





To the partners and friends of the Steelcase Foundation:

When there are so many needs, and so many terrific organizations doing great work, how do you decide who to fund? That's a dilemma faced by every philanthropic organization.

The Steelcase Foundation has long specified five areas of giving: arts and culture, community and economic development, education, environment, health and human services. But last year we spent some time developing a strategic framework – a master plan, if you will, for what we want to accomplish and how we want to get there.

We started with what has long been our mission: to empower people to reach their full potential, and make a difference through our support of learning, growth and creativity. Within that overarching principle,

we developed five points that further illuminate what we want to achieve:

- ▶ Balance the traditions of our heritage with today's entrepreneurial approach of thoughtful risk-taking in our grant-making decisions.
- ▶ Approach community problems holistically and systemically.
- ▶ Give particular concern to people who are socially or economically marginalized as they attempt to improve the quality of their lives.
- ▶ Take on social causes that are not always popular or high profile.
- ▶ Operate independently of Steelcase Inc., yet complement corporate efforts by supporting leading company communities and providing employee matching gifts.

Together, these guiding principles serve as our operational GPS: easily read, with recognizable signposts, and a calm, guiding voice to reinforce the message.

In this report, you'll read stories of grant recipients whose work exemplifies these principles – people willing to look at things in a new way, try a different approach, and use systems thinking, often without much attention. We're proud to turn the spotlight in their direction, and we hope you find their work as inspiring as we do.

Julie Ridenour

PRESIDENT,
STEELCASE FOUNDATION

Kate Pew Wolters

BOARD CHAIR,
STEELCASE FOUNDATION



Balance the traditions of our heritage with today's entrepreneurial approach of thoughtful risk-taking in our grant-making decisions.

It's no secret that teachers in urban schools face unique challenges – challenges many aren't prepared to face. But what if their education wasn't just a general, "how to teach at any school anywhere" curriculum, but focused specifically on preparing them for urban districts?

It's an idea just starting to be tested at a few universities: Temple, Columbia, the University of Illinois ... and now Davenport University in Grand Rapids. With a planning grant from the Steelcase Foundation, Davenport is in the process of creating a College of Urban Education: a graduate school (and eventually, an undergraduate school as well) that existing teachers can attend to prepare them to teach in inner-city schools.

"Our first task is to break down typical traditions in how to educate students, because those just don't apply in these settings," said Dr. Linda Rinker, executive vice president of Academic Affairs and provost at Davenport. "We need to help the teachers who will be our students broaden their understanding of issues like classroom management, poverty, community issues, getting families involved, after-school programming, things of that sort."

A major goal is to follow the "medical model," where students are put in classroom settings right away, getting first-hand experience on understanding and working effectively in urban schools that may be far different from the schools they're used to. For instance, children in impoverished areas don't have access to technology at home, so their educators must find workarounds.

To this end, Davenport is partnering with Grand Rapids Public Schools. The planning team includes a GRPS curriculum specialist, and they're surveying GRPS teachers to ask: What would they envision as the needs to address in a graduate urban education program? In an even bigger break with tradition, they're considering planting the college right on the GRPS campus.

"We want to get these students in the classrooms as soon as possible. In year one, they might be assisting the teacher at recess, or serving snacks, but the point is that they're in the classroom, studying the classroom and the issues," Rinker said.

The Graduate Program of the College of Urban Education should admit its first students in fall 2014, and the hope is that its graduates will be deployed throughout the GRPS district.



Approach community problems holistically and systemically.

No problem exists in a vacuum, and neither do solutions. A wellness program originally designed to get kids moving is having a host of unexpected benefits: greater community engagement, greater parental involvement, greater student engagement, connecting older and younger students.

Last year the superintendent of Grand Rapids Public Schools approached the Grand Rapids Student Advancement Foundation, which provides enrichment for K-12 GRPS students, about creating a program that would give kids structured physical activity during after-school hours. She suggested they sponsor elementary after-school sports: soccer and cross-country in fall, basketball in winter, track and field in spring.

The response has far exceeded all hopes. This was the first time soccer has been offered, and nearly 500 boys and girls signed up. Most sports are only for grades 3-5, but cross-country is offered to all ages, and more than 600 participated.

