

SteelcaseFoundation

# 2022 Annual Report: Recentering



## A Letter From Our President: Daniel Williams

We have designed our work at the Steelcase Foundation over this past year keeping in mind the urgency, importance, and relentlessness of justice work and our responsibilities to our community. In *Pedagogy of the Oppressed*, Paulo Freire wrote of liberation as a “praxis,” an iterative cycle of “reflection and action upon the world in order to transform it” (1975, p. 52). We seek to do and support praxis within our community, and this commitment has shown up in a number of ways.

### Featured Stories



A New Space for Community



Grandville Avenue Arts + Humanities  
– Uplifting Student and Parent Voice



AYA Youth Collective – A Comprehensive  
Health Initiative for Youth



Leading Educators – Equity in  
Literacy Fellowship



STEM Greenhouse – Accessible STEM  
Education for High Schoolers



MSU – Restorative Practices and Social  
Emotional Research-Practice  
Partnership (RPP)



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## A Letter From Our President: Daniel Williams

It can be hard in a society that values being busy to step away from the hustle and bustle of life to take a deep breath and pause, to consider what we are learning, how we are feeling, what is good, what is working, what is not. When productivity and efficiency are the target and exhaustion the norm, these moments of reflection are few and far between. Most of us have responded to inquiries about how we are with, “Good, but busy,” almost like a badge of honor, and we search for apps to manage endless to-do lists and viral life hacks to help us accomplish more, more, more. For those in education, social service, and non-profit work, for on-the-ground organizers, for caregivers, the pressure to do more is immense. These are the people who see the inequities throughout our systems firsthand and feel the urgency. They know the people, their families, and their stories. Their work is not a case study—there are real people being harmed by unfair and unjust systems, and something must be done. I have felt the pressure of this throughout my career, as a middle and high school principal, a non-profit leader, and now in my current role in philanthropy. The responsibility to be and do better, to effect change and progress, to impact harmful systems in a positive way often feels overwhelming and exhausting.

We have designed our work at the Steelcase Foundation over this past year keeping in mind the urgency, importance, and relentlessness of justice work and our responsibilities to our community. In *Pedagogy of the Oppressed*, Paulo Freire wrote of liberation as a “praxis,” an iterative cycle of “reflection and action upon the world in order to transform it” (1975, p. 52). We seek to do and support praxis within our community, and this commitment has shown up in a number of ways.

First, we have worked to recognize the weight of the work our partners do, adapting our own systems and the way we approach our relationships with them. We have drastically eased and shortened the grant-making process; we have more clearly identified our grantmaking parameters, allowing for more direct and streamlined conversations with potential partners; and we have shifted away from reporting for ‘accountability’ towards a communal act of sharing learning and celebration that understands and is attuned to the intersectionality, complexity and realities of the work. We have also sought to create spaces for pause and critical reflection, kicking off learning cohorts, convening partners, and embarking on a large initiative that centers the felt difference of families, specifically mothers of color.

Furthermore, this focus on reflection has allowed us to really center and see people in our work, those who make up an incredible network of disrupters, innovators, caregivers, families, teachers... We have prioritized listening, dialogue, and relationship-building. The inherent brilliance of our community and those doing the work everyday cannot be overstated and often gets lost when we center solely stories of damage and pain, without also uplifting those of resistance and joy. A large part of our reimagined Mission, Vision and Guiding Principles is centered around this shift and in what and who is centered in our work.

Along with space for pause and reflection, praxis calls for a staunch commitment to action in pursuit of transformation. At the Steelcase Foundation, we believe in the power of education to transform lives, and the Foundation’s primary focus is on increasing access to quality public education and helping young people and their families achieve success—as they define it. We work with partners who share our commitment since true impact comes from collaboration and a belief that things can be better. We strategically invest in and work with like-minded co-conspirators to ensure youth and their families have the opportunities and resources they need and deserve.

As we began to compile this annual report, I found myself grateful for this opportunity to reflect on our year together as a team, a foundation, and a community. This report is not a laundry list of things we funded. Instead, I have discovered that this work is less about the funding, and more about what the funding affords. It is a tapestry of stories, successes, learnings, and people. Respecting the hard work, celebrating the joy, and highlighting the true brilliance of our families and community members isn’t a strategy, it is a necessity. Yes, there will always be something to do—and doing is important—but we must also pause, reflect, recharge, and celebrate. These are actions as well.

As a Foundation we are continuing to wrestle with how we can be a pressure release instead of another stressor. How can we provide respite for folks through flexible funding, thought partnership, technical assistance, retreat space, network building and so on? We are still building, learning and growing into this. We will make mistakes and missteps. We will make space to critically reflect, listen, adjust, act, and do it all again, with, alongside, and in support of all who do this critical work in our community.

**Sincerely,  
Daniel Williams**





## A New Space for Community

In 2021, the Steelcase Foundation engaged in a learning journey to reimagine who we are as a Foundation and how we show up for community. Through this conversation we began to explore how we might harness Steelcase's expertise in space to create a place on campus to connect, convene, and learn with our community partners.

