



Centennial

BERMUDA FOUNDATION

2022 Community Investment Priorities
and Grantmaking Guidelines

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OVERVIEW

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.

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 are explained in greater detail in the section on Identified Priorities.

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

More than 50 external and internal stakeholders were involved in determining these Focus Areas for Centennial's grantmaking. Together we identified Bermuda-specific priorities and programme level outcomes. In a multi-layered approach we gathered community data, facilitated community-led meetings, and used research from subject matter experts and evidence-based models.

Stakeholders who participated included Centennial's grant review committees, staff, and our Board as well as local non-profit and charity partners, community stakeholders, government representatives, civic organisations, and subject matter experts.

CENTENNIAL'S GRANTMAKING APPROACH

Centennial is now a philanthropic organisation, with a focus on Community Investing according to the identified priorities and the needs of the community at any given time.

Community Investing is defined as: Investing dollars and resources more toward longer term, collaborative and sustainable problem solving (i.e., addressing the root causes of our communities social issues) and shifting away from addressing short-term immediate needs (i.e. relieving the symptoms of social issues).

This approach has been developed over time in consultation with the community:

2017

- Facilitated a rigorous participatory process with stakeholders
- Identified long-term goals and desired outcomes
- Developed strategic vision for Centennial - Theory of Change

2019

- Funding dollar requests from the community increased
- Community urgency increased
- Corporate and foundation donor dollars decreased
- Centennial adopted an approach toward deeper, more sustainable community impact
- Started identifying specific priorities and aligned outcomes for more informed grantmaking

CENTENNIAL'S GRANTMAKING APPROACH, cont'd.

Centennial is committed to remaining relevant, nimble and responsive to community needs.

We invest in projects that engage diverse resources and strategic collaborations and partnerships.

Our partners include a diverse mix of third sector stakeholders: other donors, nonprofits, human service agencies, schools, government leadership, businesses, voluntary associations, the faith-based community, and others working together.

We are committed to working collaboratively with community partners who deliver on agreed outcomes. We are looking for partners who can monitor and measure the outcomes that we mutually agree, according to these guidelines.

The priorities and outcomes are grouped by Focus Area and grant applications must address both.

IMPORTANT NOTE:

Projects requesting Centennial funding must select and report on a minimum of one Identified Priority and one Aligned Outcome.

AREAS OF FOCUS:



1. Community Health

Affordable & Accessible Healthcare | Chronic Illness: Type 2 Diabetes
Mental Health Early Detection & Intervention | Obesity | Substance Abuse & Addiction



2. Cultural & Community Connections

Arts & Culture | Identity & Belonging | Intergenerational Programming
Natural & Heritage Sites Preservation | Youth Engagement



3. Economic Participation

Career Advisement & Readiness | Financial & Digital Literacy | Small Business & Entrepreneurship
Workforce Development | Workforce Equity



4. Fundamental Needs

Food Insecurity | Homelessness | Housing



5. Public Education

Early Childhood Development 0-3 | Early Childhood Education 4-8
Student Achievement 5-18 | Quality Public Education 5-18

IDENTIFIED PRIORITIES & ALIGNED OUTCOMES

FOCUS AREA #1:

Community Health

(with an underlying theme to fund seniors)



Aspiration:

“That all people in Bermuda have complete physical, mental, social and material wellbeing.”

PRIORITY: **Affordable & Accessible Healthcare**

DEFINED AS: **Making health coverage more affordable and accessible, thus increasing the number of Bermudians with coverage; by funding community facing, public health advocacy groups, policy reform and research projects.**

ALIGNED OUTCOME:

Advocate for quality health care policy and legislation reform

Provides affordable accessible healthcare services for the most vulnerable

Improved public awareness and engagement on healthcare reform

DEFINITION:

Changes in policy and/or legislation that support improvements for public health. Government expenditure and funding for healthcare programmes increase and support affordability and access

Demonstrates ability to work with public sector or government, nonprofits, and private partners to deliver high quality healthcare that is affordable and accessible for all Bermudians across their lifespan, including unborn, children, youth, adults, and seniors, across healthcare settings

Change in public perception – public health reform. Innovation of new ideas, technologies, and approaches. Increase in public events, rallying and campaigning on healthcare

IDENTIFIED PRIORITIES & ALIGNED OUTCOMES

FOCUS AREA #1:

Community Health



PRIORITY: **Chronic Illness: Type 2 Diabetes**

DEFINED AS: **A chronic condition associated with abnormally high blood sugar levels. Absence or insufficient production of insulin, or an inability of the body to effectively use insulin.**

ALIGNED OUTCOME:

Addresses, understands, and feels supported to manage their Type 2 diabetes

DEFINITION:

Has an up-to-date multidisciplinary care plan. Receives specialist support for their Type 2 diabetes

Reduced time spent in hospital as a result of diabetes

Has fewer unplanned hospital visits

Has reduced need for care or sustains current level of independence

Reduction in level of dependency of care or intensive services due to the early diagnosis and management of Type 2 diabetes

Improved quality of life in relation to Type 2 diabetes

Level of functional ability improves (i.e., employment or other activities)

FOCUS AREA #1:

Community Health

PRIORITY: **Mental Health Early Detection & Intervention**

DEFINED AS: Early detection interventions identify and provide effective early support to children and young people who are at risk of poor mental health outcomes. Prevention interventions aim to reduce the incidence, prevalence and recurrence of mental health illness and disorders and their associated disability.