The program is mostly run by volunteers, but the Steelcase

Foundation's grant covers insurance, T-shirts and outfits for the kids, and free admission to games, so parents and family members can come. Every kid has a chance to play – no waiting lists was a goal set early on.

"The program has just been a tremendous success," said Susan Heartwell, executive director of the Student Advancement Foundation. "And the benefits go way beyond learning to play soccer."

The program has addressed the lack of physical activity among many students, and it provides a safe, structured after-school environment. But additionally, the free admission to games and opportunity to volunteer are connecting parents to the school in new, more dynamic ways.

"Even though it's always the intent to engage parents, those gestures really say to parents, 'We appreciate you, we want you here, we celebrate with you,'" Heartwell said.

And it's building bonds between the kids and older students, who are acting as mentors and coaches. The program was designed to connect

the elementary schools with the high schools they "feed," so high school athletes and coaches can mentor younger kids in their sports. For example, the elementary basketball games take place during halftime at senior high games, creating a rich community experience.

"To have not just their families there, but everyone who's there for senior high games cheering on these elementary athletes – that's a marvelous affirmation for those kids," Heartwell said.

And the older kids take their responsibilities seriously. One coach told Heartwell about varsity athletes seeing second- and third-grade students fighting. The high schoolers pulled the younger kids out of line at practice, talked to them about working as a team, then had them hug each other and return to practice.

"The atmosphere at the games, and among the participants, is just so supportive," Heartwell said. "We've created a program that truly has systemic and holistic benefits."



Give particular concern to people who are socially or economically marginalized as they attempt to improve the quality of their lives.

Godwin Heights High School students face a lot of challenges, both social and economic, and historically district test scores and graduation rates have reflected those challenges. Three years ago, the failure rate in core classes among freshmen was close to 30 percent. Many were so off-track in credit hours, they seemed unlikely to ever dig themselves out and graduate.

The administration knew a creative solution was needed. They applied to the Steelcase Foundation and Kellogg Foundation to fund the Student Achievement and Graduation Completion Project, known informally as Intervention.

It began last year with just freshmen. Core classes are now divided into units, with a test at the end of each unit, and all freshmen are required to score 70 percent or higher on unit tests. Students who don't are required to go to Intervention, held during seventh hour, and meet with a teacher and intervention specialist to review the work until they're able to pass the test.

"What's unique about our program is the individualized intervention," said Chad Conklin, athletic director and intervention program administrator.

"The teacher and intervention specialist will go through that test and figure out areas where the student is deficient, then address those."

If a student fails a second time, they stay in intervention until they pass. But Conklin said most students only need a week or two. Once they pass, they receive a full replacement grade, letting them move on as normal with the rest of their schooling. If they've failed two or more unit tests, they're required to stay after school an additional hour, on top of their time in intervention, to receive additional support.

The turnaround has been remarkable. By the end of last year, the program's first, the failure rate among freshmen had dropped from 30 percent to less than 5. This year the program was expanded to sophomores, and the failure rate among all core classes for both age groups is less than 10 percent.

"Students love it because they know that they will not be allowed to fail at Godwin Heights," Conklin said. "Before, imagine sitting in world history and failing the first unit, then the second unit test. You know there's no way at that point you could pass the class, so I would quit. Now I'm a

disruption in class, I'm not taking tests, I'm not doing the homework because I've dug such a big hole, I know I can't get out of it. This program gives me a reason to keep trying; I know I can turn things around."

The success has fueled other successes. As soon as a student gets a failing mark, an intervention specialist calls home, so the program has also increased communication between families and school. And now such a high percentage of students are on track, they no longer need to repeat classes, so for the first time, there's room in their schedules for enrichment classes that will make for a more well-rounded student at college-enrollment time.

Now that they're seeing hard data that the program works, administrators are seeking funding to expand the program to seventh- and eighth graders. "We're seeing freshmen coming in two to three grade levels below in their reading levels," Conklin said. "We've found a program that works, so now our goal is how can we get a better-quality student here in high school before they even have to enter the program."

