

Grantmaking at the Crossroads:

AN INTERSECTIONAL APPROACH



In 2008, the Council for Michigan Foundations (CMF) launched *Transforming Michigan Philanthropy (TMP)* a six-year initiative to increase the effectiveness of organized philanthropy by leveraging the power of differences.

Since that launch, CMF has offered a range of activities including symposiums, research and publications, and a groundbreaking peer-learning network and curriculum.

Grantmaking at the Crossroads, CMF's newest *TMP*-related initiative, was designed to provide foundations with a methodology that works at the intersection of place, population, and issue. It offers a pathway to greater inclusion of communities that are often excluded or marginalized by foundation funding and enables foundations to maintain their focus and priorities while expanding their reach and effectiveness.

The Grand Rapids Community Foundation and the Kalamazoo Community Foundation volunteered to be laboratories for *Grantmaking at the Crossroads* and have been critical informants for this workbook. Each of these foundations holds an unwavering commitment to ongoing learning; this initiative would not have happened without their support and engagement and the financial support of the Arcus Foundation. (For more on the design and findings of the pilot project, see the appendix to this workbook.)

When we launched *TMP* in 2008 we were not certain how it would be received and what its impact might be. Today, a wide range of our members—family foundations, community foundations, corporate foundations/giving programs, independent foundations, and public charities—have participated in *TMP* programming. We are gratified to know that CMF is playing a role in making institutional philanthropy more relevant, effective, and inclusive.

We extend our deepest appreciation to Vicki Rosenberg for her dedication throughout our *TMP* initiative and as lead consultant on this innovative grantmaking tool.

We hope that you find this workbook a helpful aid to thinking about your grantmaking practices in a new light.

Robert S. Collier
President/CEO
Council of Michigan Foundations

What Is Intersectional Grantmaking?

“Intersectionality” is a way of thinking about differences and the ways they overlap. A person’s identity includes parts (race, gender, class, ethnicity, etc.) that are connected and relate to each other in complex patterns of privilege and oppression.

Intersectional grantmaking recognizes and acknowledges the importance and the complexity of differences and provides a framework for collaborative and creative problem solving at the intersection of population, place, and issue. It is an approach foundations can use to consider the populations they wish to serve within their existing commitments and practices and make sure that unique needs are taken into account.

Story of Change

Working at the crossroads of poverty, race, and education

For many years, public agencies, school districts, private foundations, and nonprofit organizations have worked diligently to improve the lives of children and families in Kent County. These efforts have had isolated success, impacting one child or family at a time. However, when we look at collective indicators—poverty rates, abuse/neglect rates, over-representation of minority children in the child welfare system, and standardized test scores of students in school districts with high poverty—we see the overall situation is getting worse.

KConnect is a cradle-to-college-and-career initiative that builds on our community’s many strengths by assessing and better aligning current efforts helping to fill achievement gaps. It is a commitment from different sectors—business, education, philanthropy, human services, faith-based, nonprofit, and grassroots organizations—to engage in a new model of collaboration so that opportunity is within reach for everyone.

– from the KConnect website (<http://www.k-connect.org>)

Breaking Through Traditional “Issue Silos”

One of the most distinctive aspects of foundation grantmaking is the way in which a particular issue or identity group is organized into discrete funding categories or “issue silos” that are often rigidly constructed and narrowly defined. As a result, grant seekers get the following types of explanations for why their organizations aren’t eligible for funding:

“We fund health, we don’t fund youth.”

“We fund youth, we don’t fund people of color.”

“We fund people of color, we don’t fund people with disabilities.”

Intersectional grantmaking offers a new and more expansive framework that builds connective tissue among issue silos to allow for some unexpected and innovative solutions.

For example, connecting the dots between health issues and youth issues might lead to funding that supports teaching healthful eating habits in schools. Finding points of intersection between youth issues and disability issues might result in supporting programs that address the bullying of disabled youth in schools.

As these kind of connections are made, strengthened, and better articulated, a foundation’s reach becomes wider and deeper. The solutions it puts forward as a result allow the foundation to achieve greater impact across the community it serves.

The Benefits of an Intersectional Approach

An intersectional approach can increase the impact of a foundation’s programs and grants through deepening community engagement, improving outcomes, and building stronger networks and communities.

A deepened understanding of communities, issues, and strategic opportunities.

An intersectional analysis illuminates the multidimensionality of targeted populations and surfaces more inclusive opportunities to engage those communities. For example, funding that targets people of color but does not explicitly recognize the existence of older people of color can leave important members of the foundation’s target population unserved and unsupported.

Increased effectiveness in meeting outcomes.

With a deepened and more expansive understanding of the community, and increased collaboration and engagement among different groups and individuals, the likelihood of creating more effective and impactful strategies will increase.

Stronger communities and networks.

When an intersectional lens is used to analyze social problems it can open up the possibility for greater collaboration between what are often seen as different or opposing social groups and movements. An example is the way in which many LGBT organizations and civil rights organizations have joined together to organize around issues of voting rights, immigration reform, and marriage equality.

story of Change

Working at the crossroads of community, values, and issues

An intersectional approach to grantmaking is helping the Kalamazoo Community Foundation (KCF) make strategic investments in community programs that reflect its values across a variety of different issues and populations.

