



Centennial

BERMUDA FOUNDATION

Community Investment Priorities
and Grantmaking Guidelines



FOCUS AREA #2:

Cultural & Community Connections

Aspiration:

“The entire Bermuda community participates in activities
that create a sense of belonging.”

SUMMARY OF COMMUNITY INVESTMENT PRIORITIES

Previously known as the Theory of Change

Centennial Bermuda Foundation (“Centennial”) is a private philanthropic foundation providing several million dollars of grants to a wide range of organisations in Bermuda. Centennial also offers a number of different scholarships to Bermudian students to support post-secondary education. Centennial’s contribution to organisations and students contribute to the fabric of life in Bermuda.

VISION FOR THE COMMUNITY:

We envision that all people in Bermuda be healthy, independent, financially secure and connected to community, with equitable opportunities for all.

SOCIAL CONTEXT STATEMENT

Bermuda is influenced by its history and culture. This means that the results of racial inequality and segregation remain with us today in the form of biases, inequities and a level of mistrust and frustration. We believe these should be acknowledged and addressed.

Key to our work going forward is keeping the following Statement of Social Context central in our deliberations:

Centennial Bermuda Foundation acknowledges structural racism in Bermuda. Our historical and cultural roots created and perpetuate biased judgments, social and economic divides, and inequitable access to opportunities and outcomes in our community.

In light of this social context as a philanthropic organisation, Centennial recognises we must learn to embrace and operationalise the values of Inclusion, Diversity, Equity and Access (I.D.E.A.) to effect systemic change.

Centennial’s journey to seek knowledge and understanding is designed to shape our own path and to create our own principles of conduct, to inform how we make decisions. It is not static; it is a continuous learning journey for each of us. We value shared learnings and experiences and we aim to bring greater understanding and clarity to our work, and to our partnerships to further Inclusion, Diversity, Equity and Access in our community.

GRANTMAKING GUIDELINES - OVERVIEW

TWO TIERS OF FUNDING AVAILABLE

Tier 1 \$25,000 & less: Submission Deadlines: January 15th, April 15th, August 15th, November 15th. Application Requirements: Complete online application form. Grant Decision Timeline: Within 4 weeks.

Tier 2 \$25,000+: Submission Deadlines: January 31st, May 31st and September 30th. Application Requirements: Complete online application form. Grant Decision Timeline: Within 6 - 8 weeks

An eligible applicant can only apply for one Tier 1 and one Tier 2 grant per year. Only one operating grant can be requested per year.

FUNDING PERIODS

One-Year Funding: Most grants for projects will be made for one year at a time to enable appropriate review and monitoring.

Multi-Year Funding: Centennial will consider multi-year funding for Tier 2 applicants only on a case-by-case scenario. The organisation will have a proven track record of success, clear and measurable performance outcomes, and regular reports on impact and results.

TYPES OF GRANTS

Project Grant: Funding to support a specific project or service to be provided to the community.

Operating Grant: Funding for general operations to support overall mission of the organisation.

Project & Operating Grant – “Hybrid”: Funding for both general operations and specific support of a project or service to be provided to the community.

Capacity Building Grant: Funding for an organisation or backbone organisation to grow impact by developing competencies, strategies, systems and structures to improve organisational and/or community effectiveness.

NEW APPLICANTS OR PROGRAMMES NOT CURRENTLY FUNDED BY CENTENNIAL

For Tier 2 grant requests from new applicants, or for projects and programmes not currently funded by Centennial, these initial 2-steps must be completed:

1. Submit an online Letter of Intent (LOI) for review and approval

- LOI Submission Deadlines: April 15th, August 15th, December 15th
- LOI Response Timeline: Within 4 weeks

2. After LOI approval, complete online application form

ABOUT THE ONLINE LETTER OF INTENT

The one-page LOI is a brief overview that enables Centennial and the applicant to determine if the project is within our funding priorities and budget, and addresses relevant community need.

Applicants will receive feedback on their request and if the LOI is successful, should complete the online grant application by the next Submission Deadline. A positive response to an LOI does not imply that the grant application will be approved.