ALIGNED OUTCOME:

DEFINITION:

Improved access to and increased use of mental health support services

A person, including a child or adolescent, knows where to go for support when a crisis or mental health concern occurs

Reduced need for mental health care and support services

Reduction in time spent in care due to mental health problems being addressed and treated

Early detection and intervention of mental health illness is accessible and affordable

A diagnostic tool or system that identifies children and young people who are at risk of poor mental health outcomes, and links them to affordable and accessible services

Increased level of independence

Has self-managed and sustained their mental wellbeing successfully for a minimum of 6 months
 Has increased autonomy and control over their own care

Improved resilience

Has developed the capacity to cope with difficulties & stress

Improved confidence and self-esteem

Has improved confidence in their own capabilities

IDENTIFIED PRIORITIES & ALIGNED OUTCOMES

FOCUS AREA #1:

Community Health



PRIORITY: **Obesity**

DEFINED AS: **Overweight and obese are abnormal or excessive fat accumulation that presents a risk to health.**

ALIGNED OUTCOME:

Obesity prevention

DEFINITION:

Attained a pattern of healthy eating behaviour, including eating recommended types and amounts from healthy food groups

Reduces sedentary activity

Has access to and can take part in appropriate opportunities of activity a minimum of 30 minutes per day x 5 days per week

Healthy weight

Has attained a normal healthy weight and BMI level

FOCUS AREA #1:

Community Health



PRIORITY: **Substance Abuse & Addiction | Residential - Short term**

DEFINED AS: **Substance abuse** is a pattern of harmful use of any substance for mood altering purposes; **substances** can include alcohol and other drugs (illegal or not). **Addiction** is the psychological and physical inability to stop consuming a chemical drug, activity, or substance.

ALIGNED OUTCOME:

Reduce substance abuse

DEFINITION:

Discontinued unhealthy behaviours (i.e., usage of smoking, drugs, or alcohol)

Reduce substance addiction

Client has not experienced any episodes of relapse

Short-term residential treatment support is accessible and affordable

Residential treatment centres provide therapy for substance abuse disorders, mental illness, and other behaviour problems

Improved patient quality of life

Developed behaviours to support daily functioning, including independent living skills, consistent engagement with treatment, and improved financial outcomes

IDENTIFIED PRIORITIES & ALIGNED OUTCOMES

FOCUS AREA #2:

Cultural & Community Connections

*Aspiration:*

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

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:

Enhance arts appreciation

Reach diverse audiences

Promote activist art

DEFINITION:

Demonstrates engagement of art projects that develop appreciation of the arts

Gains access to more points of entry for diverse audiences

Demonstrates art's role in shaping culture, identity and activism

FOCUS AREA #2:

Cultural & Community Connections



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.)

FOCUS AREA #2:

Cultural & Community Connections



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

FOCUS AREA #2:

Cultural & Community Connections



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

Increased awareness of natural and cultural environments

Increased access & affordability to natural and cultural environments

DEFINITION:

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

Demonstrates engaging activities and experiences leading to the community's increased awareness of Bermuda's 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

FOCUS AREA #2:

Cultural & Community Connections



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

IDENTIFIED PRIORITIES & ALIGNED OUTCOMES

FOCUS AREA #3:

Economic Participation



Aspiration:

“All Bermudians have equitable employment opportunities, work satisfaction and financial security.”

PRIORITY: **Career Advisement & Readiness**

DEFINED AS: Career Advisement is a process or system of support that develops skills, knowledge and experience to make career, educational and life decisions.

Readiness is the ability to demonstrate competencies that prepare for a successful transition into the workplace. These competencies are critical thinking, problem solving, exercising sound reasoning to analyse issues, making decisions, and overcoming problems.

ALIGNED OUTCOME:

DEFINITION:

Career access and readiness

Attainment of skills, knowledge, and experience necessary to identify and acquire a sustainable, living wage position (e.g., marketable skills, job seeking, knowledge of job placement services, certification, education, internships)

Secondary school completion

Attainment of school certificate diploma, GED or other secondary school equivalency or demonstration of on-track status

Adult literacy

Individuals demonstrate improvements in literacy skill levels including reading, writing, numeracy, problem-solving and English language acquisition

FOCUS AREA #3:

Economic Participation

PRIORITY: **Financial & Digital Literacy**

DEFINED AS: Financial literacy is the ability to understand and effectively use various financial skills, including personal financial management, budgeting and investing.

Digital Literacy means having the skills you need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media and mobile devices.

ALIGNED OUTCOME:**DEFINITION:**

Financial literacy & skills

Attains knowledge of core concepts and skills in personal finance

Budget management

Demonstrates management of day-to-day expenses (i.e., maintain short-term savings, paying bills on time)

Financial access

Gains access to key financial resources (e.g., savings/checking account, affordable credit, retirement account, education savings)

Financial resilience

Demonstrates preparedness to withstand financial shock, (i.e., holding affordable insurance and basic health coverage, creating spending plans or budgets for emergencies, maintaining sufficient liquid savings)

Digitally literate

Navigates between online sources and select information.

