**TAC**

**Youth Grants  
 Application Form**

2016



# Application Form

## Applicant Details

Provide the following information about your organisation and your role. There is also space where someone in your organisation with the authority to approve the application should sign the form.

|  |  |
| --- | --- |
| **Organisation Details** | |
| Organisation |  |
| ABN |  |
| Telephone |  |
| Mailing Address |  |
|  |  |
| \*Contact person responsible for the project |  |
| Role or position |  |
| Direct Telephone |  |
| Email |  |

***\*Should the key contact leave the project, the organisation must notify the TAC as soon as possible with the details of the new key contact.***

|  |  |
| --- | --- |
| **Authorisation** | (the person who has authority to sign an agreement) |
| Name |  |
| Position |  |
| Signature |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Details** |  | | |
| Project Name |  | | |
| Start Date |  | End Date |  |
| Level of TAC funding sought | $ | | |

## Project partner details

It is anticipated that projects will involve the applicant’s organisation working with other local partners, and that the partner organisations will have been involved in planning the application. Please provide details of any partner organisations along with a signature from an authorised person in each organisation to indicate they support the application.

|  |  |
| --- | --- |
| **Partner 1** |  |
| Organisation |  |
| Telephone |  |
| Mailing Address |  |
| ***Authorisation*** |  |
| Name |  |
| Position |  |
| Signature |  |

|  |  |
| --- | --- |
| **Partner 2** |  |
| Organisation |  |
| Telephone |  |
| Mailing Address |  |
| ***Authorisation*** |  |
| Name |  |
| Position |  |
| Signature |  |

## Summary

Describe your project to build and enhance protective factors for young people in a few sentences.

## Risk factors

Describe the specific risk factors for young people that your project will address. You should include information about the risks, *including evidence base underpinning the risks*.

## Protective factors

Describe the protective factors for young people that your project will address, *including evidence base for the protective factors to be built or enhanced.*

## Alignment with Towards Zero

Describe how your project will align with, and promote the Towards Zero approach to road safety *including how your project will align with and promote the safe system within the community*.

## Goal, objectives and activities

Describe your project’s goals, objectives, and activities. The goal should be a short statement about why you are conducting the project. The objectives are the things you want to achieve to meet your goal. The activities are the things you plan to do to achieve your objectives. You can have more than one objective, and you may have more than one activity.

***Our goal is to…***

***To achieve our goal, we have set the following objectives…***

***To meet these objectives, we will be conducting the following activities…***

## Rationale for your project

Describe why your project will help you achieve your objectives and goals, including evidence base that shows why your approach is likely to reduce levels of risk and increase protective factors for the at-risk participants.

## Priority for funding

If you have submitted multiple applications, you must rank them in order of priority for funding.

## Evaluating your project’s success

Describe what you plan to do to collect information and evaluate your project to help ensure it meets its objectives. See Appendix 3 – Guidelines for Evaluating your Project.

## Project plan and timeline

For each of the activities you listed above, describe the things you need to do to conduct the activity, and provide a timeline that shows when you expect to finish each of these tasks. Try to give as much detail as possible. These activities should not include tasks that should have been completed prior to submitting your application, such as gathering partner support.

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| --- | --- | --- | --- |
| **Activity** | **Tasks** | **Start Date** | **Expected Completion Date** |
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## Risks

Please identify potential or actual risks that may affect the delivery of your project. This is an important aspect of all projects and will help you to plan to manage those risks.

## Sustainability

At this stage, the TAC’s funding for the Youth Grants program is not expected to continue beyond 2019. Describe how you think the project could continue after the TAC’s funding period is complete. What new sources of funding will be available?

## Roles and responsibilities

Describe how each of the organisations involved in the project will contribute to its success.

***We will…***

***Our first partner will…***

***Our second partner will…***

## Budget and funding request

Describe your project’s budget in detail and provide information about any funding being provided from other sources. Please list the supplier, item and costs related to your project. Amounts above the line include all costs related to the project while amounts below the line relate to costs that will be covered by other sources. Amounts in the ‘Total Cost’ column should be inclusive of GST.

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| --- | --- | --- | --- |
| **Project Costs** | **Item** | **GST (included in price)** | **Total Cost** |
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| **TOTAL COST** | |  |  |
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| **Other funding (including in-kind)** |  |  |  |
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| **TOTAL FUNDING FROM OTHER SOURCES** | |  |  |
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| **FUNDING REQUESTED FROM THE TAC** | |  |  |

## Background intellectual property

Provide a description of all background intellectual property required for the project, including details of any third party rights to which the background intellectual property is subject. ‘Background intellectual property’ means any intellectual property (e.g. copyright, patents, designs, trademarks) created by a party independently of the project. It may include, for example, a trademark of a project partner. You should also provide details of any agreement regarding your use of any background intellectual property.