We tapped on the expertise of our friends at Custer and the Steelcase facilities team to develop mock-ups for space, visited ReMarket to explore Steelcase's inventory of gently used furniture that could be redeployed, and purchased new where needed. The new space includes a conference room for gatherings and meetings, breakout spaces for deep conversation and virtual connections, and will be home to the Steelcase Foundation's first-ever dedicated office.

Daniel Williams shared, "As we work to continue to build community with those we serve, having a space that is welcoming and available for grantee partners and the broader community is vital. Space matters, and relationships are built through proximity and intentionality."

We're excited to share the space with our nonprofit partners and community friends to host inspiring conversations, learning sessions to share the collaborative brilliance of our partners, and engage partners in new ways using space as a mechanism for impact.

## MSU – Restorative Practices and Social Emotional Research-Practice Partnership (RPP)

In 2022, the Steelcase Foundation awarded Michigan State University a one-year \$29,853 grant to establish a Research-Practice Partnership with four districts within Kent ISD (Comstock Park, Kenowa Hills, Kelloggsville, and Kentwood Public Schools) and researchers from the Education Policy Innovation Collaborative (EPIC) at Michigan State University to understand the implementation and overall effects of social emotional and restorative practice programming taking place throughout the county.

Restorative Practices (RP) is an approach used in K-12 schools that builds relationships between students, and teachers and students, in an effort to prevent misbehavior from occurring, and utilizes non-punitive methods to repair harm when misbehavior does occur, reintegrating students into the school community. About 80% of RP is proactive and focused on building relationships and community among those within school, while the remaining 20% is focused on restorative measures and reteaching norms and expectations when issues occur.

Kentwood Public Schools Superintendent, Kevin Polston, credits RP's process as one that seeks to build greater sense of belonging by getting to know students more deeply before taking expedient measures, saying, "Through restorative conferences we have families that know each other more deeply, children that know each other more deeply, and the school knows the families more deeply."

Brooke Davis, director of diversity, equity and mental health services at Kenowa Hills Public Schools, noted appreciation for the researchers' efforts to conduct interviews with teachers, administrators and especially students, to further inform what's happening in districts noting, "Culture and climate drive academic instruction. If you have a good culture and climate, your academics will be stronger. If students feel like they belong and they have a voice in what's going on, your academics will be stronger."

MSU hopes to scale the early learnings of the research-practice partnership across Kent ISD, bringing in additional partners for cross-district collaboration to tackle common problems and replicate successes countywide to positively impact students. As more districts join the partnership and add their insights and experiences to the work, researchers like Jerome Graham will have greater insights to draw on to expand the body of research around restorative practices. "Ultimately, we realize we can't continue as we have been. Our reliance on exclusionary discipline practices is really harmful, and restorative practices provides a proven alternative. The more examples of success stories that we're able to provide brings us closer to replacing the exclusionary systems that we use with ones that center restoration and community."

We hope additional districts join in the research-practice partnership in the coming year to increase our shared knowledge around restorative practice to create school climates where students feel like they belong and their voices are heard, so that every student in Kent County can thrive.



## AYA Youth Collective – Comprehensive Health Initiative for Youth

Since 2019, Steelcase Foundation has partnered with AYA Youth Collective to support its place-based Comprehensive Health Initiative (CHI) for Youth, which addresses social determinants of health by filling gaps in existing health services for young people experiencing housing instability or literal homelessness through two three-year grants totaling \$540,000. Utilizing AYA's drop-in center as a hub, youth are connected to over 30 community partners co-located in the space providing a range of mental and physical health resources and supports in a trusted setting, removing barriers to accessing these vital resources. The goal of the Comprehensive Health Initiative is to help youth obtain stability as they define it by removing health barriers on their journey to thrive.

CHI was created at the request of homeless youth expressing a need for access to health care, specifically physical and mental health support. Providers are available onsite, wear plainclothes, and participate in drop-in activities to build relationships with youth, reducing fear of engaging in their services in the future. Executive director Lauren VanKeulen credits the program's ability to build relationships with youth for its success in connecting them to other resources, saying, "I love working with young people because there's so much potential. If you can show them something is possible, they'll have a belief that there's something else."

She and KJ Tucker, director of supportive programming, see a lot of potential for the program to not only more effectively serve youth, but also share their learnings system-wide for greater impact across the health care system. To date, CHI has provided 4,200 individual health and wellness engagements, signaling an unmet need in our community. AYA is committed to partnering with community



## STEM Greenhouse

In 2022, the Steelcase Foundation and STEM Greenhouse engaged in a five-year \$500,000 partnership to bring STEM Scholars 2.0, a wraparound STEM program to Innovation Central High School with the goal of developing a climate of inclusion in STEM and a culture of high academic standards and college expectations for all students.

STEM Scholars 2.0 builds on the progress of the Grand Rapids Area Pre-College Engineering Program (GRAPCEP), which prepared students for four-year college programs in STEM fields, and will provide accelerated learning opportunities, specialized programming, field trips and college visits, leadership training, summer learning opportunities, and teacher and family supports to provide holistic supports to attract more students of color to STEM careers.