“Understanding the intersectionality, the interconnectedness of issues we’d previously understood in isolation from each other has revealed programs’ greater potential for community impact,” says Suprotik Stotz-Ghosh, KCF vice president, community investment.

For example, “our prior practice was to funnel all LGBT-related issues to our LGBT Equality Funds,” Stotz-Ghosh explains. “Recognizing the ways in which LGBT issues intersected with our values as a community foundation helped us see that, when an opportunity arose, we should use any of our resources to support those issues.”

The new approach has allowed KCF to expand its impact in the community.

“This year, we received several requests that far exceeded the resources of the LGBT Equality Fund alone. By screening proposals through KCF’s core values, we were able to fund some good programs through other resources, resulting in the highest total level of investment in LGBT issues in KCF’s history.”

Taking an intersectional approach “amplifies our effectiveness in working on systems change,” says Stotz-Ghosh, noting that KCF’s “Results and Learning Forums” for bringing grantees together to share experiences were originally conceived by issue or sector. By convening grantees across different issues and populations, the foundation and the community get the creative benefits of the cross-fertilization of ideas and perspectives.

“We now understand that an intersectional framework is a core competency for doing systems change work.”

EXERCISES

These exercises are designed to provide an entry point for foundation executives and trustees interested in applying an intersectional approach to their grantmaking practices. Each of the five exercises builds on the preceding one(s) to develop an understanding of the benefits of using an intersectional framework and lead to an action plan for updating policies and practices as a first step toward becoming an intersectional grantmaker.

EXERCISE 1 Starting with Social Identity¹

Your social identity informs your understanding of the world around you and your behavior, including how you make decisions. Developing a greater awareness of your own social identity can help increase your understanding of difference, broaden your perspective, and improve your ability to analyze complex social issues at the heart of foundation grantmaking.

TIME NEEDED	SUPPLIES
Set up: 5 mins Create map: 7 mins Table talk: 5 mins per person at table Group discussion: 15 mins Total time allocation: 1 hour	<ul style="list-style-type: none"> • Exercise info from the workbook • Cardstock or Bristol Board for each participant <i>(Optional – use flip chart paper for larger drawings, but this means everyone needs wall space)</i> • Black fine-tipped Sharpies to clearly write items on identity map • <i>Optional</i> – flip chart and markers for the facilitator to capture group discussion

EXERCISE 2 Exploring Intersectionality²

Intersectionality is an innovative framework that offers a helpful perspective on how to tackle complex social issues. “Intersectionality can fundamentally alter how social problems are experienced, identified, and grasped to include the breadth of lived experiences.”³

TIME NEEDED	SUPPLIES
Set up: 10 mins Partner discussion: 7 mins Individual reflection: 8 mins Group discussion: 20-30 mins (depending on the size of the group) Total time allocation: 45 minutes to 1 hour	<ul style="list-style-type: none"> • Exercise info from the workbook • Flip chart page with a square image on it • Flip chart page with a triangle image on it • Flip chart page with a circle image on it • Sticky notes – 4x6 with lines • Black fine-tipped Sharpies to clearly write items on sticky notes • Flip chart and markers for the facilitator to capture group discussion

1 Social identity comprises the parts of a person's identity that come from belonging to particular groups, including age, ethnicity, race, religion, gender, sexual orientation, nationality, and socioeconomic status. (*Social Identity: Knowing Yourself, Leading Others* by Kelly M. Hannum, 2007).
 2 The term “intersectionality” was coined in 1989 by American critical legal race scholar, Kimberlé Williams Crenshaw (1989). However, the central ideas of intersectionality have long historic roots within and beyond the United States. Black activists and feminists, as well as Latina, post-colonial, queer and Indigenous scholars have all produced work that reveals the complex factors and processes that shape human lives (Bunjun, 2010; Collins, 1990; Valdes, 1997; Van Her, Smith, & Andrew, 2011) as quoted in *Intersectionality 101* by Olena Hanivsky, PhD
 3 *Intersectionality 101* by Olena Hanivsky, PhD

EXERCISE 3 **Aligning Policies & Practices**

As we evolve and expand our understanding of difference, we need to apply our new knowledge to our work in foundations. Our policies and practices need to assume that “one size does not fit all.”

TIME NEEDED	SUPPLIES
Set up and break into teams: 5 mins Team discussions and preparation of flip chart: 35 mins Gallery walk with sticky notes: 20 mins Group discussion: 30 mins Total time allocation: 1 1/2 hours	<ul style="list-style-type: none">• Exercise info from the workbook• Flip chart and markers for each team and for the facilitator to capture the group discussion• Sticky notes – 4x6 with lines• Black fine tipped Sharpies to clearly write items on sticky notes• Copies of your foundation’s diversity and inclusion statement/policy

EXERCISE 4 **Appreciative Inquiry to Support Intersectionality in Grantmaking**

Appreciative inquiry is a process that assumes that something is working well and should be replicated. It is an alternative approach to problem solving and critiquing and can result in greater engagement and enthusiasm when organizations want to encourage change.