Communicates through a variety of digital devices and mobile applications

Engages with online communities effectively

Uses digital technologies to participate in online citizenship. Works across a range of digital media and multiple systems to present information effectively to an audience

Knows how to protect one's devices from online risks and threats

Knows how to protect oneself from possible online dangers (e.g., cyber bullying) by following appropriate privacy and confidentiality procedures

FOCUS AREA #3:

Economic Participation



PRIORITY: **Small Business & Entrepreneurship**

DEFINED AS: **Provides business-related assistance and knowledge to help small business and entrepreneurs start, run and grow their business.**

ALIGNED OUTCOME:

DEFINITION:

Small business growth

Demonstrates business growth through profit, revenues, or market expansion

Alternative financing

Demonstrates ability to provide access to a range of innovative, short-term, and long-term financing options for small business growth

Stimulate entrepreneurship

Demonstrates understanding and access to capital, markets, and business information that previously was not accessed

Advocate for economic growth

Establishes local initiatives focused on driving economic growth within the country, parish or community

Job creation

Demonstrates business growth by hiring new employees

FOCUS AREA #3:

Economic Participation



PRIORITY: **Workforce Development**

DEFINED AS: **Improving worker skills to:**

- enable long-term success for employees and employers
- improve employees competency in particular areas
- support ongoing successful workforce development

ALIGNED OUTCOME:

DEFINITION:

Job readiness

Attainment of the skills, knowledge, and experience necessary to identify and acquire a sustainable living wage position

Career advancement

Attainment of industry recognised credentials necessary to progress in one's career (i.e., certifications, licences)

Employment for disadvantaged groups

People have increased access to relevant employment opportunities (i.e., young people, disabled)

FOCUS AREA #3:

Economic Participation



PRIORITY: **Workforce Equity**

DEFINED AS: **Workforce equity exists when the workforce is representative of Bermuda at all levels of employment, where institutional and structural barriers impacting employee attraction, selection, participation and retention have been eliminated, enabling employment success and career growth.**

ALIGNED OUTCOME:

Advocate for workforce equity

DEFINITION:

Provide direct capacity building resources (i.e., social media, trainings, awareness campaigns) on how to promote equitable employment practices (i.e., hiring, promotion and employee development) for those who directly impact workforce equity (i.e., human resource staff, executive and board leadership)

Research on workforce equity

Conduct research on workforce equity for individuals, institutions and businesses of all income levels and corporation status

IDENTIFIED PRIORITIES & ALIGNED OUTCOMES

FOCUS AREA #4:

Fundamental Needs

*(with an underlying theme to fund seniors)**Aspiration:*

“A comprehensive social safety net ensures low income families have support for essential needs.”

PRIORITY: **Food Insecurity**

DEFINED AS: **The state of being without reliable access to a sufficient quantity of affordable, nutritious food.**

ALIGNED OUTCOME:

Short-term hunger relief

DEFINITION:

Provides ongoing access to nutritious and non-perishable food that is both affordable and accessible to beneficiaries weekly

Emergency supply and distribution

Demonstrates ability to provide targeted timely food supplies (and related materials) to beneficiaries in time of crisis and emergency

Improved food distribution network

Demonstrates expansion in number of beneficiaries receiving free and/or affordable nutritious food due to coordinated distribution efforts

FOCUS AREA #4:

Fundamental Needs



PRIORITY: **Homelessness**

DEFINED AS: **Lacking stable and appropriate housing. Can be categorised as homeless if living on the streets, moving between temporary shelters (including houses of friends and family) and living in emergency accommodations.**

ALIGNED OUTCOME:

DEFINITION:

Access to temporary housing

Provides access to temporary shelter (i.e., homeless shelter)

Prevent homelessness through housing retention

Provides access to resources to retain safe housing for at least 90 days, including support for financial issues to prevent homelessness

Reduce homelessness

Client gains access to stable permanent housing for at least one year

FOCUS AREA #4:

Fundamental Needs



PRIORITY: **Housing**

DEFINED AS: **Housing that is appropriate for the needs of low-income populations, where cost of housing is manageable and maintained, to enable individuals to meet other basic needs: food, clothing, medical care and education.**

ALIGNED OUTCOME:

DEFINITION:

Affordable permanent housing

Demonstrates increase development of sufficient, affordable residential options for low-income populations to decrease dislocation and relocation

Housing stability

Gains access to stable permanent housing

Access to housing referral services

Gains access to services that connect or refer individuals to providers of temporary or long-term housing options

IDENTIFIED PRIORITIES & ALIGNED OUTCOMES

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.”

Important Note: Projects Offering Services in Bermuda Public Schools

Centennial's aim is to provide equitable funding and hence is a proponent and champion in support of quality public education. Centennial encourages all partners who provide direct services to the Ministry of Education (MOED) to demonstrate engagement with their participants and include students, families and/or schools in the design of their services. Centennial expects programmes to establish a strong working relationship with school partners (e.g., shared data, shared partnership agreements, etc.); particularly school day and/or afterschool programmes that offer services on a school site should establish strong alignment to the academic standards outlined by the school or MOED.

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

FOCUS AREA #5:

Public Education



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:

Children attend high-quality early childhood education programming

DEFINITION:

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

FOCUS AREA #5:

Public Education



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:

Attain academic skills

DEFINITION:

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

FOCUS AREA #5:

Public Education



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

CENTENNIAL'S GRANT MAKING GUIDELINES

Centennial is committed to conducting a transparent and fair grantmaking process.

All funding decisions are made at the discretion of the Centennial Board of Directors based on recommendations made by the Centennial Grant Review Committees, comprised of community volunteers and staff. A list of review committee members can be found on the Centennial website — www.centennial.bm/about.

ELIGIBILITY

Grant applicants must demonstrate an alignment with Centennial's focus areas and strategic priorities to be considered for funding.

PARTNERSHIPS AND COLLABORATION

Centennial views grant applicants and recipients as partners working to achieve our objectives.

As such, a proposal may be negotiated with the applicant so that funding is directed toward projects most likely to meet our ongoing Community Investment Priorities.

We recognise that to achieve the intended outcomes for our community it is necessary to partner with a wide range of organisations; some will be fully established, well-structured and sustainable registered charities under the Charities Act 2014, while others may have a less formal structure, but may have a compelling solution to achieve our objectives. In all cases we expect a willingness to partner with us to ensure efforts are viable and practical.