To embed this programming at Innovation Central, STEM Greenhouse will first work to integrate itself into the building so teachers and students see their commitment to a long-term vision of supporting STEM learning at Innovation. Their efforts will include providing exposure to STEM activities and career professionals so students can see individuals who look like them to envision themselves in these roles and learn about pathways for accessing these careers if interested. Principal Dr. Jason McGhee sees the program as an example of what's achievable for his students saying, "It turns on the switch of hope for a lot of students, which for many is either off or it's dim. For students who hear it's possible for them to enter STEM fields, actually seeing professionals who look like them and have had the same experiences of them working in these roles, shows them it's a real thing they can achieve."

Dr. Keli Christopher, Founder and CEO of STEM Greenhouse, hopes the program helps students develop a love of math and science, and while she recognizes not every student will become a STEM professional, she wants to remove fear and show students STEM careers are accessible to them if they choose to pursue them noting, "We're trying to give them the tools they need to make their dreams come true."

A unique aspect of the program is its support for teachers. Marcus Moore; STEM Scholar 2.0 Math Curriculum Specialist, works to lighten the load for teachers, collaborating on lesson plans, providing resources, and helping them know their work is important and valued.

STEM Scholars 2.0 will be housed in a state-of-the-art STEM lab, reflecting the high expectations placed on students in the program, and will include murals from Black artists and best-in-class technology and tools to provide a working science lab.

Dr. Christopher sees STEM Scholars 2.0 as an investment in our community noting, "We need these children. We need them to go into STEM careers. We're doing everything we can possibly can to ensure kids are supported to succeed." We're so excited to follow STEM Scholars 2.0's progress as it kicks off this fall and moves into its physical home at Innovation Central.





## Leading Educators – Equity in Literacy Fellowship

In 2022, the Steelcase Foundation partnered with Leading Educators through a three-year \$600,000 grant to support its Equity in Literacy Fellowship. Since 2016, Leading Educators has supported Kent County educators through high-quality professional learning aimed at ensuring all students experience excellent and equitable teaching, driving to undo the impacts of historic racism and systemic barriers to a great education. As education is part of an inequitable and often unjust system, Leading Educators centers equity in its interventions and supports for teachers.

For the next three years, the Equity in Literacy Fellowship will engage 50-75 educators annually in best-in class professional learning around strengthening equitable instructional practices to close learning and opportunity gaps for students in our region. Fellows will collaborate in school teams, harnessing their passion for educational opportunity, strengthening instructional practices, and growing as leaders focused on inclusive and excellent schools. By collaborating with educators within their school or district, Fellows can share insights and place-based context to move their classrooms, schools, and districts forward for greater systemic change.

As equity shows up in the details of teaching and learning, Fellows have focused their efforts on addressing inequity in their individual classrooms, developing their lenses and intentions around academic rigor, well-being, inclusion, and culture.

For Claire VanNoord, her focus has been bringing diverse voices into her curriculum through text, seeking to empower students to bring their own diverse experiences into the classroom as well as increasing academic rigor, empowering her students to push themselves to reach their full potential, noting lowering the bar does not help students succeed. Through the fellowship, Claire has changed how she approaches her students noting, “I have a heart for equity, and making sure all of my students feel valued, but this year I’m focusing more on the rigor of my classes to hold students to a high bar, supporting them emotionally and culturally, as well as academically to push them to succeed.” She hopes through her work in the fellowship her school will look deeper into its curriculum to ensure it is rigorous, equitable, and culturally responsive. As she has worked to diversify her curriculum, Claire hopes her students can see themselves more in their learning and gain windows into other cultures and voices they haven’t heard as much. She credits the fellowship in growing her understanding that supporting students social-emotional needs and having high academic rigor go hand in hand and are not mutually exclusive.

For Lee Ross, she has utilized the fellowship as a springboard to explore identity with her students, celebrating who they are and what is important to them while making connections to the perspectives of others through transparent conversations around equity. She hopes students feel comfortable sharing who they are and what’s important to them by providing a space and a platform to consider things.

Ginger Elsenheimer has used the fellowship as an opportunity to explore bring her third graders together, pushing them to read more complex text to increase their comprehension and analysis, vocabulary, and overall knowledge. In addition, she has sought text that showcase characters that look like her students so they can see themselves celebrated in the text.

High school teacher Nicole Durso has used the fellowship to further efforts to honor and uplift her diverse school community, celebrating the languages and cultures of her students. She starts the year getting to know each student individually to understand their interests, their family dynamics and home life, and their prior education and academic and linguistic strengths. She uses this information to uplift the knowledge and gifts students bring to the classroom to make relevant connections to local and global problems to help them dream of and enact solutions.

Jenn Slanger has focused her efforts on creating systems and processes within her district to allow for more equitable opportunities and access for all students. By creating processes and systems within her district, Jenn hopes to share the knowledge from the fellowship across her district to have a lasting impact for all students.

Johanna White has used the quote, “if you’re not paying attention to the literacy rates of black and brown children, then you’re not reaching for equity,” as her north star for the school year, searching for opportunities to help her students see literacy as a tool to help them achieve their goals.