TIME NEEDED	SUPPLIES
Set up: 7 mins Individual reflection and sketching: 8 mins Presentation of sketch and capturing of best practices: 5 mins per person (12 people in the group = 30 mins, 24 people = 1 hour) Total time allocation: 45 mins to 1 1/4 hours	<ul style="list-style-type: none">• Exercise info from the workbook• Markers or Sharpies to draw sketch• Cardstock or Bristol Board for each participant <i>(Optional – use flip chart paper for larger drawings, but this means everyone needs wall space)</i>• Flip chart and markers for each team and for the facilitator to capture the group discussion

EXERCISE 5 **Next Steps – Intersectionality Goals**

Having learned about intersectionality, how will your foundation incorporate this learning in its grantmaking practices? This final exercise draws upon the previous ones to suggest practical next steps that can be taken to enhance perspective, policy, and program alignment.

TIME NEEDED	SUPPLIES
Set up: 3 mins Individual reflection/idea generation: 7 mins Table talk and edit ideas: 15 mins Presentation of table flip charts and group discussion: 15 mins Voting with sticky dots: 5 mins Templates for 5 ideas: 15 mins Total time allocation: 1 hour	<ul style="list-style-type: none">• Exercise info from the workbook• Sticky notes – 4x6 with lines• Black fine-tipped Sharpies to clearly write items on sticky notes• Flip chart and markers for each team and for the facilitator to capture the group discussion• Sticky dots for voting• Flip chart template for each idea (prepare 5 flip charts ahead of time)

EXERCISE 1

Starting with Social Identity

Wherever there is difference, there is an opportunity for learning as well as opportunities for assumptions and miscommunication. Creating a safe space to discuss differences is a first step towards better understanding them and laying the groundwork for exploring the framework of intersectionality. Being aware of one's own identity and expressing an interest in understanding the identities of others is part of how we engage in inclusive, respectful behavior. Because we may not always be aware of our own assumptions and biases, we need to be sure to make difference discussable.

Frequently mentioned areas of difference:

Race	Work/Family Boundaries	Sexual Orientation
Gender	Status/Influence	Areas of Expertise
Culture	Language/Communication	Power
Generation	Life Experiences	Age
Socio-economic	Perspective Differences	Credentials

Frequently noted generational differences:

	Birth Years	Pop	Work Ethic Value	Work Orientation	Communication
Traditionalists	1922-1945	11%	Respect	Appreciation	Face-to-face
Boomers	1946-1964	26%	Recognition	Innovation	Phone/Email
Gen X	1965-1980	20%	Independence	Change	Text/Email
Millennials	1980-2004	28%	Flexible Hours	Group/Team	Social Media

*coming soon – Gen Z/Digitals at 13% of the U.S. population

We all have multiple identities. We are constantly calibrating the degree to which we want to be unique with the degree to which we want to “fit in” with other people. There are some aspects of our identities that are fixed and others that change. Context affects which identities are most important to us at any given time. The social identities of those around us with whom we work, live, or interact affect how we are viewed and understood. Reflecting on our own identities helps us become more aware of differences—different perspectives, different approaches, and different experiences.

Elements of identity:

Given Identity:	Elements of identity from birth or later about which we had no choice, which we feel were given to us.
Chosen Identity:	Elements of identity that we feel we have chosen.
Attributes:	Elements that make us unique individuals.

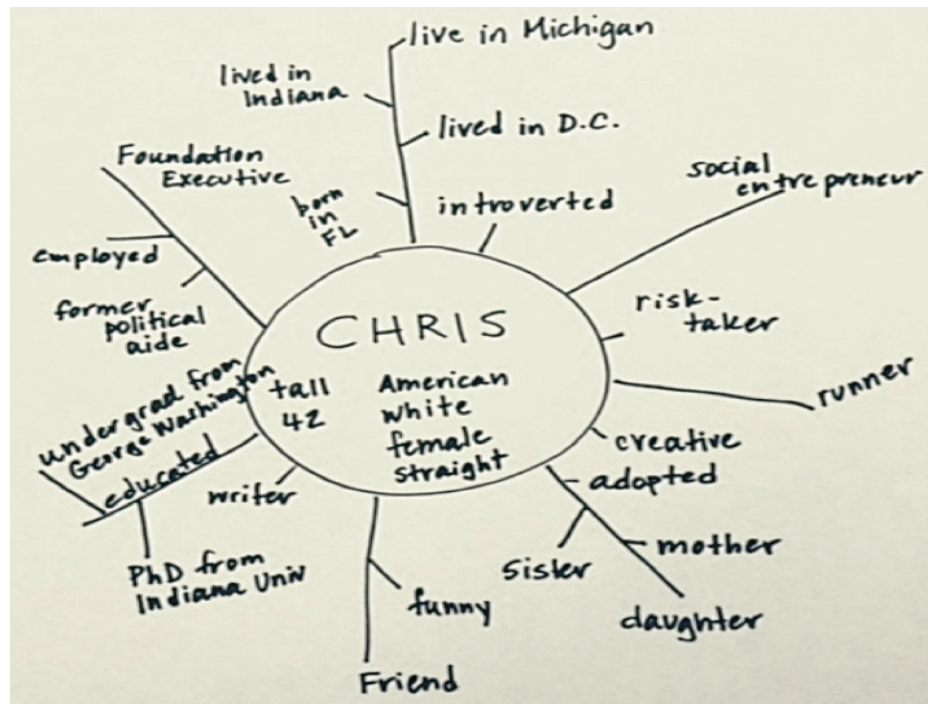
Creating your identity map:

1. Draw a circle in the middle of your paper. Write your name boldly in the middle of your circle.
2. In the circle, under your name, note any elements of your identity that you consider to be given to you.
3. Draw lines out from the circle to points where you can write the elements of your chosen identity.
4. Fill in any open space with your attributes, the elements that make you unique.
5. You will be sharing your map with others, so only write what you are comfortable expressing to the group.

To help you brainstorm the elements of your identity map, think about:

- The “names/titles” people call you—your given name, your salutation, your familial role name, your title, your nickname, etc.
- The roles you perform in life.
- Relationships you have with people, institutions, and things.
- Physical characteristics and locations from your life.
- Significant experiences, knowledge, and perspectives that make you who you are.
- Your reputation—what other people or organizations say about you.

Here is an example of an identity map:



Your identity map here:

Sharing your identity map:

At your tables (of 4-6 people), each person will take a turn presenting his or her identity map to the others at the table. The exercise is most effective when all participants engage in active listening, where the listener makes a conscious effort to not only hear what is being said, but to understand the complete meaning being expressed. Some keys to active listening are:

Focus	<ol style="list-style-type: none">1. Conduct conversations in an environment free of distractions.2. Look directly at the speaker.3. If you are having difficulty concentrating, mentally repeat what you are hearing to reinforce the speaker's message.4. In addition to what you are hearing, pay attention to the speaker's body language.5. Don't spend your time preparing what you are going to say instead of listening to the speaker.
Acknowledge	<ol style="list-style-type: none">1. Say, "okay" or "yes," to acknowledge that you are listening.2. Use body language, such as nodding or smiling, to acknowledge that you are listening. Keep your posture open and inviting.3. Allow the speaker to complete his/her thoughts or points before asking questions.
Understand	<ol style="list-style-type: none">1. Ask clarifying questions if needed, "What do you mean when you say..." or "Is this what you mean..."2. Occasionally summarize, "Am I understanding this..." or "What I'm hearing is..."3. Be respectful in your questions and responses.4. If you find yourself responding emotionally, express yourself and ask for additional information, "I find myself reacting to what you are saying. What did you mean when you said X?"

At your tables, each person will take a turn sharing his or her identity map. For each turn, someone needs to take on each of the following roles:

1. **Speaker** – presents the identity map. The speaker has 3 minutes to present and 2 minutes to respond to questions from the table.
2. **Time-keeper** – one person keeps time and lets the speaker know when three minutes have passed for presenting. The time keeper also allows 2 minutes for questions from the table.
3. **Peers** – the remaining table members engage in active listening. Following the presentation, the peers and the time-keeper respond to the speaker with questions and comments.

Group Discussion:

If you have several tables discussing identity maps, you may also want to engage in a full group discussion. Here are some conversation starters:

- Did you learn anything new about yourself that you are willing to share with the group?
- How did it feel to present yourself in this way to your table?
- Did you learn anything new about your colleagues?
- What did you learn about identity and difference from this exercise?
- Do you think that being more aware of your own identity makes you more aware of how people experience the world, society, and social issues differently?

Notes:

EXERCISE 2

Exploring Intersectionality

As more people have come to embrace intersectionality, it has been described in many different ways—as a theory, methodology, paradigm, lens, or framework. There are also many definitions for the term intersectionality, which was first brought to wide attention in 1989 by legal scholar, Kimberlé Crenshaw.⁴ For our purposes, we are choosing to define intersectionality as a methodology to examine how axes of identity interact on multiple and often simultaneous levels. “Put simply: According to an intersectionality perspective, inequities are never the result of single, distinct factors. Rather, they are the outcome of intersections of different social locations, power relations, and experiences.”⁵ Intersectionality allows us to consider the ways that parts of identity (race, gender, class, ethnicity, etc.) are bound together and relate to one another within cultural patterns of oppression and privilege.

Olena Hanvivsy, PhD, in a white paper entitled *Intersectionality 101*, offers the following key tenets:

- *Human lives cannot be explained by taking account of single categories, such as gender, race, and socio-economic status. People’s lives are multidimensional and complex. Lived realities are shaped by different factors and social dynamics operating together.*
- *When analyzing social problems, the importance of any category or structure cannot be predetermined; the categories and their importance must be discovered in the process of investigation.*
- *Relationships and power dynamics between social locations and processes (e.g., racism, classism, heterosexism, ableism, sexism) are linked. They can also change over time and be different depending on geographic settings.*
- *People can experience privilege and oppression simultaneously. This depends on what situation or specific context they are in.*
- *Multilevel analyses that link individual experiences to broader structures and systems are crucial for revealing how power relations are shaped and experienced.*
- *Scholars, researchers, policy makers, and activists must consider their own social position, role, and power when taking an intersectional approach. This “reflexivity” should be in place before setting priorities and directions in research, policy work, and activism.*
- *Intersectionality is explicitly oriented towards transformation, building coalitions among different groups, and working towards social justice.*

⁴ *Intersectionality 101* by Olena Hanvivsky, PhD

⁵ *Intersectionality 101* by Olena Hanvivsky, PhD

Miriam Dobson, a University of Edinburgh graduate student, takes a more whimsical approach in the following infographic:⁶

INTERSECTIONALITY a fun guide



this is Bob.