CENTENNIAL WILL NOT GRANT FUNDS TO:

- Organisations that discriminate against certain groups or individuals in the delivery of programmes and services based on race, religion, national origin, gender, age, sexual orientation, or disability or in any other manner that offends Centennial's [Non-Discrimination Policy](#)
- Political candidates, political campaigns or political parties
- Overseas organisations
- Individuals
- Personal medical needs
- Fundraising dinners or events
- Corporate memberships with organisations
- Religious worship, instruction or proselytising

FIRST TIME APPLICANTS

Organisations not currently funded by Centennial are required to complete an organisation profile in the grants management system located at www.centennial.bm/grants and complete a [Letter of Intent](#) 45 days prior to a designated triannual grant cycle date: Jan 31st, May 31st, Sept 30th.

ANNUAL FUNDING ALLOCATIONS

Centennial typically allocates \$950,000 annually for Scholarships and approximately \$3 million per year in grants to partner organisations.

GRANT FUNDING TIERS & APPLICATION SUBMISSION TIMELINE

Centennial accepts funding application requests for two level of grants, funded in Bermuda dollars (BMD). An eligible applicant can only apply for one Tier 1 and one Tier 2 grant per year. Of the two tiers, **only one operating grant can be requested per year**. See eligibility criteria on pg 32 for operating grant.

TIER 1 \$25,000 & LESS

Submission Deadlines: 15th of every month

Application Requirements: Complete online application form

Grant Decision Timeline: Within 4 weeks

TIER 2 OVER \$25,000

Submission Deadlines: January 31st, May 31st and September 30th

Application Requirements: Complete online application form

Grant Decision Timeline: Within 6 - 8 weeks

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.

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 (LOI)

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.

Example Letter of Intent:

Project Description	Provide brief overview of the project goals and objectives.
Amount of Request	\$
Primary Focus Area	1. Community Health 2. Cultural & Community Connections 3. Economic Participation 4. Fundamental Needs 5. Public Education
Type of grant application	Project Support or Capacity Building
What type of capacity building approach will funds be used for?	Listed approaches: <ul style="list-style-type: none"> • Assessment (Needs/Feasibility) • Strategic Planning • Conference/Convening • Training (public, customised, online) • Coordinating Alliances & Collaborative Efforts • Accreditation/Certification • Evaluation <i>Only applicable if grant request includes a capacity building approach</i>
Collaborative Efforts	Provide list of all collaborators demonstrating commitment to the collaborative effort. Provide details of a completed or proposed collaboration plan. <i>Only applicable if grant request includes a collaborative effort approach.</i>
Needs Statement	Describe what specific challenge(s) you are trying to solve. How will the root causes of these challenges be addressed? Briefly describe your target population. Provide research or data/evidence that supports the need for support to this target population. Describe how you involve the voices of those who will ultimately benefit from your work.
Budget Financial Requirements <i>NOTE: There are two columns to complete for the budget template when submitting an LOI request. The first column is the overall organisation budget for the whole organisation. The second column is specific to just the project budget for which you are requesting funding. The organisation budget should always be larger than the project budget.</i>	If applicable, is the organisation in good standing with the Charities Commission? 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

TYPES OF GRANTS

PROJECT GRANT

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

Example of [Application Form](#)

OPERATING GRANT

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

Criteria for Eligibility:

- Organisation has been funded within the last three years by Centennial
- Organisation has successfully met identified outcomes
- Applicants will only be eligible for one operating grant per year
- An applicant may ask for solely an operating grant, or a combination of an operating grant and a programme grant – “Hybrid”

Example of [Application Form](#)

PROJECT & OPERATING GRANT – “HYBRID”

Funding for both general operations and specific support of a project or service to be provided to the community — see eligibility criteria above for operating grant.

Example of [Application Form](#)

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. Listed approaches:

- Assessment (Needs/Feasibility)
- Strategic Planning
- Conference/Convening
- Training (public, customised, online)
- Coordinating Alliances & Collaborative Efforts
- Accreditation/Certification
- Evaluation

Example of [Application Form](#)

EXAMPLE OF APPLICATION FORMS

PROJECT GRANT

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

APPLICATION CRITERIA	DEFINITION	RANKING %
Project Description	Provide brief overview of the project goals and objectives.	5%
Primary Focus Area	1. Community Health 2. Cultural & Community Connections 3. Economic Participation 4. Fundamental Needs 5. Public Education	0%
Collaborative Efforts	Provide list of all collaborators demonstrating commitment to the collaborative effort. <i>Provide details of a completed or proposed collaboration plan.</i> Only applicable if grant request includes a collaborative effort approach.	10%
Needs Statement	Describe what specific challenge(s) you are trying to solve. How will the root causes of these challenges be addressed? Briefly describe your target population. Provide research or data/evidence that supports the need for support to this target population. Describe how you involve the voices of those who will ultimately benefit from your work.	20%
Project Strategy	(See grid on page 32)	30%
Staffing Leadership	Describe the roles of this project including anyone who will be responsible for project management or for leading the project activities. Describe the qualifications of the project leaders and why they are the best candidate(s) to deliver this project.	20%
Budget Financial Requirements <i>NOTE: There are two columns to complete for the budget template when submitting a project request or a hybrid request. The first column is the overall organisation budget for the whole organisation. The second column is specific to just the project budget. The organisation budget should always be larger than the project budget.</i>	If applicable, is the organisation in good standing with the Charities Commission? 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.	15%

PROJECT STRATEGY

Project Strategy comprises Project Activities and Project Measurement (see below) and combined this makes up 30% of the overall application scoring.