TANK

ON

GRANDVILLE AVENUE ARTS
AND HUMANITIES

Library Scholars program

Take on social causes that are not always popular or high profile.

The Cook Library Center (operated by Grandville Avenue Arts and Humanities) is a popular stop with Grand Rapids Public School students needing homework help, but a few years ago, staffers began noticing a trend: As kids reached puberty, they tended to leave the program.

“We realized we could make a bigger difference if we could keep them coming,” said executive director Marjorie Kuipers. “So we designed a program that will hopefully let us make a year-after-year, sustainable difference.

The Cook Library Scholars (CLS) Program is scheduled to launch this fall, thanks to seed funding from the Steelcase Foundation and Kellogg Foundation. It will start with five children per grade level in grades 2-7, whose parents, teacher and principal work together to set individual goals for the child and then a path to meet those goals. So if a third-grader is interested in medicine, part of the program will explore science. A child who needs help with writing skills will devote extra hours to that.

Leadership is a very big component of the program as well. The goal, Marjorie said, isn’t just academic success; it’s to prepare youth to serve as future leaders in the community, particularly in the Grandville Avenue area neighborhood, where many struggle with poverty and other challenges.

“We want children to get to know the community, to teach them about civic engagement, philanthropy, community resources available,” Marjorie said. “As they make strides academically, we want them to make strides toward being future leaders as well.”

The basic admission requirements are that the child must live within the Grandville Avenue area and attend a GRPS school. Beyond that, organizers are working with community partner agencies and educators to identify children whom they feel are on a college track.

The most critical part of admission, however, is strong parental support and involvement. Parents must commit to attending a program family event one Saturday per month, and the

hope is that they will also volunteer, serve on advisory committees, and, most of all, support students in their work and getting into college.

The students are required to spend eight hours per week with the program, but the schedule will be tailored to each individual, to work around other commitments. The time will be spent in a combination of meetings (to help kids adjust to how groups work and learn how to lead meetings as they get older); working 1:1 with tutors and reading/writing coaches; and individual time spent in independent study.

“We’re really customizing this to meet the needs of each child,” Kuipers said.

Once kids are enrolled in the program, they stay in until graduation ... and even beyond. “Our involvement does not end once the student is in college,” Kuipers said. “Part of the program is to follow up and maintain the relationship even while they’re in college, to make sure they have access to the resources and support they need.”



LEARN-TO-READ COUNCIL OF
ATHENS AND LIMESTONE COUNTY

**LTR Upgrade for Adult and Student
Literary Advancement**

Operate independently of Steelcase Inc.,
yet complement corporate efforts by
supporting leading company communities
and providing employee matching gifts.

Imagine being an adult who's been illiterate your entire life, and now you're finally learning to read. And now imagine that right next to you, separated only by dividers, are two other people doing the same thing ... plus students being tutored ... plus a roomful of people on computers.

For years, that was the setup at the Learn-to-Read Council of Athens and Limestone County in Alabama. Most of their work happened in one big room with dividers to make two small rooms and three tutoring spaces. As demand grew for their services (which include teaching literacy to adults who do not read or do not read well and providing after-school tutoring to students), concentration became increasingly difficult.

"I'm not sure if you've ever tried to tutor or be tutored in a room with someone else doing the same thing right next to you, but you can imagine," said executive director Rhonda Andrews.

Last year, with a grant from the Steelcase Foundation, they were able to move to a new facility with actual tutoring rooms! Office space! A computer lab! A meeting room! A materials room! It's a night-and-day transformation.

"The students and tutors are so enjoying having a room to themselves," Andrews said. "Before, students would complain all the time that it was too loud, and they couldn't focus. Now they can actually concentrate and not worry about someone talking too loud in the next cubby."

Before, the staff could have only one group event at once, since they only had the one big room. Now they can schedule multiple activities at the same time, increasing their ability to serve. Their Thursday evening ESL classes now accommodate 20-30 students on different levels, in five different classrooms, which wouldn't have been possible in their old facility. The new computer lab is constantly buzzing, and just the ability to keep things organized, thanks to a materials room and closets, makes a huge difference.