Hi!

Bob is a stripey blue triangle.

AND SHOULD BE PROUD.

yay! me!

SADLY SOME PEOPLE DO NOT LIKE BOB. BOB FACES OPPRESSION FOR BEING A TRIANGLE, & FOR HAVING STRIPES.



LUCKILY, THERE ARE LIBERATION GROUPS! BUT THEY AREN'T INTERSECTIONAL.

SO THEY LOOK LIKE THIS



THEY DON'T TALK TO EACH OTHER. IN FACT, THEY COMPETE.

BOB CAN'T WORK OUT WHERE TO GO.



AM I MORE STRIPE OR TRIANGLE?

I'M MORE OPPRESSED!



NO, I AM! I DESERVE MORE!

BOB WISHES THAT THE TRIANGLES AND STRIPES COULD WORK TOGETHER.

OPPRESSION OF ONE AFFECTS US ALL!



NO LIBERATION WITHOUT EQUAL REPRESENTATION!

INTERSECTIONALITY IS THE BELIEF THAT OPPRESSIONS ARE INTERLINKED AND CANNOT BE SOLVED ALONE.

OPPRESSIONS ARE NOT ISOLATED.
INTERSECTIONALITY NOW!

⁶ Intersectionality: a fun guide, blog post and infographic by Miriam Dobson: <http://miriamdobson.wordpress.com/2013/04/24/intersectionality-a-fun-guide/>

Personal Application and Partner Discussion:

Revisiting your identity map from Exercise 1, turn to one other person at your table to discuss the following questions:

- How do you see the identities you mapped as intersecting?
- Can you share a time when your intersecting identities created either a positive or negative impact in your life?

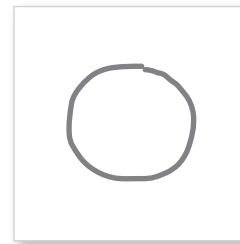
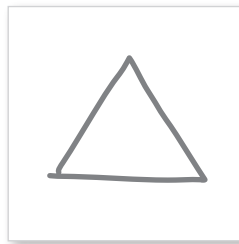
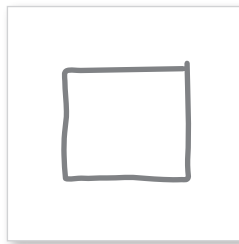
Individual Reflection:

Reflect on the information provided in the workbook and from the facilitator about intersectionality. Take a moment to gauge your reaction to these concepts. Write down three reactions, each on a separate sticky note. Please write a complete sentence on each sticky note.

Frequently mentioned areas of difference:

Square Image	Sticky Note 1:	Something from the information that “squares” with what you already knew.
Triangle Image	Sticky Note 2:	Something from the information that provided you with a new “angle” or perspective.
Circle Image	Sticky Note 3:	A question from the information that is still “circling” in your mind.

On the walls around the room are three flip charts. One has a square drawn on it, one has a triangle drawn on it, and one has a circle drawn on it. Place your sticky notes on the appropriate flip chart.



Group Discussion:

The facilitator will lead a discussion reviewing the statements provided on each of the flip charts.

- What insights did the group gain from learning about intersectionality?
- When looking at the list of statements on the “square” flip chart, did members of the group share an existing understanding of intersectionality?
- How diverse are the perspectives offered on the “triangle” flip chart?
- In looking at the questions listed on the “circle” flip chart, what does the group need to learn?

Where can the group get answers to its questions?

EXERCISE 3

Aligning Policies & Practices (One Size Does Not Fit All)

Now that you have spent some time individually and as a group learning more about the concept of intersectionality, we will consider how to apply this knowledge to the real work of foundations. In this exercise we will work in pairs or triads to align policies and practices with our growing understanding of difference. For this exercise, each participant needs a written copy of your foundation's diversity and inclusion policy.

Team Assignments:

Break into pairs or triads and each select one of the topics below. Each team creates a flip chart to share with the full group.

Team 1:	Areas of Success	On your flip chart, list the ways in which your foundation successfully works with the communities and individuals listed in your policies.
Team 2:	Gaps	On your flip chart, list gaps in the way that your foundation works with the communities and individuals listed in your policies.
Team 3:	Accountability	On your flip chart, list the ways in which your foundation holds itself accountable to this policy.
Team 4:	Alignment	On your flip chart, list the ways in which your foundation (programs, board, staffing) are in alignment with your policy.
Team 5:	Misalignment	On your flip chart, list the ways in which your foundation (programs, board, staffing) are misaligned with your policy.
Team 6:	Areas of Success	On your flip chart, list the ways in which your foundation successfully works with the communities and individuals listed in your policies.
Team 7:	Data Collection	On your flip chart, list the ways in which your foundation collects data about the different identities in your community. Indicate who is included and who is not included in the data collection.

