



A duty to dream

Lumina Foundation for Education | 2007 Annual Report

It is our duty to dream...

to imagine what the world could be — what it *should* be.

A woman with long dark hair is sitting in a wooden chair, looking out a window. She is holding an open book titled "The Power of Your Subconscious Mind". The room is dimly lit, with light coming from the window. The book cover also mentions "Dr. Joseph M. Murphy".

7:23 am

This dreaming is no idle pursuit. Quite the contrary; it is what defines us as human. It could well be the reason we exist.

For, without a dream, we are limited ...
lessened ... bound to the solitary
confinement of what is or was.

8:07 am



A woman with long brown hair, wearing a quilted vest over a dark long-sleeved shirt and light-colored jeans, stands in front of a closed store. She is holding a white shopping bag on wheels. The store's entrance is blocked by a black metal diamond-patterned security gate. Above the gate, three identical signs read "GROCERY CANDY LAND". The gate is covered with various posters and advertisements, including "Yes WE'RE OPEN", "Smoking Area", "CRUSH", "Sprite", "Coke", and "Pops". To the right, a man wearing a dark jacket, a backpack, and a beanie is walking away from the camera. The scene is set on a sidewalk with a concrete curb. The lighting is bright, casting shadows on the ground.

11:42 am

As humans, we must embrace what
might be. We dream because the dream
is what makes tomorrow matter.

And yet, no mere dream
can make tomorrow *better*.
The dream is necessary,
but insufficient — a vital
step, but just the first.



1:32 pm

**It is the rung we stand on
to see the space beyond.**

1:49 pm

The same can be said for
higher education. It, too,
is a vantage point from
which we view possibilities —
it, too, is an important step
toward a better tomorrow.

2:17 pm

5:43 pm



Sadly, far too few Americans take that vital step. For millions of capable citizens, a college degree is never more than a dream.



These photos show scenes from the weekday routine of Martha Ruiz, 22, a first-generation student at Harry S Truman College in Chicago. These pages capture just a few moments in a life that, although still young, is already defined by constant striving. The images show Ruiz' daily trek through gritty urban streets, her part-time work as an assistant in the law office directly below her family's walk-up apartment, her time in class at Truman – not to mention the hours she spends as a volunteer Spanish-literacy teacher for a local community organization called Centro Romero.

Clearly, Martha Ruiz has accomplished a great deal in a short time. In 2002, at age 15, she moved to the U.S. with her family from Guadalajara, Mexico. Now, thanks to her own hard work and the support of those she calls her “family” in Truman College's Transitional Bilingual Learning Community program, Ruiz is poised to earn her associate's degree in psychology.

And her dream doesn't end there. She plans to earn bachelor's and master's degrees at either Loyola University or the University of Illinois at Urbana-Champaign, and then pursue a career in social work.

At Lumina Foundation, we're working to change that.

It's not just our dream; it's our duty.

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Seven years' progress creates a wealth of potential

"In dreams begin responsibilities." — W.B. Yeats

As I reflect on Lumina Foundation's launch and its first seven years of service, I recall with awe, and even some astonishment, the scale of our dreams. Lumina's mission was — and is — to improve access and success in education beyond high school, especially among those who have traditionally been underserved — first-generation and low-income students, students of color and adult learners.

Endowed on Day One with significant resources, we faced responsibilities nearly as big as our dreams. As the person entrusted with leading Lumina's early work, it has been my great honor and privilege to help meet those responsibilities.

Although I left the Foundation at the end of 2007, I remain immensely proud of Lumina's accomplishments.

Those accomplishments rest firmly on three pillars: the Foundation's **people**; their passion for a critical, focused **mission**; and their considerable skill in marshaling the broad range of **resources** necessary to effect change. My heartfelt thanks go to all, at the Foundation and across the country, who contributed so much to Lumina's efforts.