"So many people – students, tutors – walk into the office space and comment, 'This is just great. This is so much nicer,'" Andrews said. "It's been wonderful. We have so much room now. You just don't know how appreciative we all are – students, tutors, all of us."

2012 Grant Payment Totals:

\$3,105,028



Arts and Culture:

\$445,000

FUTURE: \$130,000

ATHENS-LIMESTONE PUBLIC LIBRARY FOUNDATION

\$50,000 / FUTURE \$100,000

► "This is Your Legacy" capital campaign

► www.athenslimestone.lib.al.us

GIRLS CHORAL ACADEMY

\$15,000 ► A Voice Through Advancement

► www.girlschoralacademy.org

GRAND RAPIDS ART MUSEUM

\$150,000 ► Building Momentum as a Cultural

Leader in the Visual Arts ► www.gramonline.org

GRAND RAPIDS BALLET COMPANY

\$25,000 / FUTURE \$25,000

► Production support for new repertoire

► www.grballet.com

GRAND RAPIDS SYMPHONY

\$170,000 ► Underwriting Music Director's Chair

► www.grsymphony.org

OPERA GRAND RAPIDS

\$10,000 ► Operational assessment and strategic planning

► www.operagr.com



Community & Economic Development: \$165,000

FUTURE: \$100,000

GRAND ACTION FOUNDATION

\$100,000 / FUTURE \$100,000

► Grand Rapids Urban Market

► www.grandaction.org

HABITAT FOR HUMANITY OF KENT

\$30,000 ► YouthBuild Grand Rapids

► www.habitatkent.org

LINC COMMUNITY REVITALIZATION INC.

\$5,000 ► LEED Bonus ► www.lincrev.org

MIDTOWN NEIGHBORHOOD ASSOCIATION

\$20,000 ► Fulton Street Farmers Market
capital campaign ► www.midtowngr.com

NEIGHBORHOOD SERVICES

\$10,000 ► Kent County Renters' Alliance

► kcrentersalliance.org



Education:

\$1,055,000

FUTURE: \$1,600,000

DAVENPORT UNIVERSITY

\$200,000 ► Davenport University College of Urban Education
► www.davenport.edu

FERRIS STATE UNIVERSITY

FUTURE \$200,000 ► Federal Building Renovation for Kendall
College of Art & Design of Ferris State University ► www.ferris.edu

GODWIN HEIGHTS HIGH SCHOOL

\$125,000 ► Godwin Heights Student Achievement
and Graduation Completion Project ► www.godwinschools.org

GRAND RAPIDS CHILD DISCOVERY CENTER

FUTURE \$175,000 ► Discover the Connection
► www.childdiscoverycenter.org

GRAND RAPIDS COMMUNITY COLLEGE

\$125,000 / FUTURE \$250,000 ► "GRCC Works ...
Ask Anyone" Foundation ► www.grcc.edu

GRAND RAPIDS PUBLIC SCHOOLS

\$50,000 / FUTURE \$100,000 ► Blandford School
capital campaign ► www.grps.org

GRAND RAPIDS PUBLIC SCHOOLS

\$75,000 ► Grand Rapids Public Schools Comprehensive
Instructional Evaluation ► www.grps.org

GRAND RAPIDS STUDENT ADVANCEMENT

\$20,000 / FUTURE \$30,000 ► Elementary Afterschool Sports Foundation ► www.grsaf.org

GRAND RAPIDS UNIVERSITY PREPARATORY ASSOCIATION

\$200,000 / FUTURE \$300,000 ► Grand Rapids University Prep Academy: Inspire, Achieve, Realize ► www.uprepgr.org

GRAND VALLEY STATE UNIVERSITY

\$250,000 / FUTURE \$450,000 ► Mary Idema Pew Library Learning and Information Commons ► www.gvsu.edu

GRANDVILLE AVENUE ARTS AND HUMANITIES, INC.