BUDGET FINANCIAL REQUIREMENTS

Be prepared to provide a basic budget and financial statements to be eligible for a grant.

Organisations with **less than \$50K annual income** must provide income statement and balance sheet for current fiscal year.

Organisations with **more than \$50K annual income but less than \$450K** must provide full GAAP Financials (Income Statement, Balance Sheet, and Cash Flow Statement for current fiscal year).

Organisations with an **annual income over \$450K** must provide the most recent audited financials and provide full GAAP financials.

For more information, see full Community Investment Priorities and Grantmaking Guidelines.

THE FIVE AREAS OF FOCUS FOR GRANTMAKING

Centennial, through extensive consultation with its stakeholders, has identified five Focus Areas for grantmaking. The intention is to help heal, improve, inspire and balance the Bermuda community to be a dynamic and fair-minded place to live and grow.

These priorities address community need, informed by front line service providers and support organisations with first-hand experience.

1. **Community Health**
2. **Cultural & Community Connections**
3. **Economic Participation**
4. **Fundamental Needs**
5. **Public Education**

HOW TO USE THIS INFORMATION BEFORE APPLYING FOR FUNDING

1. An applicant should first decide which Focus Area is the best fit for their programme or project. More than 1 Focus Area can be selected.*
2. Align the project with an identified priority within your chosen Focus Area.
3. Select which Aligned Outcome (measurement) you will report on. Funded partners must choose and report on at least one.**

****More than 1 Focus Area can be selected.***

Centennial's grantmaking decisions will be made according to its five identified focus areas listed above.

Example: An organisation that provides shelter housing as well as employment & life skills training to its recipients, can select the Focus Areas of Economic Participation and Fundamental Need.

This supports an integrated and holistic approach to service and project delivery, that we believe will accelerate impact and address the needs and vulnerabilities of the community.

*****Funded partners must choose and report on at least one Aligned Outcome.***

Successful applicants must choose at least one intended outcome from the aligned outcomes list provided in the document - 2022 Investment Priorities and Grantmaking Guidelines.

Applicants can insert additional rows to include additional outcomes of their choosing not listed within grantmaking guidelines, however Centennial will only require progress reporting and tracking on the intended outcomes selected from the Guidelines document.

PRIORITY: Arts & Culture

DEFINED AS: Programming that identifies ‘arts’ and ‘culture’ interchangeably. Organisations, programmes, or initiatives that provide culturally diverse social productions and transmission of identities, knowledge, belief systems, values, traditions, language, and attitudes. While culture is something that is inherited through beliefs and traditions, it is important to note that culture is not a static entity; rather, culture continues to evolve in response to the people and their experience of the world.

ALIGNED OUTCOME:	DEFINITION:
Enhance arts appreciation	Demonstrates engagement of art projects that develop appreciation of the arts
Reach diverse audiences	Gains access to more points of entry for diverse audiences
Promote activist art	Demonstrates art's role in shaping culture, identity and activism

PRIORITY: Identity & Belonging

DEFINED AS: Programming that supports a person’s understanding of their culture as a defining feature of their identity, contributing to how they see themselves and the groups with which they identify. This is shaped by the distinctive ways in which a particular group of people has responded to, reflected on, and expressed their historical and ongoing experience of life.

Identity pride demonstrates development of a stronger sense of self, including increased pride about belonging to:

- A defined community (i.e., race, gender, ethnicity, religious affiliation, sexual orientation, etc.)
- A particular legacy of ideas, beliefs and practices that provide people a sense of cohesiveness and bonding

ALIGNED OUTCOME:	DEFINITION:
Cultural education experiences	Attains educational experiences leading to a strengthened sense of cultural identity
Cultural understanding	Demonstrates an increased understanding and knowledge of other cultures and identities, and affords appreciation towards other groups
Identity pride	Demonstrates development of a stronger sense of self including increased pride about belonging to a defined community (i.e., race, gender, ethnicity, religious affiliation, sexual orientation, etc.)

PRIORITY: **Intergenerational Programming**

DEFINED AS: An intergenerational programme involves the ongoing and purposeful exchange of resources between members of younger and older generations. Intergenerational programmes address emerging social problems, including improving educational success for young people, reducing ageism, and increasing the quality of life for older citizens.