From the outset, Lumina's board and staff concluded that

demographic trends and global economic realities made student success critical to the well-being of individual citizens, to our economy and to our stable democracy. In short, we knew that increased educational opportunity was vital to America's future. We also believed Lumina could play an important role by independently championing that effort and by providing funds to pursue it.

To focus our work — and because we are a data-driven organization — we defined an audacious but measurable goal: to increase the higher education attainment rate of the U.S. population to 60 percent by the year 2025 (up from its current rate of 39 percent).

In pursuit of this goal, Lumina launched three large, practical initiatives: Achieving the Dream aims to increase the success of students in community colleges; Making Opportunity Affordable focuses on increasing productivity and cost-efficiency in postsecondary education without sacrificing access or learning; and the

KnowHow2GO campaign seeks to help young teens and their families be aware of — and take — the necessary steps toward college. Though they don't fully define Lumina's work, these initiatives (described more fully on Pages 14-16) do represent major, multiyear bets on essential strategies to achieve our big goal.

Having assembled committed people, defined a critical mission and identified key strategies for attack, we faced — and will always face — a major challenge: Where can sufficient resources be found to effect substantive change among so many students and in the huge, established and decentralized sector of higher education? Thanks to a skilled investment staff and board committee, along with generally favorable market conditions, Lumina's financial assets had nearly doubled by the end of 2007 to almost \$1.43 billion.

However, we know that much more money and far more human talent will be necessary to achieve Lumina's goal. That's why our knowledgeable staff have always reached out to engage partners across the country. These partners greatly expand Lumina's comparatively modest grant-making budget of around \$50 million per year. Only by sustained, combined effort can we hope to produce the energy to fuel the increase in student success that this nation's citizens, its economy and its democratic fabric require.

I have high hopes and much confidence in Lumina Foundation's commitment and ability to build on the work we started together. I know the Foundation has much to offer in helping our nation understand the deep connections between education, workforce capabilities and our global competitiveness. More importantly, as Lumina's work seeks to extend individual opportunity and equity, it will make a fundamental contribution to the health of our democratic society, for, as Greek philosopher Epictetus said long ago: "Only the educated are free."

The dream of Lumina Foundation lives on in the vision of its people, their passion and the resources they engage. Clearly, my Lumina co-workers — including Jamie Merisotis, the Foundation's impressive new president — have embraced this dream, along with the responsibilities it creates.

I wish my colleagues and their partners well as they continue the vital work of increasing college access and success — work that I will follow with deep interest, great pride and genuine affection.



A handwritten signature in dark ink that reads "Martha D. Lamkin". The signature is fluid and cursive, with a large, stylized 'M' and 'L'.

Martha D. Lamkin, Founding President and CEO

Change in leadership only reinforces our commitment

We all admire dreamers, don't we? People like John Adams. Lincoln. Edison. Susan B. Anthony. The Wright brothers. Martin Luther King Jr. These great Americans — and thousands of others with far less famous names — have always impressed us with their passion and inspired us with their vision. They didn't merely see possibilities that others missed; they *seized* those possibilities. In other words, they began with a dream, but they didn't stop there. They worked — sometimes for a lifetime — to make their dreams real.

As the leaders of an independent foundation, none of us at Lumina would think of comparing ourselves with these American icons. And yet, we're in essentially the same business they were: the progress business; the business of making dreams realities. Times and tactics have certainly changed, but the basic goal remains the same: improving American life by enhancing Americans' lives.

For us at Lumina Foundation, the path to improvement is clear. We see postsecondary education as the key to economic and social progress — for individuals and for the nation as a whole. That's why, throughout its seven-year history, Lumina's resources and efforts have been devoted to one mission: increasing students' access to and success in college.

Certainly, our task is challenging — big enough to last a lifetime — so it's clear that our work has only begun.

Still, it is *well* begun.