FUTURE \$75,000 ► Library Scholars program ► www.gaah.org

LEARN-TO-READ COUNCIL OF ATHENS AND LIMESTONE COUNTY

\$10,000 / FUTURE \$20,000 ► LTR Upgrade for Adult and Student Literacy Advancement ► www.learn-to-read.org



Environment:

\$90,000

FUTURE: \$110,000

FRIENDS OF GRAND RAPIDS PARKS

FUTURE \$75,000 ▶ Parks Alive: reclaim & sustain,
clean & green, stay & play ▶ www.friendsogrps.org

HEALTHY HOMES COALITION OF WEST MICHIGAN, INC.

\$20,000 / FUTURE \$10,000 ▶ Healthy Homes Primary
Prevention Program (H2P3) ▶ www.healthyhomescoalition.org

WEST MICHIGAN ENVIRONMENTAL ACTION COUNCIL

\$20,000 ▶ Inspiring WMEAction in West Michigan
▶ www.wmeac.org

WEST MICHIGAN HORTICULTURAL SOCIETY, INC.

\$50,000 / FUTURE \$25,000 ▶ The Richard &
Helen DeVos Japanese Garden at Frederik Meijer
Gardens & Sculpture Park



Health: \$92,500

FUTURE: \$115,000

CATHERINE'S HEALTH CENTER

\$25,000 ▶ Opening Doors Capital Campaign: Building a Legacy of Quality Care to Increase Services to the Community ▶ www.catherineshc.org

CATHERINE'S HEALTH CENTER

\$7,500 ▶ LEED Bonus ▶ www.catherineshc.org

CHERRY STREET HEALTH SERVICES

\$25,000 / FUTURE \$15,000 ▶ Increasing Health Care Access in Wyoming & SW Grand Rapids ▶ www.cherryhealth.org

HOSPICE OF MICHIGAN

\$35,000 / FUTURE \$25,000 ▶ MSU College of Human Medicine Fellowship in Hospice and Palliative Care ▶ www.hom.org

KENT COUNTY HEALTH DEPARTMENT

FUTURE \$75,000 ▶ Kent County Dental Clinic



Human Service:

\$1,204,128

FUTURE: \$385,000

CONDUCTIVE LEARNING CENTER

\$20,000 ► Refinement of branding message & creation of marketing materials

► www.conductivelearningcenter.org

FAMILY FUTURES

\$35,000 ► Connections expansion ► www.familyfutures.net

FIRST STEPS KENT

\$100,000 ► First Steps Initiative ► www.firststepskent.org

HEART OF WEST MICHIGAN UNITED WAY

\$100,000 ► 2011 Campaign ► www.waybetterunitedway.org

HEART OF WEST MICHIGAN UNITED WAY

\$375,000 / FUTURE \$125,000 ► 2012 Campaign ► www.waybetterunitedway.org

KENT COUNTY FAMILY & CHILDREN'S COORDINATING COUNCIL

\$79,538 ► Kent County Collective Impact - Phase I

LITERACY CENTER OF WEST MICHIGAN

\$20,000 ► Blueprint for Adult Literacy ► www.literacycenterwm.org

MEL TROTTER MINISTRIES

\$25,000 / FUTURE \$25,000 ► Shelter from the Storm capital campaign ► www.meltrotter.org

MOMSBLOOM

\$7,500 ► Flourishing Families ► www.momsbloom.org

OUR HOPE ASSOCIATION

\$30,000 ► Sustainability of Our Hope Association ► www.ourhopeassociation.org

PLANNED PARENTHOOD OF WEST AND NORTHERN MICHIGAN

\$60,000 / FUTURE \$120,000 ► Standing Tall campaign ► www.plannedparenthood.org

SAFE HAVEN MINISTRIES, INC.

\$20,000 / FUTURE \$20,000 ► Safe Haven Works: Helping Employers Address

Domestic Violence in the Workplace ► www.safehavenministries.org

SALVATION ARMY

\$37,500 ▶ LEED Bonus ▶ www.salvationarmyusa.org

SENIOR MEALS PROGRAM, INC.