## Insurances

Provide information about insurance policies held by your organisation and those that you will need to obtain that are relevant to your proposed project – e.g. public risk insurance, comprehensive motor vehicle insurance, workers compensation insurance, etc. If your application is successful, you will need to demonstrate appropriate insurance cover.

## Checklist

Make sure you can tick each of these before submitting your application:

* You are eligible to apply for funding
* Your application primarily focuses on enhancing protective factors for at-risk youth in the community
* You have discussed your proposal with the TAC Youth Grants Program contact officer
* You, and (if relevant) a person with authority to commit your organisation to the project, have signed the application form
* You have responded to every question in the application form
* You have included relevant financial details about your organisation with your application
* Your project’s partner groups have signed the application form
* You have submitted an electronic version of the completed application form and supporting documents to the Youth Grants Program mailbox youthgrants@tac.vic.gov.au.

# Appendix 1 – Guidance for identifying risk and protective factors for young people

## Guidance for identifying risk factors for young people

The evidence base suggests that there is a strong link between risk taking behaviour on and off the road.

#### Evidence base

The largest and most relevant local research conducted in this area was undertaken utilising a longitudinal community based study called the Australian Temperament Project (ATP), which was undertaken by the Australian Institute of Family Studies in partnership with the TAC and RACV. The ATP has tracked a group of over 1,100 Victorians from birth (in 1983) to the present day. Data from the ATP has been analysed to examine the relationship between risky driving behaviours in young adulthood and information about their temperament, development, behaviour and social relationships.

Young drivers who were rated as high risk drivers based on their self-reported driving behaviours, crashes and speeding violations differed from other drivers. They tended to be more aggressive, engage more frequently in antisocial acts (for example property offences or violence), have a less persistent temperament style (meaning they have difficulty in seeing tasks through to completion), use more licit and illicit substances, and have friendships with peers who are engaged in antisocial activities. Of the total sample of 1,135 it is worth noting that only 74 were categorised as “high risk drivers”.

Very high risk young drivers, also appear to be a “high risk” group in many aspects of their lives. The researchfound that risky driving is one element of a risk-taking lifestyle for some young people and young risky drivers also engage in other risky and often illegal behaviours. In addition, research into general offending also shows that that a history of offending, especially when it commences at a young age is a predictor of future offending.

#### At-risk young people

Applicants should refer to Table 1 as a summary of the risk factors that can contribute to a young person being considered *at-risk.* Applicants must be able to demonstrate that the young people they are engaging with exhibit some or all of these risk factors.

1. Summary of Risk Factors

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Community factors** | **Family factors** | **Educational factors** | **Individual factors** | **Life events** |
| Poverty | History of problematic alcohol and drug use | Poor school attachment | Alienation and rebelliousness | Divorce or family break-up |
| Low neighbourhood attachment | Family conflict | Academic failure, especially in the middle years | Beliefs about aggression | Death of a family member |
| Population and housing density | Harsh or inconsistent parenting | Low parental interest in school | Hyperactivity, impulsivity and novelty seeking | War or natural disaster |
| Availability of drugs and alcohol | Poor parental attitude to risk taking | Low intelligence and poor problem solving |
| Low self-esteem |
| Lack of empathy and poor social skills |

## Guidance for identifying appropriate protective factors for at-risk youth

Strategies to prevent “high risk” young drivers from being involved in unsafe driving behaviours require a more holistic and long-term approach. Identifying which young people might become “high risk” early and addressing this is a complex and difficult task. Protective factors

Harris & Hulme define a protective factor “as a factor in a young person’s environment, which promotes positive social development and decreases susceptibility to social, behavioural and health problems.

Applicants should refer to Table 2 for a detailed summary of different protective factors that must be incorporated into the applicant’s proposal for the TAC’s Youth Grants Program.

1. Summary of Protective Factors

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Community factors** | **Family factors** | **Educational factors** | **Individual factors** | **Life events** |
| Access to support services | Good quality communication | Sense of belonging | Good resistance an refusal skills | Meeting a significant person |
| Community networking and attachment | Supportive, caring parents | Positive achievements and evaluations | Social competence and social skills | Moving to a new area |
| Participation in community groups | Family harmony and maintenance of family rituals | Positive school climate | High empathy and optimism | Opportunities at critical turning points or major life transitions |
| Strong cultural identity and ethnic pride | Supportive relationship with an adult | Pro-social peer group | Good problem solving skills |
| Community norms that discourage violence, drug taking and underage drinking | Strong family norms and sense of connectedness to community | Having someone outside your family who believes in you | Moral beliefs and values and self-related cognitions |
| Proactive problem solving | Recognition to achievement | Good coping skills |

# Appendix 2 – Guidelines for preparing a high quality funding application

To achieve a positive outcome from your youth-based activity, you will need to plan carefully, budget appropriately, promote effectively and measure your results accurately.