Amber Main and Charon Leal have journeyed together in this work, empowering their second graders to take charge their classroom community, making sure they are places where all students feel welcome. Students have taken ownership of their learning through shifts in instructional delivery and how they practice and apply their learning, helping them to feel more confident and in control of their own learning.

We’re so grateful to the teachers participating in Equity in Literacy Fellowship for their efforts to uplift equity in their work to ensure that all students receive an excellent and equitable educational experience.



## Grandville Avenue Arts + Humanities – Uplifting Student and Parent Voice

In 2021, the Steelcase Foundation partnered with Grandville Avenue Arts + Humanities (GAAH) through a three-year, \$150,000 grant to uplift the voices of the students and families it serves through the Cook Library After School program. GAAH's mission is to create environments of curiosity and creativity with its neighbors through an equitable lens. Its Cook Library After School program serves neighborhood K-12 youth providing homework help, specialized tutoring, youth and adult literacy activities, and engaging clubs and classes in an environment centered on care and belonging.

Through our three-year partnership, GAAH is working with parents and teens, asking for insights on the programs and services it offers, and seeking insights into how they want to provide feedback and get involved, whether it be sitting on committees, participating in interviews for new staff, updating the organization's theory of change, or other big picture activities. The organization contracts a parent to work as an observer and evaluator for its Youth Program Quality Assessment, to understand both how they evaluate the effectiveness of programming, but also to affirm whether the results of the survey resonate with the parent's experience as someone with a child in the program.

Executive Director Steff Rosalez has been excited to see parents and teens want to share their ideas and skills with the organization. "So often nonprofit culture is to serve and focused on the idea that we have something to give, instead of building community. GAAH's systems work has been about building relationships, and once we get to know people, asking them to engage in activities to help us further our work."

Through these efforts, Steff has seen the benefit of keeping things simple and meeting people where they are. In doing that, she notes, "People will show you and share with you what they have to offer and what they want and need, but if you're getting into the weeds instead of focusing on the relationship, it makes it so much harder than it needs to be. When you slow down and focus on relationships, that's where things have time to grow and blossom."

She hopes this work will plant the seed for people to show up as their true selves and feel liberated and empowered in GAAH's spaces, and for others to share their perspectives and ideas, building strong leaders and communities. "Institutions are so stuck in their ways and it's hard to convince people it's ok to do things differently and then actually try something new. It's surprising sometimes how deep-seated culture can be, and what it takes to really make change both in our own institution and with partners and philanthropy. Having philanthropic partners who have been open to doing things differently has allowed us to lean in and try new things in partnership with our families. Slowly, we've seen a shift where it's no longer we're doing it for the grant, but the grant is doing it for us because they believe in our work. So much of the work we do with parents and youth informs how we talk to philanthropy. It's our responsibility as institutional leaders to share people's experiences and wants and how they are treated to understand how things we're doing at the systems level are creating these outcomes and experiences, and how we can make changes to fix them."

For the teens engaged in this work, Steff hopes that they feel liberated and empowered to be who they are and know how amazing they are. She sees them balancing the stress of school, cultural expectations, and things at home, and hopes they take time to share their joy and talents with others. And, she secretly hopes someday one of them will want to come back and take her job as CEO. After 12 years with the organization, Steff can't see herself anywhere other than GAAH. "If we stay flexible and listen, we can make a lot of things happen, and being a place where you can see things come to fruition is really special. The more kids and families see GAAH make things happen and learn about how the system and institutional work happens, it creates a space of "what if" that makes me really excited about the work here."



# Our 2022 Impact

Total Giving: \$5,769,061 (\$6,578,420 future)



## Grantmaking

**\$5,090,121**  
(\$6,578,420 future)

## Matching Gifts

**\$571,647**

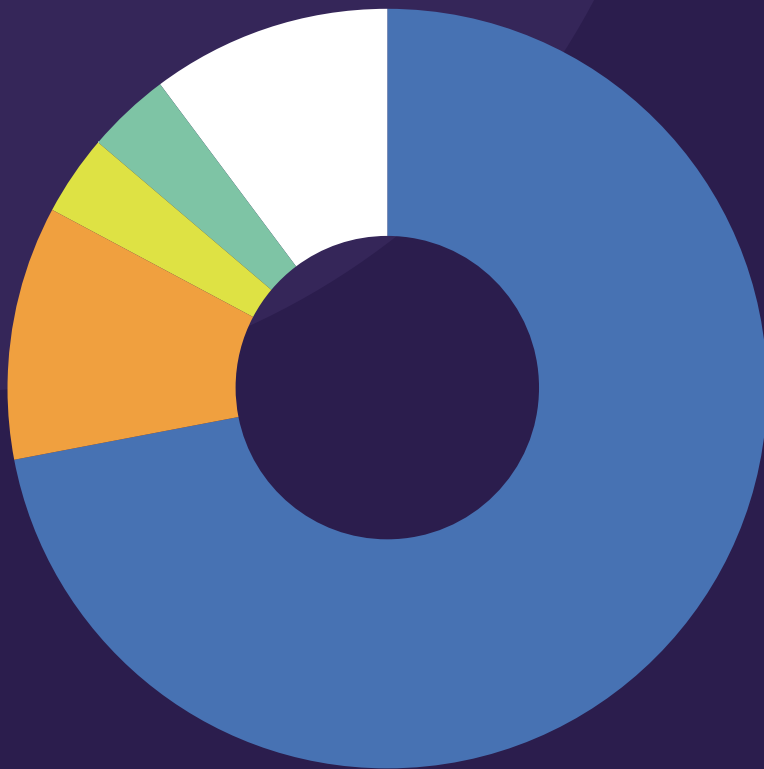
## Operations

**\$107,294**

# Grantmaking

Total Grantmaking with Matching Gifts: \$5,661,768

(\$6,578,420.14 future)