\$75,000 / FUTURE \$75,000 ▶ Senior Meals capital campaign ▶ www.seniormealsonwheels.org

THE GRAND RAPIDS RED PROJECT

\$20,000 / FUTURE \$15,000

▶ Clean Works Program ▶ www.redprojectgr.org

THE GRAND RAPIDS RED PROJECT

\$10,000 ▶ Mobile health unit and Clean Works Program ▶ www.redprojectgr.org

UNITED WAY OF ATHENS AND LIMESTONE COUNTY

\$42,460 ▶ 2012 campaign

▶ www.unitedwayofathenslimestone.org

UNITED WAY OF GREATER HIGH POINT, INC.

\$14,630 ▶ 2012 campaign ▶ www.unitedwayhp.org

WEST MICHIGAN CENTER FOR ARTS AND TECHNOLOGY

\$100,000 ▶ Youth Program Opportunity for Innovation

▶ www.wmcat.org

WOMEN'S RESOURCE CENTER

\$20,000 ▶ Empower Program for Women ▶ www.grwrc.org

YOUNG MEN'S CHRISTIAN ASSOCIATION OF GRAND RAPIDS

\$12,500 / FUTURE \$5,000 ▶ Camp Manitou-Lin Resident and Day Camp scholarships, Mid City Adventure Club, and Search Institute Asset Training ▶ www.grymca.org



Other:
\$53,400

FUTURE: \$15,000

COUNCIL OF MICHIGAN FOUNDATIONS

\$8,400 ► 2011/2012 membership dues

► www.michiganfoundations.org

COUNCIL OF MICHIGAN FOUNDATIONS

\$15,000 / FUTURE \$15,000

► Office of Foundation Liaison

► www.michiganfoundations.org

GRAND RAPIDS COMMUNITY
FOUNDATION

\$30,000 ► Nonprofit Technical
Assistance Fund ► www.nptafund.org



Matching Gifts:

The Steelcase Foundation also partners with Steelcase employees, retirees and directors by matching their gifts to arts and culture, education and environmental and conservation programs. The maximum contribution is \$10,000 yearly. The amount can be a combination of gifts to a number of different organizations.

In 2012, the Foundation provided \$455,383.10 in matching funds that included \$369,067 for education; \$54,905.10 for arts and culture; and \$31,411 for environment and conservation programs. Matching gift application forms are available from the Foundation office. For a detailed list of matching gift recipients, please visit us online at www.steelcasefoundation.org.



Statements of Unrestricted Activity

Year ended November 30, 2012 2011

REVENUES

In-kind contributions	\$ 332,151	\$ 353,156
Contributions	412,000	260,000
Investment income:		
Dividends and interest	1,090,053	1,500,735
Realized and unrealized gain on investments	7,618,164	1,810,307
TOTAL REVENUES	\$ 9,452,368	\$ 3,924,198

EXPENSES

Grants and matching gifts	\$ 3,530,411	\$ 3,624,279
Investment management and agency fees	751,025	506,185
Current provisions for federal excise tax	(5,103)	30,682
General and administrative	332,151	353,156
TOTAL EXPENSES	\$ 4,608,484	\$ 4,514,302

INCREASE (DECREASE) IN NET ASSETS	\$ 4,843,884	\$ (590,104)
NET ASSETS, BEGINNING OF YEAR	\$ 81,343,547	\$ 81,933,651
NET ASSETS, END OF YEAR	\$ 86,187,431	\$ 81,343,547

Statements of Financial Position

Year ended November 30, 2012 2011

ASSETS

Cash and cash equivalents	\$ 78,656	\$ 612,733
Accrued interest receivable	27,718	21,239
Investments, at fair value	88,484,636	83,148,257
Federal excise tax refundable	21,421	16,318
TOTAL ASSETS	\$ 88,612,431	\$ 83,798,547

LIABILITIES AND NET ASSETS

Liabilities: Grants payable	\$ 2,425,000	\$ 2,455,000
Net Assets: Unrestricted	86,187,431	81,343,547
TOTAL LIABILITIES AND NET ASSETS	\$ 88,612,431	\$ 83,798,547



A note about the art

The original typography artwork featured in this report was created by West Michigan native Emily Van Hoff. The letters have been carefully constructed out of vintage fabrics, illustrating the strategic methods the Foundation uses to bring its guiding principles to life through involvement with many great organizations. Art direction and design by Rachel Hyde.



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