ALIGNED OUTCOME:

Improved relations between younger and older generations

DEFINITION:

Demonstrates engaging activities for both younger and older generations to promote one or more results:

- Enjoys an increase in activities
- Develops friendships
- Gains understanding of the other age group
- Both age groups gain new skills

Improved performance of younger generation

Demonstrates engaging activities for younger generations to promote one or more results:

- Improved academic performance
- Improved relationship with grandparents (or the equivalent)
- Increased involvement in social activities

Improved performance of older generation

Demonstrates engaging activities for older generations to promote one or more results:

- Reduces the isolation of older people
- Increased involvement in social activities
- Improved physical and mental health

Intergenerational community engagement

Demonstrates engaging activities for community cohesion to promote one or more results:

- Enhanced cross-cultural understanding
 - Enhanced cross-cultural mentorship
 - Positive perception of the elderly and attitudes toward community activities
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PRIORITY: **Natural & Heritage Sites Preservation**

DEFINED AS: **Preservation of an historical site, a building, or an area of unspoilt natural environment considered to be important to a country or areas of heritage.**

ALIGNED OUTCOME:

Conservation & preservation of natural and heritage spaces

DEFINITION:

Demonstrates professional expertise to preserve, maintain, and protect Bermuda’s natural and cultural environments

Increased awareness of natural and cultural environments

Demonstrates engaging activities and experiences leading to the community’s increased awareness of Bermuda’s natural and cultural environments

Increased access & affordability to natural and cultural environments

Provides low cost or free engaging and socially relevant activities and experiences to attract a more diverse audience to Bermuda’s natural and cultural environments

PRIORITY: **Youth Engagement**

DEFINED AS: **Youth engagement provides a framework that progresses youth, in stages, toward the authentic development of their individual competencies, civic engagement, decision making and youth leadership.**

ALIGNED OUTCOME:

DEFINITION:

Youth development

Programme provides one or more of the following activities:

- Builds young people's individual competencies
- Provides age-appropriate support
- Emphasises positive self-identity
- Supports positive youth and adult partnerships

Youth leadership

Programme provides one or more of the following activities:

- Builds skills and capacities of young people to be decision-makers and problem-solvers
- Young people participate in and contribute positively to community projects
- Young people deepen historical and cultural understanding of their experiences and community issues

Civic engagement

Programme provides one or more of the following activities:

- Young people are exposed to a range of civic activities and points of view
- Builds skills and capacities for analysis around identified issues.
- Engages young people in advocacy and negotiation

Youth organising

Programme provides one or more of the following activities:

- Builds membership base
- Involves young people as a part of the core staff governing body
- Engages in direct action and mobilising
- Engages in alliance and coalition building

EXAMPLE ARTS & CULTURE INDICATORS

1. Number and percent of community aware of the performing arts opportunities
2. Number and percent of community reporting that performances are affordable
3. Number and percent of community reporting that performances are easy to reach
4. Number and percent of community reporting that performances are accessible for disabled people
5. Number and percent of community (by population type) who report that they believe the performing art is sensitive to their culture
6. Number of free tickets provided
7. Number and percent of individuals (population type X) attending art performances at least once per month; and/or average attendance at events (by type of event)
8. Number and percent of renewed subscriptions as a percent of total sales
9. Number and percent of audience (by population type) who report gaining increased knowledge of local culture as a result of attendance/programme
10. Number and percent of audience/community residents (by population type) reporting increased appreciation of arts from the programmes/performances
11. Number and percent of audience (population type X) deciding to pursue additional arts programmes after performance
12. Number and percent of audience reporting enhanced/enriched attitude, feeling, after arts performance
13. Number of community organisation partnerships
14. Number of non-ticketed performances
15. Percent of audience (by population type) reporting being very satisfied with their performing arts experience
16. General availability of information relating to arts, culture and heritage
17. Number of volunteer projects and initiatives related to arts, culture, and heritage
18. Number of innovative ideas, activism, and innovative approaches to promote ideas through arts, culture and heritage
19. Awareness surveys on arts, culture, and heritage

