Instead of	Try
Capability	Ability	Request	Ask
Commence	Start / begin	Strategise	Think / plan / prepare
Competency	Skill / ability	The (re)development of	(re)develop
Component	part	The advancement of	Advance
Comprising	Including	The arrangement of	Arrange
Concerning	About	The completion of	Complete
Conducting an investigation	Investigate	The complexity of	Complex
Contained in	In	The facilitation of	Facilitate
Deficiency	lack	The implementation of	Implement
Designate	Appoint	The occurrence of	Occur
In excess of	More than	The provision of	Provide

### Put action in your sentences

- Remember: Subject – Verb – Object
- Change nouns to verbs so that you can write in a crisper, more engaging and interesting way.  
The understanding of service delivery is helpful in the development of client programs.  
*Versus*  
With extensive service delivery knowledge, we construct effective programs.

### Plain English Checklist

- Am I Including unnecessary detail?
- Is the information in a logical order?
- Have I used clichés, buzz words, trendy phrases, acronyms or jargon?
- Are my words appropriate to the audience?
- Are my sentences easy to read?
- Have I used active verbs?
- Are my punctuation and grammar correct?
- Have I used 'I' and 'we' and 'you' where possible?
- Have I given Instructions directly?
- Have I used positive language?
- Should I use headings or lists to make any part of the document or its structure clearer?
- Is the layout easy to read?
- Is the layout economical to print and copy?
- Am I avoiding answering the question?
- Is my wording unambiguous? Does it say what I mean?
- How long are my sentences?
- Am I using a passive voice?
- Are there any weak verbs?
- Is there too much jargon?
- Have I made unsubstantiated statement?
- Is there unnecessary detail?

## Grant writing VERBS

Access	Confirm	Envisage	Integrate	Prepare	Review
Account	Connect	Establish	Intend	Prevent	Risk
Achieve	Consider	Estimate	Interact	Prioritise	Sample
Act	Consult	Evaluate	Introduce	Process	Search
Address	Contain	Exemplify	Invest	Produce	Secure
Advise	Continue	Exhibit	Investigate	Progress	Seek
Advocate	Contrast	Expand	Involve	Prohibit	Send
Aim	Contribute	Explain	Know	Project	Serve
Allow	Coordinate	Explore	Lack	Promote	Share
Analyse	Counteract	Extend	Lead	Propose	Show
Anticipate	Create	Facilitate	Learn	Prove	Signal
Apply	Decide	Finalise	Listen	Provide	Specify
Approach	Dedicate	Find	Maintain	Pursue	Start
Assert	Define	Focus	Maintain	Push	State
Assess	Demonstrate	Form	Manage	Qualify	Strengthen
Assist	Depend	Foster	Minimise	Raise	Stretch
Associate	Derive	Fulfil	Mobilise	Realise	Struggle
Attribute	Describe	Gather	Modify	Receive	Succeed
Become	Design	Give	Monitor	Recognise	Suffer
Begin	Desire	Govern	Motivate	Recommend	Suggest
Believe	Determine	Harness	Move	Reduce	Support
Belong	Develop	Help	Need	Refer	Surround
Benefit	Devise	Highlight	Negotiate	Refine	Survey
Break down	Differ	Hinder	Network	Reflect	Sustain
Bring	Direct	Identify	Observe	Reiterate	Target
Build	Discuss	Illustrate	Occur	Rely	Teach
Capitalise	Distinguish	Impact	Offer	Remain	Tend
Categorise	Divide	Implement	Operate	Remind	Test
Change	Educate	Include	Organise	Report	Train
Choose	Elevate	Incorporate	Outline	Represent	Transform
Collaborate	Empower	Increase	Overcome	Require	Translate
Combine	Enable	Indicate	Overlook	Research	Understand
Commit	Encourage	Influence	Participate	Respond	Undertake
Compare	Endeavour	Inform	Partner	Restore	Upgrade
Complement	Engage	Initiate	Perceive	Restrict	Use
Compose	Enhance	Input	Perform	Result	Validate
Conclude	Ensure	Inspire	Plan	Return	Verify
Conduct	Entail	Instruct	Portray	Reveal	