** Example programme indicators and example measurement methodology tools are listed on [Appendix A](#) on pg. 41 and [Appendix B](#) on page 50.*

The core questions are the following:

PROJECT ACTIVITIES

Goal	Activity/Strategy	Frequency	Participants
Describe the goal of the project	Describe the activities delivered to achieve the identified outcome	Indicate frequency of activities and when they will occur — number of days and time	Number of anticipated participants engaged in this activity

PROJECT MEASUREMENT

Focus Area	Priority Area	Identified Outcome	Indicator	Measurement Methodology	Recipients
Use the dropdown menu in the online grant application system to select the focus area of this goal	Use the dropdown menu in the online grant application system to select your priority area	Use the dropdown menu in the online grant application system to select your identified outcome for this goal	Describe the indicator by which the identified outcome will be measured <i>Example indicators in Appendix A</i>	Describe your data collection method and how you will measure progress on your indicator <i>Example methodologies in Appendix B</i>	# of anticipated participants that will successfully benefit from this outcome

EXAMPLE OF APPLICATION FORMS

OPERATING GRANT

Funding for general operations not linked to a specific project, but to support overall mission of the organisation.

Criteria for Eligibility:

- Organisation has been funded within the last three years by Centennial
- Organisation has successfully met identified outcomes
- Applicants are eligible for one operating grant per year in their awarded grant cycle

An applicant may request an Operating Grant, or a combination of an Operating Grant and a Programme Grant – “Hybrid”.

APPLICATION CRITERIA	DEFINITION	RANKING %
Use of Operating Funds	How will operating funds be used? How will the funding contribute to ongoing services and/or programme delivery?	25%
Needs Statement	Describe what specific challenge(s) you are trying to solve. How will the root causes of these challenges be addressed? Briefly describe your target population. Provide research or data/evidence that supports the need for support to this target population. Describe how you involve the voices of those who will ultimately benefit from your work.	25%
Staffing Leadership	Describe the roles of the organisation including anyone who will be responsible for organisational outcomes or leading the organisational activities. Describe the qualifications of the organisation's leaders and why they are the best candidate(s) to deliver this work.	25%
Budget Financial Requirements <i>NOTE: For grant requests for operating funding, you will only need to complete the first column, the overall organisation budget column. Please leave the project budget blank as you are not seeking funding for a specific project.</i>	If applicable, is the organisation in good standing with the Charities Commission? 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.	25%

EXAMPLE OF APPLICATION FORMS

PROJECT & OPERATING GRANT - "HYBRID"

Funding for both general operations and specific support of a project or service to be provided to the community.

APPLICATION CRITERIA	DEFINITION	RANKING %
Project Description	Provide brief use of operating funds and overview of the project goals and objectives.	5%
Primary Focus Area	<ol style="list-style-type: none"> 1. Community Health 2. Cultural & Community Connections 3. Economic Participation 4. Fundamental Needs 5. Public Education 	0%
Collaborative Efforts	<p>Provide list of all collaborators demonstrating commitment to the collaborative effort.</p> <p><i>Provide details of a completed or proposed collaboration plan.</i></p> <p>Only applicable if grant request includes a collaborative effort approach.</p>	10%
Needs Statement	Describe what specific challenge(s) you are trying to solve. How will the root causes of these challenges be addressed? Briefly describe your target population. Provide research or data/evidence that supports the need for support to this target population. Describe how you involve the voices of those who will ultimately benefit from your work.	20%
Project Strategy	(See grid on page 32)	30%
Staffing Leadership	Describe the roles of this project including anyone who will be responsible for project management or for leading the project activities. Describe the qualifications of the project leaders and why they are the best candidate(s) to deliver this project.	20%
Budget Financial Requirements <i>NOTE: There are two columns to complete for the budget template when submitting a project request or a hybrid request. The first column is the overall organisation budget for the whole organisation. The second column is specific to just the project budget. The organisation budget should always be larger than the project budget.</i>	<p>If applicable, is the organisation in good standing with the Charities Commission?</p> <p>Organisations with less than \$50K annual income must provide the most recent completed financial statements for the current fiscal year.</p> <p>Organisations with more than \$50K annual income but less than \$450K must provide the most recent completed management financial statements for current fiscal year.</p> <p>Organisations with an annual income over \$450K must provide the most recent audited financials and provide full GAAP financials.</p>	15%

EXAMPLE OF APPLICATION FORMS

CAPACITY BUILDING GRANT

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

APPLICATION CRITERIA	DEFINITION	RANKING %
What type of capacity building approach will funds be used for?	Listed approaches: <ul style="list-style-type: none"> • Assessment (Needs/Feasibility) • Strategic Planning • Conference/Convening • Training (public, customised, online) • Coordinating Alliances & Collaborative Efforts • Accreditation/Certification • Evaluation 	0%
Needs Statement	Describe what specific challenge(s) you are trying to solve? How will the root causes of these challenges be addressed? Briefly describe your target population. Provide research or data/evidence that supports the need for support to this target population. Describe how you involve the voices of those who will ultimately benefit from your work.	35%
Staffing Leadership	Describe the roles of this capacity building initiative including anyone who will be responsible for leading the activities. Describe the qualifications of the leaders and why they are the best candidate(s) to deliver this initiative. If third parties are hired, discuss their role and expertise.	35%
Budget Financial Requirements <i>NOTE: There are two columns to complete for the budget template when submitting a capacity building request. The first column is the overall organisation budget for the whole organisation. The second column is specific to just the capacity building initiative budget. The organisation budget should always be larger than the capacity building initiative budget.</i>	If applicable, is the organisation in good standing with the Charities Commission? 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	30%

Example Budget Form:

	Organisation Annual Budget	Programme/Project Budget
	Period: Year 202_	Period: Year 202_
INCOME/REVENUE		
Government		
Corporate Gift		
Corporate Employee Programme		
Foundation		
Donations from general public ()		
Private funding (individuals/far)		
Sponsorship (i.e corporate brand)		
Investment/Investment returns		
Membership Fees		
Annual Campaigns		
Total Revenue		
EXPENSES	FY DD/MM/YYYY	FY DD/MM/YYYY
Salaries and Wages		
Benefits		
Employment Tax		
Health Insurance		
National Pension		
Social Insurance		
Benefits - Other		
EAP		
Professional Development		
Total Expense	\$0.00	
Net Income - Loss	\$0.00	

If you are completing an **Operating Grant**, you will need to complete just the Org, Annual Budget column. You can ignore the Project column.