In its short history, Lumina has already made significant strides. We have approved more than 900 grants for a total outlay of more than \$300 million. The programs supported by those grants have benefited institutions and students in every state. The Foundation has launched three major initiatives that are already having national impact. One of these initiatives, Making Opportunity Affordable, focuses on enhancing the productivity of American colleges and universities. A second, KnowHow2GO, is aimed at helping teens and their families take essential steps to college. Our third and largest initiative, Achieving the Dream, is a steadily expanding multi-state effort to improve student success at the nation's community colleges — a critical and often-underappreciated sector of higher education.

Through all of this work — and through our efforts to build partnerships with peer foundations, policymakers and other social-change agents — Lumina has already assumed an important role as a thoughtful, credible voice on the issues affecting American postsecondary education. We at Lumina embrace that role and its responsibilities, and we do so at what we know is a critical time in our country's economic and social history.

As a nation, we now face enormous economic and demographic pressures. If the United States hopes to have a skilled, adaptable workforce that can prosper in the rapidly changing global economy, many more of our citizens must succeed

in college — particularly those from groups who have traditionally faced significant barriers to success: low-income students, first-generation students and students of color.

It is not just our dream to help these students succeed; we feel it is our duty — to them and to our nation.

As Martha Lamkin points out so well in the preceding letter, we at Lumina have never skirted the responsibilities thrust upon us by our dreams — or by our status as a generously endowed foundation. However, what Martha is far too modest to mention is her own significant role in making sure we embraced those responsibilities.

Happily, that task is mine.

Looking back on Lumina's formative years, I can imagine no better person than Martha Lamkin to have served as the Foundation's founding president and CEO. Throughout her tenure, she led Lumina with skill, patience, intelligence and uncommon good grace. Seven years ago, Martha took the reins of what was essentially an unknown startup whose mission was defined only broadly. Today, Lumina's assets place it among America's top 45 foundations, and its body of work and tightly focused mission have made Lumina a national leader on higher-education issues.

Much of what we have accomplished would have been impossible without Martha's thoughtful and committed leadership. And we who have worked with her during these early years owe her a debt of gratitude — not only for what she has done, but for the way she always did it: with class.

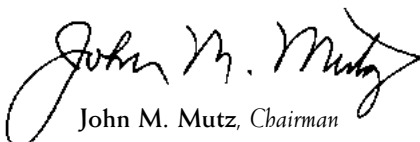
Martha helped lay a strong foundation here at Lumina, and the talented staff she assembled is now building on that foundation under the leadership of a new president and CEO, Jamie P. Merisotis. Along with Lumina's board of directors, Jamie is committed to continuing much of the work that is already under way, including the three initiatives mentioned above.

Jamie brings with him nearly 20 years of experience as a higher-education researcher, policy analyst and organizational leader. As the son of immigrants and a first-generation college student himself, he also brings a personal understanding of the challenges these students face — and a deep commitment to overcoming those challenges.

In other words, he's a dreamer, too.

Jamie's dream dovetails perfectly with Lumina's access-and-success agenda, and we are excited about working with him to pursue the Foundation's increasingly vital mission.




John M. Mutz, Chairman

Many tools and talents geared toward a single goal

As my tenure begins here at Lumina Foundation, I can't help but be struck — and somewhat humbled — by two related truths. The first is that Lumina has come a long way in a short time. The preceding messages from Martha Lamkin and John Mutz make that point clearly and well. As incoming president, what is even clearer to me is that Martha and John have had much to do with the Foundation's notable progress. Both of them, and all of my new colleagues at the Foundation, should be commended for their stewardship, their vision and their passion in pursuing Lumina's vital mission.

The second truth may seem obvious, but it is even more striking: Despite our successes, we have a long way to go to accomplish our mission. The dream we share — to enhance opportunity for tens of millions of Americans by increasing rates of college access and success — is an inspiring and important one. But we know it can't be realized without

consistent, concerted effort by many stakeholders on multiple fronts for many years.