EXAMPLE INTERGENERATIONAL PROGRAMMING INDICATORS

1. Demonstrates engaging activities for both younger and older generations to promote one or more results
2. Number and percent of youth and older generation participants enjoy an increase in activities
3. Number and percent of youth and older generation participants develop friendships
4. Number and percent of youth and older generation participants gain understanding of the other age group
5. Number and percent of youth and older generation participants gain new skills
6. Number and percent of youth who improved academic performance

7. Number and percent of youth who improve relationship with grandparents (or the equivalent)
8. Number and percent of youth who increase involvement in social activities
9. Number and percent of older generation participants who have reduced isolation
10. Number and percent of older generation participants who increased involvement in social activities
11. Number and percent of older generation participant who improve physical and mental health
12. Community sees an increase in cross-cultural understanding
13. Community sees an increase in cross-cultural mentorship

EXAMPLE NATURAL & HERITAGE SITES PRESERVATION INDICATORS

14. Number of visitors from diverse and disadvantaged groups have access to natural heritage sites and environments
15. Number of special interest programmes held at natural heritage sites and environments
16. Number of community organisations using natural heritage sites and environments
17. Number of community events (e.g., community walks, youth meetings, arts performances) taking place in natural heritage sites and environments

EXAMPLE YOUTH ENGAGEMENT INDICATORS

1. Number and percent of youth enrolled in the youth programme over a 12-month period
2. Number and percent of youth participating in the youth programme for a 12-month period
3. Percent of youth who felt that the youth programme had helped them in feeling good about themselves as of 12 months since entering the programme
4. Number and percent of youth who have refrained from, or decreased, their involvement in gangs over the 12 months since entry into the programme
5. Number and percent of youth who showed improved relationships with family members as of 12 months of entering the programme
6. Number and percent of youth who improved substantially on tests as of 12 months of entering the programme
7. Number and percent of youth who improved (or maintained) their grade point average (GPA) as of 12 months of entering the programme
8. Number and percent of youth participating for 12 months who graduate from high school
9. Number and percent of youth participating for 12 months who are enrolled in college the first year after high school graduation
10. Number and percent of youth participating for 12 months who establish themselves in employment/career (or continue with education) within 5 years of graduating from high school
11. Number and percent of youth who received opportunities for growth and development of skills, and knowledge

12. Number and percent of youth who received opportunities to build individual competencies
13. Number and percent of youth who improved their positive self-identity
14. Number and percent of youth who build skill and capacities to be decision makers/problem solvers, critical thinkers
15. Number and percent of youth who participate in community projects
16. Number and percent of youth who deepen historical and cultural understanding of their experiences and community issues
17. Number and percent of youth who are engaged in political education and awareness
18. Number and percent of youth who build skills and capacity for analysis around identified issues
19. Number and percent of youth who engage young people in advocacy and negotiation
20. Number and percent of youth who are involved as a part of core staff governing body
21. Number and percent of youth who engage in direct action and mobilising
22. Number and percent of youth who engages in alliance and coalition building

EXAMPLES OF MEASUREMENT METHODOLOGIES

METHOD

ADVANTAGES

Surveys (Mail)

- Can survey many people
- Not time-consuming
- Relatively inexpensive
- Everyone gets the same instrument
- Objective interpretation

Surveys (Group Administered)

- Can survey many people
- Not time-consuming
- Relatively inexpensive
- Everyone gets the same instrument
- Object interpretation
- Relatively inexpensive

Surveys (Telephone)

- Able to ask for more detail when needed
- Everyone gets the same instrument

Polling

- Zoom conferencing

Interviews

- Researcher can know how people are interpreting questions
- Able to ask for more detail when needed
- Provide detailed data

Focus Groups

- Researcher can know how people are interpreting questions
- Able to interview multiple people at one time, thus, more cost-effective
- Responses from one person provide stimulus for other people

Observations

- Objective interpretation
- Low burden for people providing data

Student Records

- Objective interpretation
- Low burden for people providing data
- Relatively inexpensive

Collection of Materials

- Objective interpretation
- Low burden for people providing data
- Relatively inexpensive