## Operations, Programming, Pilots, and Projects (OP3)

**\$4,075,276.65**

(\$5,133,420.14 future)

## Systemic Change + Movement Building

**\$618,250**

(\$1,045,000 future)

## Early-Stage

**\$200,000**

(\$400,000 future)

## Rapid Response + Emerging Action

**\$196,594.31**





Grantees

**Early-Stage Operations + Planning Grants \$200,000 (\$400,000)**

Multi-year investments and technical support for new and emerging 501(c)(3) nonprofits that are vision and mission aligned to the Foundation and focused on driving social change through placed-based programming and services. Grantees receive \$150,000 over three years to support strategic and operational planning and to build the infrastructure of their organization.

Grantees

**Rapid Response + Emerging Action Grants \$196,594.31**

Grant fund provides support of up to \$30,000 over one year to support projects that address emerging or time-bound community needs and provides up to \$60,000 over 2 years to newly developed programming that address specific community needs. Application process and first payment are typically completed within one month.



Grantees

**Operations, Programming, Pilots and Pilots Grants (OP3) \$4,075,276.65 (\$5,133,420.14)**

Provides investment and partnership to mission and vision aligned nonprofits for existing programs, special projects, and to pilot new interventions to advance their work. Grant accountability supports organizational development, change theory, and measurable outcomes based on the type of support provided.

Grantees

**Systemic Change + Movement Building Grants - \$618,250.00 (\$1,045,000)**

Partnerships and Foundation-led initiatives that directly leverage the Foundation's power to influence and inform philanthropy and policy and use our expertise to drive and support larger-scale social change.



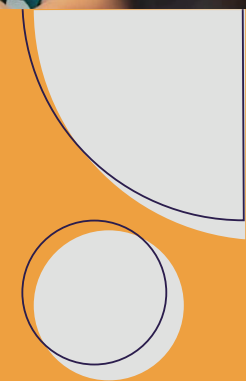
**Matching Gifts**

Provides 1-1 match for US-based Steelcase employees, retirees, and directors up to \$10,000 to qualified nonprofit organizations, amplifying our efforts to serve communities where Steelcase Inc. does business.

**Total Gift Matching \$571,646.75**

**Operations**

**2022 Operations \$107,293.79**





## Grantees

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### Early-Stage Operations + Planning Grants \$200,000 (\$400,000)

Multi-year investments and technical support for new and emerging 501(c)(3) nonprofits that are vision and mission aligned to the Foundation and focused on driving social change through placed-based programming and services. Grantees receive \$150,000 over three years to support strategic and operational planning and to build the infrastructure of their organization.

#### Black Book Exchange Box

Grant: \$50,000 (\$100,000)

#### Code on Wheels

Grant: \$50,000 (\$100,000)

#### The Delta Project

Grant: \$50,000 (\$100,000)

#### Mosaic Film Experience

Grant: \$50,000 (\$100,000)

## Grantees

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### Rapid Response + Emerging Action Grants \$196,594.31

Grant fund provides support of up to \$30,000 over one year to support projects that address emerging or time-bound community needs and provides up to \$60,000 over 2 years to newly developed programming that address specific community needs. Application process and first payment are typically completed within one month.

#### Athens Renaissance School

Supplies for Athens Robotics Programming

Grant: \$18,741.64

#### Comprenew

Vocational Training and Bridge to Employment Program

Grant: \$18,000

#### Friends of Grand Rapids Parks

Urban Forestry Education Planning

Grant: \$20,000

#### Liberty Learning Foundation

Civic Character Development Programs in Limestone County + Athens City Schools

Grant: \$20,000

#### Lighthouse Immigrant Advocates

New American Legal Clinic

Grant: \$30,000

#### Limestone Area Community Foundation

Community Needs Assessment

Grant: \$15,000

#### Michigan Family Resources

Enhancing Equity + Quality in Infant/Toddler Education: Implementing the Great First Eight Curriculum in Kent County

Grant: \$15,000

#### Michigan State University

Kent ISD Restorative Practices + Social Emotional Learning Research Practice Partnership

Grant: \$29,852.67

#### Women's Foundation of Alabama

Building a 2Gen Approach to Economic Prosperity for Residents in Limestone County

Grant: \$30,000

## Operations, Programming, Pilots and Pilots Grants (OP3) \$4,075,276.65 (\$5,133,420.14) - Page 1 of 2

Provides investment and partnership to mission and vision aligned nonprofits for existing programs, special projects, and to pilot new interventions to advance their work. Grant accountability supports organizational development, change theory, and measurable outcomes based on the type of support provided.