If you are completing a **Project Grant or Project & Operating Grant - "Hybrid"** then you must complete both the Org Annual Budget column and the specific Project Budget related to your grant request.

If you are completing the **Capacity Building Grant** you must complete both the Org Annual Budget column and the specific Project Budget column specific to your capacity building request.

For each of these revenue fields, these are part of a drop down list in the new system. The grants management tool will allow you to click and add the fields that relate to your organisation. You need only complete those that apply to you.

Each expense field is a drop down list in the new system. You need only add the lines of expenses that apply to your specific budget and expenses

For **Operating Grants** you will need to complete the overall organisation expenses only and ignore the project expenses column. You do not need to complete the project expenses for an operating grant.

For **Project Grants or Project & Operating Grants - "Hybrid"** you will need to complete both the overall organisation expenses AND the project expenses specific to your grant request.

For the **Capacity Building Grant** you will need to complete both the overall organisation expenses AND the project expenses related to your specific capacity building grant request

Programme/Project Income: Use the section below to list the sources of income that will cover the total programme/project expenses. Show the amount from each source how much of that amount is committed and how much is pending.

List sources, including the grant being requested	Amount	Committed	Pending	For pending funds indicate when you anticipate notification

GRANT REPORTING REQUIREMENTS, FUNDING CONDITIONS & MEASURES

REPORTING REQUIREMENTS

Centennial requires that timely reports be submitted for all approved grants (e.g., operating, project, hybrid, and capacity building grants). Centennial's grant reporting templates are located within the grants management system portal.

The process of reporting is to provide us with information to help inform our grantmaking decisions, and to track the effectiveness of our investments in the community, aligned to our priorities. We also intend that reporting requirements will provide partners with a framework to help shape and inform their services, and to assist with fundraising, volunteer recruitment and achieving their mission.

GRANT TIER	REPORTING TYPE	REPORTING REQUIREMENTS
Tier 1: Grants up to \$25,000	<ul style="list-style-type: none"> • Year End Report & Budget • Year End Outcomes Measurement Report 	<p>Year End Report & Budget: annual comprehensive report of organisation's activities, key learnings and significant changes to project, if any; and include an overview of how funding budget was allocated.</p> <p>Year End Outcomes Measurement Report: provide results and learnings on outcomes identified on the grantee award letter.</p>
Tier 2: Grants over \$25,000	<ul style="list-style-type: none"> • Interim Progress Report • Year End Report & Budget • Interim and Year End Outcomes Measurement Report 	<p>Interim Progress Report: 6-month preliminary report providing a brief description of project progress, key learnings, and significant changes to the project, if any.</p> <p>Year End Report & Budget: annual comprehensive report of organisation's activities, key learnings and significant changes to project, if any; and include an overview of how funding budget was allocated.</p> <p>Interim and Year End Outcomes Measurement Report: provide results and learnings on outcomes identified on the grantee award letter</p>

FUNDING CONDITIONS

A partner may receive a 'funding condition' requirement on the designated award letter. We encourage all grantees to read and review all reporting requirements and funding conditions listed on an award letter prior to signing. A funding condition is a standard or guideline that must be met to receive partial or full funding.

BUDGET MODIFICATIONS

A partner may need to modify their initial funding request due to unforeseen circumstances, an adjustment from key learnings or a significant change in the organisation. Before modifying budget allocations, a written request for **budget modifications to an approved project expenditure** must be submitted to Centennial staff for approval.

PROJECT MODIFICATIONS

A partner may need to modify their initial project strategy due to unforeseen circumstances, an adjustment from key learnings or a significant change in the organisation. Before making project modifications, a written request for **project modification changes to project design, and/or delivery of services** must be submitted to Centennial staff for approval.

OUTCOMES MEASUREMENT REPORTING

Project results must be measured and reported to determine the effectiveness of any project or programme. Centennial uses these results to assess project-level impact, demonstrate accountability and make investment decisions.

Outcomes measurement helps partners to improve their services, raise funds, recruit volunteers and achieve their overall mission.

Partners are responsible for implementing and managing a useful, feasible, timely and accurate process for outcomes measurement. This should include data to report to Centennial and to improve project design. An example list of measurement methodologies is in [Appendix B](#).

Projects are evaluated based on the following:

- Achievement toward the identified outcomes
- The ability to report required data
- Ability to provide thoughtful and meaningful comments on the results achieved
- Implementation of continuous improvements based on results

Partners are expected to:

- Conduct project-level outcomes measurement that examines the services provided and the impact of those services on recipients
- Summarise and assess data with a view to improving programme quality and results for participants
- Report results and key learnings of their outcomes measurement to Centennial within the stated timeframes and in the requested manner

SCHOLARSHIPS

Centennial is committed to providing scholarships with a priority on financial need, in addition to academic merit. This commitment reflects our vision that there be equitable opportunities for people to lead purposeful lives, have financial security and enjoy a sense of belonging within the community. Centennial provides scholarships for Bermudian students pursuing a wide range of interests and post-secondary education. On average, 20 scholarships and awards are granted annually.

