



Centennial

BERMUDA FOUNDATION

Community Investment Priorities
and Grantmaking Guidelines



FOCUS AREA #5:

Public Education

Aspiration:

“A high quality, public school system that supports the diverse capabilities of all learners and enables them to pursue post-secondary education.”

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: **Early Childhood Development 0-3**

DEFINED AS: **Integrated concept that cuts across multiple sectors including health, nutrition, education and social protection.**

ALIGNED OUTCOME:

Children attend high-quality early care and education programming

DEFINITION:

High quality early care and education programming that cuts across multiple sectors including health, nutrition, education and social protection

High-quality professional development for early childhood care or education providers is accessible

Demonstration of ongoing improved teaching methods and professional development for caregivers and educators

Early developmental screening and assessment is accessible

Identification of children at risk for cognitive, motor, communication or social and emotional delays that can interfere with expected growth, learning and development

Positive social and emotional skills development

Demonstration of gains in sense of self and others through application of social and emotional competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making

Parents and caregivers are involved in the child's development

Demonstrates active participation and commitment on the part of parent and/or caregiver to the child

PRIORITY: Early Childhood Education 4-8

DEFINED AS: Foundational education that lays the groundwork for later learnings. Incorporates four key areas of educational development — intellectual, physical, emotional and social.

ALIGNED OUTCOME:

DEFINITION:

Children attend high-quality early childhood education programming

High-quality early childhood education that lays the groundwork for later learnings. Incorporates four key areas of educational development — intellectual, physical, emotional and social

High-quality professional development for early childhood care or education providers is accessible

Demonstration of ongoing improved teaching methods and professional development for caregivers and educators

Early developmental screening & assessment is accessible

Identification of children at risk for cognitive, motor, communication or social and emotional delays that can interfere with expected growth, learning and development

Equitable education

Offers access to equitable education opportunities for all student backgrounds, to include achievement levels, abilities, and diverse student needs

Positive social and emotional skills development

Demonstration of gains in sense of self and others through application of social and emotional competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making

Children indicate improved motor skill development

Demonstration of gains acquiring fine and gross motor skill movements of smaller and larger muscle groups

Children indicate improved cognitive and early literacy skills

Demonstration of gains in oral language skills: phonological awareness, vocabulary usage, emergent literacy skills, letter recognition

Children indicate improved cognitive and early math & science skills

Demonstration of gains in knowledge and application of mathematics: numbers, shapes, patterns or scientific process

Children indicate improved cognitive and problem solving skills

Demonstration of gains in play skills, learning, thinking and reasoning: follow multiple-step instructions, play make-believe games, identify and print some letters, improvements in memory and logical thinking

Parents and caregivers are involved in student's education

Demonstrates active participation and commitment on the part of parent and/or caregiver to the school and student

PRIORITY: **Student Achievement 5-18**

DEFINED AS: **Integrated factors that impact student achievement are classroom management, engaged quality educators (teaching for learning), experiential learning, home and parent involvement and the core value that all students can learn.**

ALIGNED OUTCOME:

DEFINITION:

Attain academic skills

Demonstration of gains in knowledge and application of the five primary skill areas: language arts (reading, writing), mathematics, science, history and technological literacy including organisational and study skills which is assessed by education goals set by students, teachers and/or educational institutions to be achieved over a specific period of time

College access and readiness

Demonstration of knowledge and skills that prepares students to be ready for post-secondary success (college fit, finances, college persistence)

Career access and readiness

Demonstration of the skills, knowledge, and experience to identify and prepare for post-secondary success and employment opportunities

Positive social and emotional skill development

Demonstration of gains in sense of self and others through application of social and emotional competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making

STEAM interest

Demonstration of gains in a STEAM based curriculum in one or more of the five specific disciplines — Science, Technology, Engineering, Arts and Mathematics — delivered in an integrated approach to learning that provides hands-on and relevant learning experiences for students

Parents and families are involved in the student's education

Demonstrates active participation and commitment on the part of parent and/or families to the school and student through the analysis and reflection of an activity

PRIORITY: Quality Public Education 5-18

DEFINED AS: Integrated principles linked to a quality assurance educational system:

- **Positive and effective leadership**
- **Identifying needs of all learners**
- **Engaging and developing all staff and educators**
- **Identifying academic achievement outcomes**
- **Identifying consistent assessment strategies**
- **Data driven culture to inform effective, strategic decision making**
- **Involving all stakeholders: students, educators, family and community**

ALIGNED OUTCOME:

DEFINITION:

Effective school leadership

Demonstration of highly effective leadership, e.g., certified school leaders, ongoing professional development opportunities, measurable goals for student achievement, ongoing culture of learning, parent and community engagement

Effective educators

Demonstration of ongoing improved teaching methods and professional development

Equitable education

Offers access to equitable education opportunities for all students ensuring an I.D.E.A. (Inclusion, Diversity, Equity and Access) lens is embraced to provide opportunities for all

EXAMPLE EDUCATION INDICATORS

1. Student enrollment number in early childhood programmes
2. Child climbs up and down
3. Child demonstrated throwing, kicking and catching skills
4. Child shows basic locomotor skills
5. Child shows balance while running
6. Number of participants/students who enrolled in the education programme
7. Number and percent of participants/students who completed the education programme
8. Number and percent of programme participant/students who complete or advance at least one educational level/grade level
9. Average number of educational levels advanced per programme participant/student
10. Number and percent of programme participants/students who receive a secondary school diploma or GED
11. Number and percent of programme participants/students who enroll in post-secondary education or occupational skills training programme
12. Standardised test scores
13. Dropout rates
14. Graduation rates
15. Daily attendance
16. Number and percent of parents/family members who regularly help children with their schoolwork
17. Number and percent of parents/family members who attend parent meetings or attend school activities
18. Percent of parents who report positive interactions with teachers and other school staff
19. Number of teachers with higher education degrees
20. Percent of teachers with degrees in their academic field
21. Percent of teachers with teaching credentials
22. Number of professional development opportunities available to teachers/staff

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