<p><b>Affinity Mentoring</b></p> <p>Social Emotional Growth and Safety through Diverse, Inclusive, and Equitable Mentoring</p> <p><b>Grant: \$75,000 (\$75,000)</b></p>	<p><b>African Resource Center of West Michigan</b></p> <p>FutureNow!</p> <p><b>Grant: \$25,000</b></p>	<p><b>Ann + Robert H. Lurie Children's Hospital of Chicago</b></p> <p>Michigan Fatherhood Survey</p> <p><b>Grant: \$195,901 (\$424,302)</b></p>	<p><b>Athens Renaissance School</b></p> <p>STEAM Studios</p> <p><b>Grant: \$75,000 (\$30,000)</b></p>
<p><b>AYA Youth Collective</b></p> <p>Comprehensive Health Initiative for Youth</p> <p><b>Grant: \$100,000 (\$200,000)</b></p>	<p><b>Baxter Community Center</b></p> <p>Birth Equity Through Doulas of Color</p> <p><b>Grant: \$30,000</b></p>	<p><b>Boys &amp; Girls Clubs of Grand Rapids Youth Commonwealth</b></p> <p>Be You Wellness and Workforce Readiness Programming</p> <p><b>Grant: \$100,000 (\$200,000)</b></p>	<p><b>Boys &amp; Girls Clubs of North Alabama</b></p> <p>Doors to the Future</p> <p><b>Grant: \$250,000</b></p>
<p><b>Camp Blodgett</b></p> <p>STEM Squad</p> <p><b>Grant: \$35,000</b></p>	<p><b>CASA of Kent County</b></p> <p>A Voice for Every Child</p> <p><b>Grant: \$16,948</b></p>	<p><b>Catholic Charities West Michigan</b></p> <p>Child Welfare Residence Program</p> <p><b>Grant: \$100,000 (\$200,000)</b></p>	<p><b>Cherry Health</b></p> <p>Just Health: A Medical Legal Partnership</p> <p><b>Grant: \$100,000 (\$100,000)</b></p>
<p><b>Comprehensive Therapy Center</b></p> <p>Therapy + Fun</p> <p><b>Grant: \$25,000 (\$50,000)</b></p>	<p><b>Covenant House Michigan – Grand Rapids</b></p> <p>Opening the Female Floor</p> <p><b>Grant: \$25,000 (\$25,000)</b></p>	<p><b>Diatribie Inc.</b></p> <p>49507 Project</p> <p><b>Grant: \$50,000</b></p>	<p><b>Ebony Road Players</b></p> <p>Growing the West Michigan Community by strengthening the infrastructure of Black Theatre</p> <p><b>Grant: \$25,000 (\$25,000)</b></p>
<p><b>Girl Scouts of Michigan Shore to Shore</b></p> <p>New Troop Development Project</p> <p><b>Grant: \$50,000</b></p>	<p><b>Girls Choral Academy</b></p> <p>Leadership Capacity Grandville Avenue Girls Choir Success</p> <p><b>Grant: \$20,750</b></p>	<p><b>Grand Rapids Art Museum</b></p> <p>Empowering People to Connect through Art, Creativity, and Design</p> <p><b>Grant: \$175,000</b></p>	<p><b>Grand Rapids Children's Museum</b></p> <p>Community Belonging + Engagement</p> <p><b>Grant: \$100,000 (\$200,000)</b></p>
<p><b>Grand Rapids Civic Theatre</b></p> <p>City Wide Drama Club</p> <p><b>Grant: \$114,000 (\$114,000)</b></p>	<p><b>Grand Rapids Symphony</b></p> <p>Fostering a Love of Music for Community Families</p> <p><b>Grant: \$150,000 (\$300,000)</b></p>	<p><b>Grand Valley State University</b></p> <p>REP4: Rapid Education Prototyping for Change, Learners, Community + Equity</p> <p><b>Grant: \$250,000 (\$500,000)</b></p>	<p><b>Grand Valley State University</b></p> <p>Storytime GR: A Citywide Summer Literacy Program</p> <p><b>Grant: \$35,000 (\$35,000)</b></p>
<p><b>Grandville Avenue Arts and Humanities</b></p> <p>Community-Led Evaluation for Cook Library After School</p> <p><b>Grant: \$50,000 (\$50,000)</b></p>	<p><b>Health Net/FitKids360</b></p> <p>Capacity Building for Greater Impact</p> <p><b>Grant: \$60,000 (\$120,000)</b></p>	<p><b>ICCF Community Homes</b></p> <p>Youth Resident Engagement Program</p> <p><b>Grant: \$100,000 (\$200,000)</b></p>	<p><b>KConnect</b></p> <p>Collective Impact in Kent County</p> <p><b>Grant: \$125,000</b></p>

**Operations, Programming, Pilots and Pilots Grants (OP3) \$4,075,276.65 (\$5,133,420.14) - Page 2 of 2**

Provides investment and partnership to mission and vision aligned nonprofits for existing programs, special projects, and to pilot new interventions to advance their work. Grant accountability supports organizational development, change theory, and measurable outcomes based on the type of support provided.