Gallery Walk:

- After the teams have completed their flip charts, walk around the room and read the work of the other teams.
- Use sticky notes to offer comments and questions on the flip charts.

Group Discussion:

The facilitator will lead a discussion reviewing the flip charts generated by each team:

- Take each flip chart and process the information gathered by the team and the sticky notes posted during the gallery walk.
- What insights did the group gain from each team's work?
- Finally, as a group, brainstorm 3-5 next steps the foundation can take to strengthen its accountability to the communities it serves.

Notes:

EXERCISE 4

Appreciative Inquiry to Support Intersectionality in Grantmaking

There are times when organizations and individuals are successful, effective, and connected in healthy ways to stakeholders and communities. Appreciative inquiry begins by identifying what is positive and connecting to it in ways that heighten energy and vision for change and development. As we think about better incorporating the concepts of intersectionality in grantmaking, we may benefit from using an appreciative inquiry approach, which assumes:

- In every society, organization, team, group—or even within an individual—some things work well.
- Organizations and people grow in the direction of what they ask questions about.
- People are more confident in moving to an uncertain future when they carry forward the best parts of the past.
- People deal effectively with change when it is seen as a journey rather than a one-off event and when everyone in the system participates.

An individual or organization is a problem to be solved. How do we control and manage change to overcome the problems we are having?	An individual or organization is an opportunity to be embraced. What is working and how do we leverage it into our desired future state.
Fill the gap	Realize the possibilities
What's wrong?	What's working?
What's causing the problem?	What's possible?
How do we fix it?	What shall we do to achieve it?
Is deficit-based: finds sources of pain, looks at root causes, analyzes solutions, and plans actions.	Is strength-based: reflects on what we do best, shares stories, determines best practices and success factors, states preferences, and makes conscious, inspired choices.

Discovery Phase: Inquire, Explore and Thematically Organize

- Understanding the best of what is and what has been. Think of a time when “things were at their best” for you/your team/your organization. What was the context? Organizational factors? Team mindset? Was there a common mission or purpose? How did others rally around this initiative, event, or task?

Dream Phase: Imagining the Future

- Focusing on the possibilities uncovered during the Discovery Phase, the Dream Phase is a chance to think big and explore broad ideas.

Design Phase: Finding Ways to Create the Future

- Choosing the most effective existing practices to expand and adding ideas that have the greatest potential for impact. Identifying internal and external relationships that support your design.

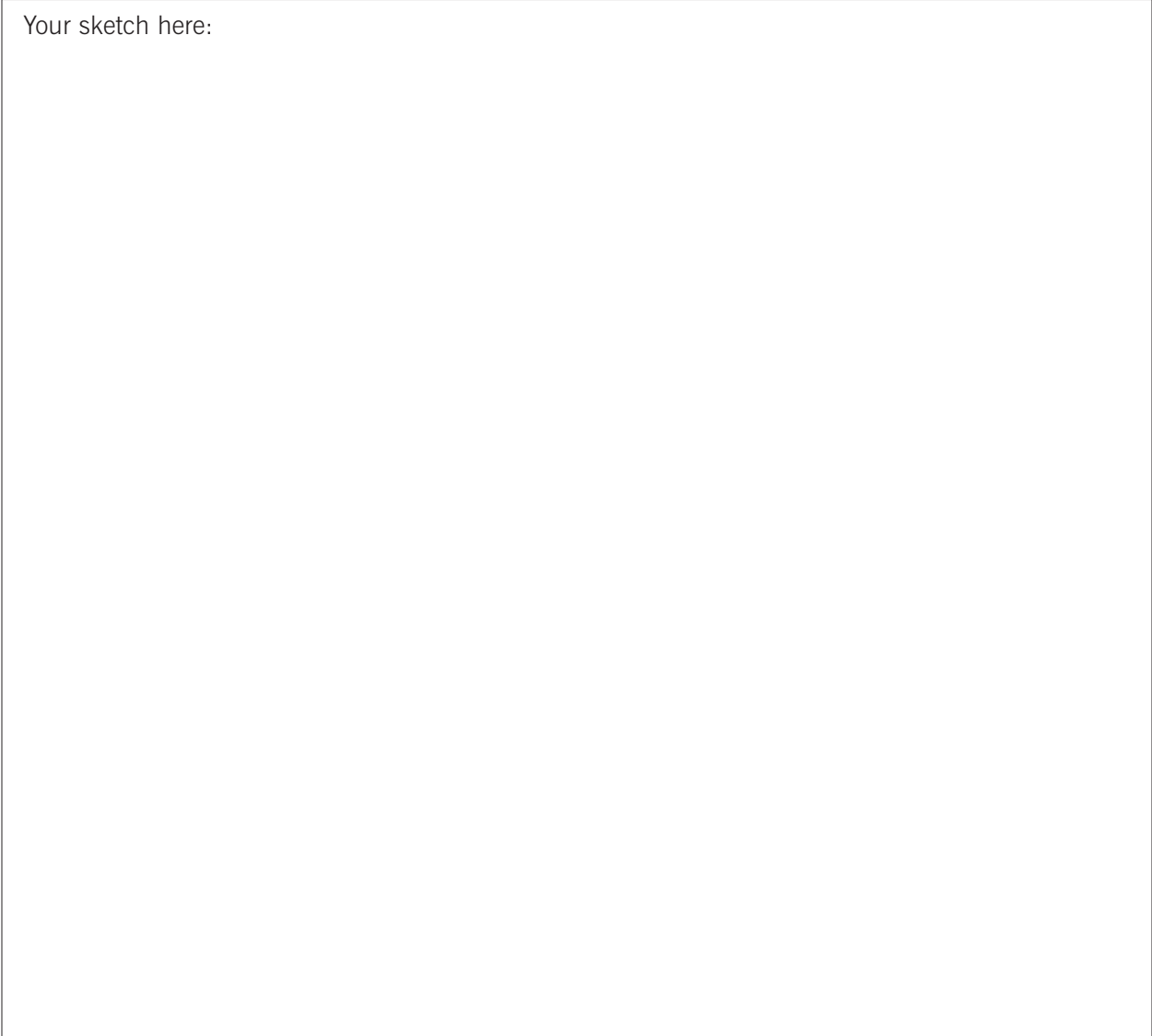
Destiny Phase: Seeding & Sustaining Change

