



State Street Foundation, Inc.

Grantmaking Guidelines

Our Mission and Strategy

State Street Foundation seeks to promote economic opportunity by reducing equity gaps in educational achievement and employability. We do this by making general operating support investments in nonprofit charitable organizations that:

- Operate in communities where State Street Corporation has a [business presence](#)
- Have a demonstrated track record of supporting people aged 14 and over in the areas of educational achievement and employability
- Share a commitment to and demonstrate leadership in diversity, equity and inclusion by addressing equity gaps in educational achievement and employability for priority populations in our organization's locations as follows:
 - **Asia Pacific (ex-India)**
 - Indigenous people/migrants/asylum seekers and those on humanitarian visas/ethnic minorities
 - Women
 - People with disabilities
 - **India**
 - Socially disadvantaged groups
 - Women
 - People with disabilities
 - **Europe, Middle East and Africa**
 - Migrants/refugees/asylum seekers/ethnic minorities/people of color
 - Women
 - People with disabilities
 - **North America (United States and Canada)**
 - Black, Indigenous, People of Color (BIPOC)

See Appendix for country-specific funding criteria.

Your Eligibility

To be eligible for funding, an organization must be:

- Be a registered charity providing programs and services where State Street has a business presence
- Operate on a not-for-profit basis and fulfill a mission to benefit the local community
- Have a mission that aligns with our mission and strategy
- Have a current strategic or business plan that clearly outlines the organization's goals and tactics for achieving results
- Not discriminate in both the provision of services and personnel decisions on the basis of race, color, religion, national origin, ancestry, ethnicity, age, disability, sexual orientation, gender, gender identity, citizenship, marital status, domestic partnership or civil union status, familial status, military and veteran status, and other characteristics protected by applicable law
- Please note that operating grants from State Street Foundation may not exceed 15 percent of an organization's total budget.

Your Organizational Impact

Organizations must demonstrate measurable outcomes through reporting, including the following metrics:

- Numbers and diversity of participants gaining access to basic skills that lead to lifelong success (including high school/secondary degree or equivalent), and/or
- Numbers and diversity of participants who are aware of, apply for, enter and complete credential programs (college, university, vocational and technical training), and/or
- Numbers and diversity of participants who are connected with employment opportunities and retain employment over a period of one year, and
- Organizational diversity across five dimensions: populations served, staff, senior leadership, executive director and board of directors

The Application Process (Prospective Applicants)

Step 1: Please review the guidelines above to assess your organization's eligibility for funding

Step 2: Submit an [Expression of Interest](#) (EOI) by providing some basic information about your organization to be considered for an invitation to apply. The deadline for EOI submission is December 31 to be considered for the following calendar year. Please note, any EOI submissions received on or after January 1 will be reviewed and considered in the next calendar year

Step 3: Invitations to apply for funding will typically be extended in Quarter 2 of the calendar year and submissions must be made within four weeks of an invitation being extended. Only those organizations chosen to receive further consideration will be contacted by State Street Foundation

Step 4: State Street Foundation reviews grant applications throughout Quarters 2 and 3. Please note that applications may take several weeks to review based on factors such as application volume, due diligence, and meeting schedules

The Application Process (Existing Grantees)

Step 1: Each year, existing grantees may be invited to submit a full application in Quarter 2 of the calendar year. Submissions must be made within four weeks of an invitation being extended

Step 2: State Street Foundation reviews grant applications throughout Quarters 2 and 3. Please note that applications may take several weeks to review based on factors such as application volume, due diligence, and meeting schedules. In addition, as a condition of receiving a grant from State Street Foundation, existing grantees are required to submit a final report demonstrating the impact of the funding they received in Quarter 1 of the calendar year

Other Funding Considerations

Funding is not considered for:

- Capital purposes
- Disease-specific initiatives and/or medical research
- Endowments
- Political causes, candidates, organizations or campaigns
- Organizations whose primary purpose is to influence legislation
- Political, labor or fraternal organizations
- Sectarian activities for religious organizations
- Active military causes
- Individual pursuits, including scholarships and other forms of financial aid
- Team sponsorships or sporting events
- Travel for individuals or groups
- Requests made in consideration of any benefit to State Street, including an award for new business or renewal of existing business with State Street
- Requests made by a government official with decision-making authority concerning business with State Street

Grant Payments

- Grants in the United States are paid using an ACH electronic payment
- Grants outside the United States are made by wire using third party vendors

Appendix

Using terminology relevant and specific to each country where State Street has a business presence, the funding criteria below lists priority populations facing equity gaps in educational achievement and employability.

Australia

- Educational achievement and employability for indigenous Australians, immigrants on humanitarian visas or seeking asylum, and descendants
- Enabling women to progress their careers through education in science, technology, engineering and mathematics (STEM) and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

China

- Educational achievement and employability for internal migrants from rural areas
- Enabling women to progress their careers through education in STEM and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others, including tackling discriminatory behaviors and deeply rooted negative biases

France

- Educational achievement and employability for migrants and people with a migrant background, including Roma and Traveller communities; refugees with a non-white European background, including second- and third-generation migrants
- Enabling women to progress their careers and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

Germany

- Educational achievement and employability for refugees; ethnic and racial minorities, including Turkish-German population
- Enabling women to progress their careers and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

Hong Kong

- Educational achievement and employability for non-ethnic Chinese immigrants and descendants
- Enabling women to progress their careers through education in STEM and improving their representation in leadership and high-income positions

- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

India

- Educational achievement and employability of Socially Disadvantaged Groups, which per the terminology used by the Indian government¹ includes:
 - Scheduled castes
 - Other backward classes
 - Denotified, nomadic and semi-nomadic tribes
 - Beggars
 - Transgender
- Enabling women to progress their careers through education in STEM and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others, including tackling discriminatory behaviors and deeply rooted negative biases

Ireland

- Educational achievement and employability for people of color, migrants, refugees, and the Traveller community
- Enabling women to progress their careers and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

Italy

- Educational achievement and employability for non-EU migrants and refugees, and the Traveller community
- Supporting access to employment opportunities in Italy, including addressing under-representation of women in leadership and managerial roles in the workplace
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

Japan

- Educational achievement and employability for indigenous communities; descendants of immigrants brought to Japan during the colonial period; newer ethnic minority migrants
- Enabling women to progress their careers through education in STEM and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

¹ [Brief overview | Department of Social Justice and Empowerment - Government of India](#)

Luxembourg

- Educational achievement and employability for non-EU migrants and people of color
- Enabling women to progress their careers and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

Poland

- Educational achievement and employability for ethnic minorities and migrants, including addressing Ukrainian migrants' underemployment
- Enabling women to progress their careers and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others, including addressing negative stigma and bias, lack of inclusive infrastructure, lack of policies and work/ study environments

Singapore

- Educational achievement and employability for ethnic minorities, including Malay and Indian
- Enabling women to progress their careers through education in STEM and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

South Korea

- Educational achievement and employability for non-Korean immigrants and their descendants
- Enabling women to progress their careers through education in STEM and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

Switzerland

- Educational achievement and employability for migrants, ethnic minorities, and people of color
- Enabling women to progress their careers and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others

Taiwan

- Educational achievement and employability for indigenous Taiwanese, including migrants and their descendants

- Enabling women to progress their careers through education in STEM and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others, including tackling discriminatory behaviors and deeply rooted negative biases

United Kingdom

- Educational achievement and employability for Black, Asian, Minority Ethnic (BAME) community; migrants and refugees, including naturalized British citizens that initially migrated as asylum seekers
- Enabling women to progress their careers and improving their representation in leadership and high-income positions
- Supporting long-term physical, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in education and employment on an equal basis with others including addressing negative stigmas, unfit working environments and infrastructures that continue to create extra challenges to succeed in education and employment