The Youth Grants Program is a competitive, one-off funding program and your application will be ranked against other applications.

Here are some ways to help move your application higher up the rankings.

## Clarify your thinking before you start

Before you start preparing your application, ask yourself these questions:

**Why?**

Why is this youth issue a priority for our community?

**Who?**

Who are the at-risk youth groups in my community?

Who are the movers and shakers in my area? Who has influence?

Who can influence this target group best?

Who will be involved in our project?

Who should we talk to about our project?

Who else in the community has an interest in enhancing protective factors for at-risk youth?

**What?**

What is unique about the youth groups in our community?

What events have shaped the youth groups in our area?

What are we trying to achieve with this project?

What planning should we do?

What skills and resources do we need to run a successful project?

**How?**

How are we going to fund this project?

How do we get the target audience motivated and involved?

How will the project be implemented?

How can we successfully promote our project and the Towards Zero approach?

How will we know we have achieved our goal?

**Where**

Where can we find the information we need to run a successful project?

Where can we find the information we need to centre our activity?

Where does the target audience for our project gather, and when?

When do we want to begin our project?

When will the project team meet and how often?

Finding the answers to these questions will help keep your project focused and achievable.

# Appendix 3 – Guidelines for evaluating your project

One of the strengths of Victoria’s road safety strategy is the emphasis placed on evaluating programs to assess their success and to improve future projects. In your application, you need to state how you will evaluate your road safety project.

## What is evaluation?

Evaluation is an ongoing process, which should being as soon as you identify your road safety issue. Evaluation continues throughout your project and ends after it finishes. By evaluating each step you will find and solve any problems early, identify unexpected benefits or problems, save resources and improve your chance of success.

## Why should you evaluate your youth project?

Good evaluation helps to:

* Assess the suitability of resources
* Assess the feasibility of the plan
* Identify any possible problems
* Monitor progress and results
* Improve service
* Gather data and information for the future
* Assess the activity’s effectiveness for the target group, funding sources, the general public, and those wishing to carry out similar activities
* Identify exposure, community involvement, outputs and outcomes.

## Evaluation and project planning

For your activity to succeed, it’s important to ask yourself these questions during the project planning process:

* What resources do we have available to evaluate our road safety activity?
* What are the objectives of the evaluation?
* What type of information is going to be collected?
* How will we collect the information?
* Who is going to collect the information?
* Who will we collect the information from?
* How will we analyse the evaluation findings?
* Who will write the final report?

## Different types of evaluation

There are different approaches to evaluating your project. Your proposal may include more than one.

#### Process evaluation

Here you assess how your project is progressing and what you must do to keep it moving ahead. You should be comparing your progress with your timeline and project plan and recording how the project is going. Whenever you make changes to the timeline or project plan, include those changes in your ongoing process evaluation. With each new task, consider what needs to be done to ensure it can be completed successfully. Your final report should include some information about the outcomes of the process evaluation:

* Did you keep to the timeline and plan, or did you have to make changes?
* If you had to make changes, what were they and how successful were they at helping you meet your objectives?
* If your project kept to the timeline and plan, what were some of the factors that helped you achieve this? These success stories can be useful for other groups wanting to implement similar projects.

#### Impact evaluation

Here you assess the immediate effects of an activity to determine whether your target group is aware of the program, and whether the project activities are affecting the target group’s awareness of the road safety issue you are trying to address. This type of evaluation generally involves collecting information directly from members of the target group and often focuses on how well a project is meeting its objectives. It can help to highlight activity areas that are more or less effective than others.

#### Outcome evaluation

Here you assess whether your project has achieved its goal. This is much more challenging than other evaluations and is often not appropriate for a small community based project. An outcome evaluation would collect information about the project’s effect on safety measures, such as crash risk. These evaluations are expensive and require long time frames and special evaluation expertise. The TAC would not generally expect grant recipients to undertake an outcome evaluation.

## Including your evaluation in the final report

You must provide a final report to the TAC that includes some information about how you evaluated your project and the results of that evaluation. The report will only be a few pages long, but you will need to collect and record information for the evaluation throughout the project.

* If you include a process evaluation – make sure you keep records of your progress compared to the timeline and, if you had to deal with unexpected problems or delays, any changes made to the timeline. Also, keep records of the challenges you had to deal with through the project, and how you and your project group dealt with them.
* If you include an impact evaluation – you must plan to collect information from members of the target group. This might mean developing and using a short survey, or taking any available opportunities to talk to members of the target group about the program to gauge their awareness of it and its objectives. However you approach an impact evaluation, you should keep good records so you can present the information in your report.