- Selecting a series of inspired actions that support ongoing learning and innovation of “what will be.”

Individual Reflection:

Reflect on the work of your foundation. Think of a time when you felt that you personally or the foundation as a whole was on top of its game and doing its best work with regard to intersectionality. Draw a simple sketch to capture the event/program/example you are thinking of.

Your sketch here:



After you have drawn your sketch, make notes on the following:

1. A brief description of the sketch

2. The strengths, competencies, and talents you/the foundation drew upon

3. Any best practices you can glean from this example that could be replicated in the future

Group Discussion:

- Have each individual share their sketch with the full group. Celebrate these successes.
- Capture a running list of best practices that can be replicated in the future.

EXERCISE 5

Next Steps – Intersectionality Goals

Given the information learned and perspectives shared in the preceding exercises, brainstorm specific ways to support and encourage the use of intersectionality in your foundation’s grantmaking practices. The previous exercises generated a lot of data, ideas, and questions. Draw upon these materials to set goals for your foundation.

Goal Setting Mash Up:

1. Have each participant write down two ideas for how your foundation can engage in or improve existing efforts of intersectional and inclusive grantmaking.

Idea 1

Idea 2

2. Break into groups of 4-5 people (try to have an even number of groups).
3. In your groups, share your two ideas with each other. Then merge and edit your ideas until you have no more than 4 ideas for your entire group. Write each of these four ideas, succinctly, on a flip chart and post it on the wall.

Group Discussion:

1. As a group, review the flip charts that have been posted.
2. Cluster similar ideas.
3. Clarify any items that are not understood.
4. Use sticky dots or other means of voting on the items posted.
5. Following the voting, pare the list down to no more than 5 ideas to pursue that will bring greater alignment between your diversity and inclusion policies and your programs.
6. Consider your list of 5 ideas and complete the following template for each idea:

Who will be responsible for taking action on this idea?	
Who needs to be consulted to pursue this idea?	
What further information is needed to pursue this idea?	
What is the timeline for implementing this idea?	
What are the communication needs related to this idea?	

GLOSSARY OF TERMS

Diversity The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Ethnicity A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base.

Equality Equality alludes to identical apportionment. When we talk about equality, we are talking about equal sharing and exact division.

Equity Equity represents fairness, or what may be termed as the equality of outcomes. This involves factoring in aspects of the system that have put particular groups at a disadvantage. When we say equity, we refer to the qualities of justness, fairness, impartiality, and even-handedness.

Gender Identity An individual's internal sense of being male, female, or something else. Since gender identity is internal, it is not necessarily visible to others.

Inclusion Inclusive organizations seek out and consider the perspectives of diverse individuals to overcome current and historic systemic barriers and exclusion thus ensuring that all individuals have equitable opportunity to participate in society and philanthropy.

Intersectionality Intersectionality is a methodology to examine how various biological, social, and cultural categories such as gender, race, class, ability, and other axes of identity interact on multiple and often simultaneous levels. Intersectionality holds that the traditional conceptualizations of oppression within society, such as racism, sexism, homophobia, and religion-based bigotry, do not act independently of one another. Intersectionality allows us to consider the ways that parts of identity (race, gender, class, and ethnicity) are bound together and relate to one another within cultural patterns of oppression and privilege.

LGBT Acronym for “lesbian, gay, bisexual, and transgender.”

Race A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, and ethnic classification.

Social Identity Social identity comprises the parts of a person's identity that come from belonging to particular groups, including age, ethnicity, race, religion, gender, sexual orientation, nationality, and socioeconomic status.

APPENDIX

Beginning in 2011 with support from the Arcus Foundation, CMF undertook “Grantmaking at the Crossroads” to deepen CMF’s knowledge and build its capacity for helping members understand the opportunities and best practices for increasing equity through Michigan philanthropy. The pilot effort focused on the crossroads of race, youth, and sexual orientation/gender identity—an historically misunderstood and underserved audience among foundations.