<p><b>Leading Educators</b></p> <p>Equity in Literacy Fellowship</p> <p><b>Grant: \$50,000 (\$550,000)</b></p>	<p><b>Learn to Read Council of Athens and Limestone Co.</b></p> <p>Sustaining LTR Programs for Adult and Student Advancement</p> <p><b>Grant: \$15,000 (\$15,000)</b></p>	<p><b>Literacy Center of West Michigan</b></p> <p>Family Literacy Program</p> <p><b>Grant: \$30,000 (\$30,000)</b></p>	<p><b>Math Medic Foundation</b></p> <p>Scholarship + Grant Fund</p> <p><b>Grant: \$30,000</b></p>
<p><b>Micah Center/Together West Michigan</b></p> <p>Problems to Proposals – Issues Campaign Development</p> <p><b>Grant: \$50,000 (\$50,000)</b></p>	<p><b>Michigan Afterschool Partnership</b></p> <p>Expansion of MASP Services to Kent County</p> <p><b>Grant: \$75,000 (\$150,000)</b></p>	<p><b>MSU Extension</b></p> <p>Youth + Teen Mental Health First Aid</p> <p><b>Grant: (\$96,368.14)</b></p>	<p><b>Oakdale Neighbors</b></p> <p>The Learning Café</p> <p><b>Grant: \$25,000</b></p>
<p><b>Opera Grand Rapids</b></p> <p>Children's Opera</p> <p><b>Grant: \$15,000 (\$30,000)</b></p>	<p><b>Puertas Abiertas</b></p> <p>Operational Support</p> <p><b>Grant: \$30,000 (\$60,000)</b></p>	<p><b>Realism is Loyalty</b></p> <p>Each One Teach One Intensive Mentoring Program</p> <p><b>Grant: \$100,000 (\$200,000)</b></p>	<p><b>Refugee Education Center</b></p> <p>Hands Connected Learning Center and Network Expansion</p> <p><b>Grant: \$100,000</b></p>
<p><b>Rende Progress Capital</b></p> <p>Three-Year Capacity Building to Impact Excluded Entrepreneurs</p> <p><b>Grant: \$149,000 (\$88,750)</b></p>	<p><b>Samaritas</b></p> <p>Children and Adolescent Psychiatry Extender Model</p> <p><b>Grant: \$50,000 (\$25,000)</b></p>	<p><b>Solutions to End Exploitation</b></p> <p>Collective Research to Disrupt Labor Trafficking</p> <p><b>Grant: \$15,177.65</b></p>	<p><b>Special Olympics Michigan</b></p> <p>Building Tomorrow's Champions – Unified Champion School Expansion</p> <p><b>Grant: \$50,000 (\$50,000)</b></p>
<p><b>STEM Greenhouse</b></p> <p>STEM Scholars After School Enrichment Program for Middle School Students</p> <p><b>Grant: \$30,000</b></p>	<p><b>STEM Greenhouse</b></p> <p>Accessible STEM Education for High Schoolers</p> <p><b>Grant: \$100,000 (\$400,000)</b></p>	<p><b>Streams</b></p> <p>Circles Grand Rapids Expansion</p> <p><b>Grant: \$25,000 (\$25,000)</b></p>	<p><b>The Leadership Academy</b></p> <p>Extension of West Michigan Leadership Academy</p> <p><b>Grant: \$150,000 (\$150,000)</b></p>
<p><b>The StoreHouse</b></p> <p>Online Inventory Management System</p> <p><b>Grant: \$45,000</b></p>	<p><b>United Methodist Community House</b></p> <p>UMCH Child Development Center</p> <p><b>Grant: \$168,000 (\$250,000)</b></p>	<p><b>Urban League of West Michigan</b></p> <p>Cure Violence</p> <p><b>Grant: \$100,000 (\$100,000)</b></p>	<p><b>Vibrant Futures</b></p> <p>The Bridge</p> <p><b>Grant: \$50,000</b></p>
<p><b>West Michigan Center for Arts and Technology</b></p> <p>Teen Arts + Tech Program</p> <p><b>Grant: \$50,000</b></p>	<p><b>WMEAC/Issue Media Group</b></p> <p>Voices of Youth Project</p> <p><b>Grant: \$15,000 (\$15,000)</b></p>	<p><b>Women's Resource Center</b></p> <p>Finding a New Home for WRC</p> <p><b>Grant: \$100,000</b></p>	

**Systemic Change + Movement Building Grants - \$618,250.00 (\$1,045,000)**

Partnerships and Foundation-led initiatives that directly leverage the Foundation’s power to influence and inform philanthropy and policy and use our expertise to drive and support larger-scale social change.