Centennial also partners with other scholarship providers to maintain the website www.bermudascholarships.com where details on specific scholarships can be found.

Submission Deadline: Applications are due on March 31st each year.

Decision Timeline:

- Centennial staff screens all applications and prepares a shortlist – April
- Scholarship Committee reviews shortlisted applications – May
- Scholarship interviews are conducted – June
- Successful applicants are notified – July
- Scholarship & Award Reception is hosted – August

Scholarship Committee Meetings: 10-12 meetings during the period April-August to review and consider applicants for the scholarships and awards offered.

GRANT TIER	REPORTING TYPE	REPORTING REQUIREMENTS
Scholarship Recipient	Student Progress Report	Student Progress Report: annual report on student's post-secondary experience and academic performance

APPENDIX A:

EXAMPLES OF PROGRAMME INDICATORS

Alphabetically listed by Priority headings.

ADVOCACY

1. Number of people targeted with information on issue X
2. Number of media outlets that publish material developed by organisation
3. Number of organisations attending meeting/assemblies
4. Number of organisations involved in coalition for issue X
5. Number and percent of participants or community residents providing funding to support the cause
6. Number of elected officials who publicly support the campaign
7. Number of legislative votes in favour of the programme's position on issue X
8. Number and percent of sought actions taken by the government agency
9. Favourable legislation/reform measures passed related to programme goals or development
10. Number of regulations changed in favour of issue X
11. Number and percent of community residents satisfied with services of community organising or policy/advocacy organisation

ART, HERITAGE & CULTURE

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

EDUCATION

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

EMPLOYMENT

1. Number and percent of programme participants who obtain a job within 3 months of programme completion
2. Number and percent of programme participants who remain employed 12 months after programme completion
3. Number and percent of clients enrolling for the training programme
4. Number and percent of clients still enrolled after the first week of training
5. Percent of clients passing job skill competency exams on initial attempt after completing course
6. Number and percent of clients who complete the training
7. Number of job interviews per client
8. Number of job offers per client within the first three months of programme completion
9. Number and percent of clients who accept a job offer
10. Number of employer partners; percent of employer partners offering jobs to clients
11. Number of repeat hires by employer partners
12. Number and percent of population type X placed in jobs
13. Percent of clients placed in X jobs
14. Number and percent of clients in same job after X months of being placed
15. Percent of past clients still working after 12 months
16. Average hourly wage of clients who became employed after training
17. Number and percent of clients receiving health care benefits, as part of their wage package
18. Number and percent of clients who attain economic stability within 12 months, 2 years of training
19. Number and percent of clients reporting being satisfied with the services of employment training courses/organisation
20. Number and percent of clients reporting being satisfied with the job at X months

21. Number and percent of clients attributing the training to their ability to find work

FINANCIAL - DIGITAL LITERACY

1. Number and percent of clients who attain knowledge of core concepts and skills in personal finance
2. Number and percent of clients who demonstrate management of day-to-day expenses (e.g., maintain short-term savings, paying bills on time)
3. Number and percent of clients who gain access to key financial resources (e.g., savings /checking account, affordable credit, retirement account, education savings)
4. Number and percent of clients who demonstrate preparedness to withstand financial shock (e.g., holding affordable insurance and basic health coverage, creating spending plans or budgets for emergencies, maintaining sufficient liquid savings)
5. Number and percent of clients who know how to navigate between online sources and select information
6. Number and percent of clients who know how to communicate through a variety of digital devices and applications
7. Number and percent of clients who know how to engage with online communities effectively
8. Number and percent of clients who know how to use digital technologies to participate in online citizenship
9. Number and percent of clients who know how to work across a range of digital media and multiple systems to present information effectively to an audience
10. Number and percent of clients who know how to protect devices from online risks and threats
11. Number and percent of clients who know how to protect oneself from possible online dangers (e.g., cyber bullying) by following appropriate privacy and confidentiality procedures

FOOD INSECURITY

1. Number of clients who received food
2. Number and percent of families who received food
3. Number and percent of returning clients/families
4. Number of clients/household members who go a whole day and night without eating anything because there was not enough food
5. Number of clients/households who did not have enough food or money to buy food and instead had to: rely on less preferred/less expensive food/borrow food or rely on help from others for food/limit food portions/limit food consumption of adults so children can eat/reduce number of meals eaten in a day

HEALTH

1. Percentage of identified high-risk individuals referred to diagnostic procedures
2. Percentage of identified high-risk individuals remitted to lifestyle interventions
3. Individual's risk factor profile is assessed
4. Individual's motivation for behavioural changes is discussed

5. Interventions have been defined at individual level
6. Individualised targets for interventions have been established
7. Number of individuals dropping out of interventions
8. Process plan for follow-up is defined
9. Proportion of planned intervention visits completed over 1 year
10. Weight change over one year
11. Change in BMI over one year
12. Change in waist circumference over one year
13. Change in glucose over one year
14. Change in the quality of nutrition over one year
15. Change in physical activity over one year
16. High-risk individuals in interventions achieving clinically significant changes in risk factors at one year
17. Number and percent of clients with improved knowledge of the nature and consequences of unhealthy risk behaviours
18. Number and percent of clients with improved knowledge about how to reduce unhealthy risk behaviours
19. Number and percent of clients indicating improved attitudes/confidence towards changing their behaviour
20. Number and percent of clients reporting a substantial improvement in their behaviour after the end of service
21. Number and percent of clients who are healthy, or have improved health, six or 12 months after the end of service
22. Number and percent of clients reporting feeling healthier than before the service, six or 12 months after the end of service