To fully understand the issues, CMF commissioned research on the needs of Michigan’s LGBT community and conducted a study to identify Michigan grantmakers funding in the areas of youth, racial equity, and LGBT issues. That research identified 30 grantmakers that fit the criteria. Of those foundations, most funded youth, only a few funded LGBT issues, and a small number funded racial equity and youth.

FINDINGS FROM AN INVITATIONAL SYMPOSIUM

In October of 2011, CMF invited the 30 grantmakers to a symposium at the W.K. Kellogg Foundation to engage in “an unprecedented conversation” about the role of foundations in improving the lives of marginalized communities in Michigan. Participants included CEOs, senior program staff, human resource directors, trustees, and volunteer leaders from Ann Arbor Community Foundation, Community Foundation for Greater Flint, Community Foundation for Southeast Michigan, DeVos Family Foundations, Fremont Area Community Foundation, Johnson Center for Philanthropy and Nonprofit Leadership, Kalamazoo Community Foundation, W.K. Kellogg Foundation, Metro Health Foundation, Charles Stewart Mott Foundation, and the Skillman Foundation.

Participants were asked to talk about how their foundations perceive their role and the challenges they face in serving the needs of LGBT youth of color. Key findings from this generative discussion are listed below.

1. Readiness to Find Solutions

Several influential Michigan foundations already heavily invested in youth and racial equity work expressed interest and readiness to begin thinking about making connections in support of the LGBT community.

2. Understanding and Overcoming Internal Barriers

Many participants spoke of the barriers they encounter when raising LGBT issues within their foundations due to internal culture, individual bias, and ways of thinking about funding categories. They expressed needs for:

- training to lead productive and open conversations with internal colleagues.
- practical tools and steps for taking action to address LGBT needs within current financial and grantmaking guidelines.
- stories of how other foundations have done this work.
- a network of colleagues for support and advice.

3. Increasing Understanding about Intersectional Grantmaking

Most participants wanted to know more about intersectional work and best practices.

4. Need for Data

The lack of reliable data on LGBT youth populations in the state makes it difficult for program officers to advocate for supporting this community.

5. Developing an Interculturally Competent Grantmaking Lens

Many grantmakers spoke about the challenges of applying sophisticated lenses to different population groups, including LGBT.

6. Filling Gaps in Support

Several participants raised the need for a stronger network of support organizations for LGBT youth.

7. Advocating for Supportive Public Policies

Data presented at the meeting highlighted the structural barriers that challenge LGBT couples raising children in Michigan and the underreported presence of LGBT individuals due to discriminatory policies.

FINDINGS FROM A PILOT PROGRAM

In 2013, the Grand Rapids Community Foundation (GRCF) and the Kalamazoo Community Foundation (KCF) accepted CMF's invitation to participate in a six-month capacity-building project designed and implemented by consultant Karen Zelermyer, former CEO, Grantmakers for Lesbian and Gay Issues.

The goal of the pilot program was “to increase the capacity of foundations to do intersectional grantmaking (i.e., grantmaking at the intersection of population, place, and issue) thereby improving their support to the LGBT community (and other marginalized groups) within existing grantmaking guidelines and programmatic frameworks.” The project was modeled on an initiative project Zelermyer designed and implemented for grantmaking teams of The California Endowment.

From June to November 2013, Zelermyer made three site visits to GRCF and KCF to (1) audit grantmaking guidelines and practices relative to LGBT issues, (2) interview LGBT grantees and community leaders to gather perceptions about the foundation relative to serving community needs, and (3) provide training in LGBT issues and intersectional grantmaking.

story of Change

Working at the crossroads of youth, homelessness, and LGBT

In August of 2014, working in partnership with the Grand Rapids Community Foundation, Shelley Padnos and Carol Sarosik established and launched Our LGBT Fund, taking an intersectional and collaborative approach to supporting needs in West Michigan's LGBT community.

Noting the high suicide rates among LGBT youth and the fact that they account for up to 40 percent of the region's homeless and runaway teens, the fund is initially focused on helping homeless LGTB youth by increasing the capacity of existing service providers and "leveraging relationships with the LGBT community and with straight allies."

"The goal of the fund is to focus on the members of our community who are most at risk and least protected," says Padnos. "In the short term, we will be looking to help improve the situation for LGBT kids who find themselves homeless and without support, but as the fund grows, it is our intention to expand the focus to include other areas of need."

The pilot successfully showed that expert tools and training can help foundations build:

- relationships with LGBT community members who can assist them in identifying priority needs for support.
- population-specific grant commitments and guidelines within existing grantmaking areas such as youth development.
- inclusive practices that openly support LGBT staff, board members, and partners.

Based on input and findings from the symposium and pilot program, CMF commissioned Zelermyer to develop a tool that would help members learn more about intersectional grantmaking and exercises they could use in developing and applying this approach within their own foundations.

This workbook is the result. Using the concept of intersectionality as a framework, it offers some basic principles and practical steps foundation leaders can use to address the needs of historically under-served population groups within existing goals, strategies, and budgets.

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