<p><b>A Glimpse of Africa</b></p> <p>EKHS Booth at a Glimpse of Africa Festival</p> <p><b>Grant: \$250.00</b></p>	<p><b>Council of Michigan Foundations</b></p> <p>Office of Foundation Liaison Support</p> <p><b>\$30,000 (\$45,000)</b></p>	<p><b>Council of Michigan Foundations</b></p> <p>2022 Membership Dues</p> <p><b>Grant: \$12,000</b></p>	<p><b>Council of Michigan Foundations</b></p> <p>2022 Annual Conference</p> <p><b>Grant: \$10,000</b></p>
<p><b>Diatribе Inc.</b></p> <p>Youth Care + Voice Mini Grant</p> <p><b>Grant: \$5,000</b></p>	<p><b>Grand Rapids Community Foundation</b></p> <p>2022 Support for Nonprofit Technical Assistance Fund</p> <p><b>Grant: \$30,000</b></p>	<p><b>Grand Rapids Media Initiative and Film Incubator</b></p> <p>Youth Care + Voice Mini Grant</p> <p><b>Grant: \$5,000</b></p>	<p><b>Grand Rapids Public Schools</b></p> <p>Youth Care + Voice Mini Grant</p> <p><b>Grant: \$5,000</b></p>
<p><b>Grandville Avenue Arts + Humanities</b></p> <p>Youth Care + Voice Mini Grant</p> <p><b>Grant: \$5,000</b></p>	<p><b>Grantmakers for Education</b></p> <p>2022 Membership Dues</p> <p><b>Grant: \$2,700</b></p>	<p><b>Heart of West Michigan United Way</b></p> <p>Annual Campaign</p> <p><b>Grant: \$450,000 (\$900,000)</b></p>	<p><b>Kentwood Public Schools</b></p> <p>Youth Care + Voice Mini Grant</p> <p><b>Grant: \$5,000</b></p>
<p><b>Micah Center/Together West Michigan</b></p> <p>Partner Story Mini Grant</p> <p><b>Grant: \$250</b></p>	<p><b>Realism is Loyalty</b></p> <p>Investment in Families Survey Dissemination</p> <p><b>Grant: \$500</b></p>	<p><b>Realism is Loyalty</b></p> <p>Investment in Families Survey Participation</p> <p><b>\$300</b></p>	<p><b>The Source</b></p> <p>Investment in Families Survey Dissemination</p> <p><b>\$500</b></p>
<p><b>United Way of Athens and Limestone County</b></p> <p>Annual Campaign</p> <p><b>\$50,000 (\$100,000)</b></p>	<p><b>Urban League of West Michigan</b></p> <p>Investment in Families Survey Dissemination</p> <p><b>Grant: \$500</b></p>	<p><b>Urban League of West Michigan</b></p> <p>Partner Story Mini Grant</p> <p><b>Grant: \$250</b></p>	<p><b>West Michigan Center for Arts and Technology</b></p> <p>Investment in Families Survey Dissemination</p> <p><b>Grant: \$500</b></p>
<p><b>West Michigan Center for Arts and Technology</b></p> <p>Youth Care + Voice Mini Grant</p> <p><b>Grant: \$5,000</b></p>	<p><b>Women’s Resource Center</b></p> <p>Investment in Families Survey Dissemination</p> <p><b>Grant: \$500</b></p>		

# Financial Activities

## Statements of Financial Position

-Year ended Dec. 31, 2022

ASSETS	2022	2021
Cash + Cash Equivalents	\$3,815,351	\$5,516,281
Investments	\$119,317,023	\$138,159,145
Pending Trade Receivables	\$96,768	–
<b>Total Assets</b>	<b>\$123,229,142</b>	<b>\$143,675,426</b>
LIABILITIES	2022	2021
Grants Payable	\$6,578,420	\$2,253,868
Pending Trade Payables	\$5,893	–
<b>Total Liabilities</b>	<b>\$6,584,313</b>	<b>\$2,253,868</b>
NET ASSETS	2022	2021
Without Donor Restrictions	\$116,664,829	\$141,421,558
<b>Total Liabilities and Net Assets</b>	<b>\$123,229,142</b>	<b>\$143,675,426</b>

## Statements of Financial Position

-Year ended Dec. 31, 2022

REVENUES	2022	2021
Contributions	\$11,000	\$132,000
In-Kind Contributions	\$689,162	\$589,470
Investment (Loss) Return, Net	(\$14,559,597)	\$33,949,121
<b>Total Revenues</b>	<b>(\$13,859,435)</b>	<b>\$34,670,591</b>
EXPENSES	2022	2021
Program Services: Grants and Matching Gifts	\$9,978,132	\$3,667,485
Support Services: Management and General	\$939,162	\$694,155
<b>Total Expenses</b>	<b>\$10,917,294</b>	<b>\$4,371,640</b>
NET ASSETS WITHOUT DONOR RESTRICTIONS	2022	2021
Net Assets Without Donor Restrictions, Beginning of Period	\$141,421,558	\$111,122,607
Net Assets Without Donor Restrictions, End of Period	\$116,644,829	\$141,421,558
<b>Change in Net Assets Without Donor Restrictions</b>	<b>(\$24,776,729)</b>	<b>\$30,298,951</b>

## We take an innovative approach to philanthropy

Our three community investment strategies advance the Foundation’s mission and are supported by our Guiding Principles to cumulatively move the community, sector, and Foundation closer to the vision where the inherent brilliance of our community is embraced, and efforts are focused on creating conditions where all can participate, grow, and thrive.