## Grant writing NOUNS and ADJECTIVES

Accessible	Context	Future	Necessary	Resilient
Accurate	Continue	Goal	Negative	Responsibility
Active	Creative	Greater	Network	Risk
Additional	Crucial	Growth	Opportunity	Secondary
Adequate	Current	Heavily	Option	Severe
Advantage	Decrease	Holistic	Outcome	Significant
Affordable	Demand	Hub	Overall	Skills development
Aim	Despite	Ideal	Partial	Specific
Alternative	Detailed	Impact	Particular	Stage
Analysis	Disadvantage	Important	Partnership	Stakeholder
Aspect	Disconcert	Immediate	Passive	Strategic
Asset	Disconnect	Inadequate	Perception	Strength
Astounded	Disengaged	Informed	Popular	Structure
Awareness	Distinct	Infrastructure	Positive	Struggled
Balanced	Diverse	Initiative	Potential	Subsequently
Barrier	Easily	Innovative	Powerful	Successful
Basic	Effective	Insignificant	Powerless	Suffered
Benchmark	Element	Interactive	Practical	Support
Beneficial	Engaged	Integrate	Primary	Surrounded
Beneficiary	Environment	Isolated	Principal	Sustainable
Benefits	Essential	Key	Priority	Team
Best practice	Evaluate	Knowledge	Prior to	Traditional
Capacity	Evident	Lack	Problem	Trend
Challenged	Existed	Latest	Process	Upgraded
Clearly	Expertise	Level	Profound	User
Collective	Extensive	Likely	Progress	Valuable
Community	Facet	Limited	Project	Variety
Comprehensive	Facility	Link	Proportion	Various
Concept	Factor	Local	Protocol	Vast
Connect	Familiar	Maintenance	Purpose	Vibrant
Consequently	Fluctuate	Marginalised	Recent	Vital
Considerable	Framework	Maximum	Receptive	Vulnerable
Consistent	Frequent	Method	Regardless	Wellbeing
Consult	Full potential	Minimum	Region	
Contemporary	Fundamental	Multicultural	Renew	

## Formatting

### Keep sentences = short

- Sentences must vary in length to avoid boring your reader. But the average length should be short. Fifteen to 20 words per sentence would be a good average.
- Trim the **fat** from your writing. Fuzzy words, along with unnecessary ones, make your writing difficult to read and understand.
- The longer and more complex a sentence, the harder it is for readers to understand any single portion of it. Writing shorter sentences usually means you use shorter words
- Break sentences on page 1 and continue on page 2 so that the person reads on

### **Keep paragraphs short**

- To reduce dense text, keep paragraphs as short as possible. Think of other ways listed below that can help make the Information easier to digest!

### **Bullet Points**

- Use bullets to list Information wherever possible. This makes information easier to absorb in one quick glance.

### **Tables**

- Use tables to Increase clarity and cut down text. Tables often show information more quickly and clearly than text.

### **Graphs**

- Use graphs to repeat the message and make the document more Inviting and readable.
- Graphs and pie charts help but must be clear, using high contrasting colours and contain numbers

### **Images**

- Pictures help, they give the reader a break, they reinforce your message and they speak to the more visual readers;

### **Font**

- Typefaces come in two varieties: serif and sans serif.
- Generally, serif typefaces are easier to read in documents like this than sans serif. The small connective lines of serif help to lead your eye more quickly and smoothly over text.
- It is best to use sans serif typefaces in small quantities-for emphasis or headings, but not for general text. Both serifs and sans serifs work well for headings.
- Generally, type in 12pt is most common.
- Headings may be in a slightly larger size (14 point). You can use italics or bold to draw the readers eye. Try using a different colour also. Just don't overdo it!

### **Flow**

- Paragraphs need to flow.
- Transitions can form a 'bridge' from one juncture to another. Link paragraphs 'One example of this is...
- Key repetitions tend to glue sentences together, especially when a word or phrase at the end of one sentence is picked up at the beginning of the next one. For example:
  - .....the service would identify Individual needs as required during the detailed assessment process.
  - This process will dictate what strategies are adopted for each client's support program.....
- Check that formatting is consistent - be careful when cutting and pasting copy to make sure the format stays the same.

## **Further information**

### **The Community Funding Centre**

- The Community Funding Centre provides free help sheets, services, newsletters, books and training to help community groups improve their fundraising abilities and become healthier and more viable.

### **Australian Institute of Community Practice & Governance**

- The Australian Institute of Community Practice and Governance (AICPG) is the training arm of Our Community. The AICPG provides accredited training, half-day workshops and conferences designed specifically for the staff, volunteers, board/committee members, and supporters of Australian community organisations.