HOUSING/HOMELESSNESS

1. Number of applications who received housing
2. Number and percent of low-income families housed in affordable, well-maintained units
3. Number and percent of turnover of residents
4. Number and percent of unit/house vacancy
5. Number of homeowners/ tenants satisfied with application process and other processes in obtaining affordable housing; satisfaction with conditions and maintenance of housing units; number of complaints received and satisfactorily resolved
6. Number of clients applying for services during the reporting period
7. Number and percent of clients accepted for services during the reporting period
8. Number and percent of clients who remain in the shelter three or more days and utilise services
9. Number and percent of clients who develop a recovery/treatment/service plan by the end of their X day of

shelter at that site

10. Number and percent of clients who, as a result of their service plan, make use of services/programmes (in-house or by referral) within X days of shelter entry
11. Number and percent of clients in need of mental health/addiction treatment who enter into such treatment within X days of shelter entry
12. Number and percent of clients who complete service plan/shelter programme
13. Number and percent of clients who report their immediate shelter needs are met
14. Number and percent of clients who move to a transitional shelter, long-term housing, a rehabilitative setting (excluding prison), or the home of a friend or family member
15. Number of participants who have maintained safe and stable housing for six consecutive months after leaving the programme
16. Number of new clients applying for transitional housing during the reporting period
17. Number of new clients accepted for services during the reporting period
18. Number of new households/persons enrolling in transitional shelter during the reporting period
19. Number and percent of clients who moved to safe and permanent housing defined as rental house or apartment, public housing, care housing, home ownership, moving in with family or friends within 24 months of programme entry
20. Number of clients who obtain safe and permanent housing within 24 months of programme entry and maintain that housing for six months or more
21. Number and percent of clients who do not re-enter the homeless system within one year of obtaining permanent housing

INTERGENERATIONAL PROGRAMMING

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

MENTAL HEALTH - EARLY INTERVENTION

1. Number of mental health cases diagnosed and referred from a GP
2. Number of practitioners who feel confident dealing with mental health problems and know where to direct people
3. Number of practitioners trained in mental health
4. Number of people with improved knowledge about mental health problems
5. Improved ability for people with mental health problems to make informed choices about how they live and recover
6. Improved choice of mental health service and service providers
7. Number of family members, friends and caretakers who report that they have been included or consulted in discussions about the person they care for, and in planning and influencing
8. Number of people using mental health services who are participating in their service design or delivery
9. Number of people using mental health services who report feeling listened to and able to manage their own support as much as they wish
10. Change in public perception about mental health related issues
11. General availability of information on mental health related issues
12. Level of public awareness about the causes and consequences of mental health and wellbeing problems
13. Number of campaigns running to inform public about mental health problems
14. Proportion of people who experience improved mental health following use of services
15. Proportion of people who recover from mental health problems following use of services
16. Waiting times for mental health emergencies

SMALL BUSINESS/ENTREPRENEURSHIP

1. Number of clients/businesses provided with assistance
2. Number and percent of clients being assisted with training type
3. Number and percent of clients that began a business within 12 months after the assistance
4. Number and percent of clients that began a business within 12 months after the assistance and reported that the assistance was a contributing factor
5. Number and percent of clients that expand existing business within 12 months after the assistance
6. Number and percent of clients that attributed new business operations or methods to programme assistance within 12 months after the assistance was received
7. Number and percent of programme participants still in business, two years after start
8. Number and percent of clients that made a positive change in their business or markets at least in part because of the assistance
9. Number of additional full-time employees employed by the client organisations for which the assistance played a significant role in the increase

10. Number and percent of clients that attributed solving of a significant operational problem to programme assistance within 12 months after the assistance
11. Number and percent of clients that attributed increased sales revenue/profits to programme assistance
12. Number and percent of respondents that strongly agreed that their business functions better as a result of assistance
13. Number and percent of clients satisfied with business assistance services in courses/organisation

SUBSTANCE ABUSE/ADDICTION

1. Number and percent of clients who develop a recovery/ treatment/service plan
2. Number and percent of clients in need of mental health/addiction treatment who enter into such treatment
3. Discontinued unhealthy behaviours (i.e., usage of smoking, drugs or alcohol)
4. Client has not experienced any episodes of relapse
5. Residential treatment centres provide therapy for substance abuse disorders, mental illness and other behaviour problems
6. Developed behaviours to support daily functioning, including independent living skills, consistent engagement with treatment, and improved financial outcomes

YOUTH ENGAGEMENT

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

APPENDIX B:

EXAMPLES OF MEASUREMENT METHODOLOGIES

METHOD	ADVANTAGES
Surveys (Mail)	<ul style="list-style-type: none"> • Can survey many people • Not time-consuming • Relatively inexpensive • Everyone gets the same instrument • Objective interpretation
Surveys (Group Administered)	<ul style="list-style-type: none"> • Can survey many people • Not time-consuming • Relatively inexpensive • Everyone gets the same instrument • Objective interpretation • Relatively inexpensive
Surveys (Telephone)	<ul style="list-style-type: none"> • Able to ask for more detail when needed • Everyone gets the same instrument
Polling	<ul style="list-style-type: none"> • Zoom conferencing
Interviews	<ul style="list-style-type: none"> • Researcher can know how people are interpreting questions • Able to ask for more detail when needed • Provide detailed data
Focus Groups	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Objective interpretation • Low burden for people providing data
Student Records	<ul style="list-style-type: none"> • Objective interpretation • Low burden for people providing data • Relatively inexpensive
Collection of Materials	<ul style="list-style-type: none"> • Objective interpretation • Low burden for people providing data • Relatively inexpensive