That's why Lumina has worked hard to be an organization that is not only mission-driven, but goal-oriented. Recently, in order to better focus our efforts and guide our decisions, we set a specific, measurable goal that responds directly to global economic, demographic and workforce trends — and relates directly to our access-and-success mission. Our big goal is this: to increase the nation's rate of college degree attainment (two-year and four-year) from around 39 percent to at least 60 percent of the U.S. population by the year 2025. That represents an increase of 16 million graduates above current levels of production.

To reach this 60 percent level of degree attainment, we as a nation must find ways to assure that all Americans have the opportunity to succeed in college. And demographic trends make it clear that more and more students will come from groups that have traditionally been under-represented in higher education — low-income students, first-generation students and students of color.

Consider the numbers: Of the total projected U.S. population growth of 56 million between 2000 and 2020, 46 million will be members of minority groups — mostly Latinos. What this means is that American higher education must change, and change quickly; it must find new and better ways to serve the very students that it has typically served least well.

Lumina is very much committed to being part of this change effort, and we have several tools at our disposal. The most obvious, of course, is our grant-making budget. In 2007, as this report illustrates in some detail, Lumina paid out more than \$50 million in grants to support projects and initiatives that are working to enhance college access and success throughout the nation. Our payout for the current year should be comparable.

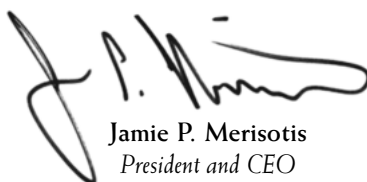
And yet, grant making is just one tool we must use to accelerate progress toward our big goal. Another tool — one Lumina has wielded since its very beginnings — is research. As an organization committed to data-driven decision making, we will certainly continue to support, promote and publish high-quality research into the issues that affect students' access to and success in college, and we will use the results of that research to guide other aspects of our work. Likewise, our commitment to a robust, high-quality communications program will continue, including print and electronic publications, our Web site, and a full schedule of speaking engagements involving Lumina staff members and grantees.

Beyond those efforts, we also plan to make use of two other important tools in our toolbox: policy development and our convening capacity. In the first case, we want to emphasize the role that policy can play as a lever for systemic change in higher education. In addition to framing and analyzing the issues through our research and demonstration projects, Lumina will also work to more directly affect policy discussions. Ultimately, it is my hope that Lumina can provide resources that promote development of model legislation, regulatory frameworks and other practical tools that lead to positive, substantive change in higher education policy.

Finally, Lumina also plans to invest in convening as a tool for supporting and promoting change. Foundations have the power to bring together policymakers, business and higher education leaders, and experts on higher education in a way that can accelerate progress on key issues. We must use that convening power wisely to foster discussions that can create true partnerships and lead to real and lasting solutions.

Without doubt, our nation is in need of real solutions to the problems that stymie students' efforts to enter and succeed in college. When we find those solutions, a huge reservoir of talent can be tapped, the vast potential of tens of millions of Americans can be unleashed, and many dreams will be realized.

I am very pleased to join my Lumina colleagues — and you — in working toward that end.



Jamie P. Merisotis
President and CEO

Comprehensive process review shows early positive results

In 2007, Lumina Foundation expanded its investment staff to provide greater stewardship over our increasingly complex portfolio. Also, in an effort to improve efficiency and increase our responsiveness to market opportunities, we began a top-to-bottom review of our investing and asset-management process. Though this review is ongoing and has not yet yielded full results, it has already sharpened our asset-management efforts.

Also this year, we made substantial progress in implementing our diversification plan by expanding real-asset investments, restructuring our fixed-income portfolio and streamlining our lineup of hedge fund managers. We also improved our financial position by reducing manager fees and avoiding missteps that could have led to trouble during the credit crunch.

Finally, we initiated a risk-based “stress test” of our investment portfolio to get a clearer picture of how it might respond under several different market environments. The results, which suggested that Lumina has a sound investment policy, were encouraging.

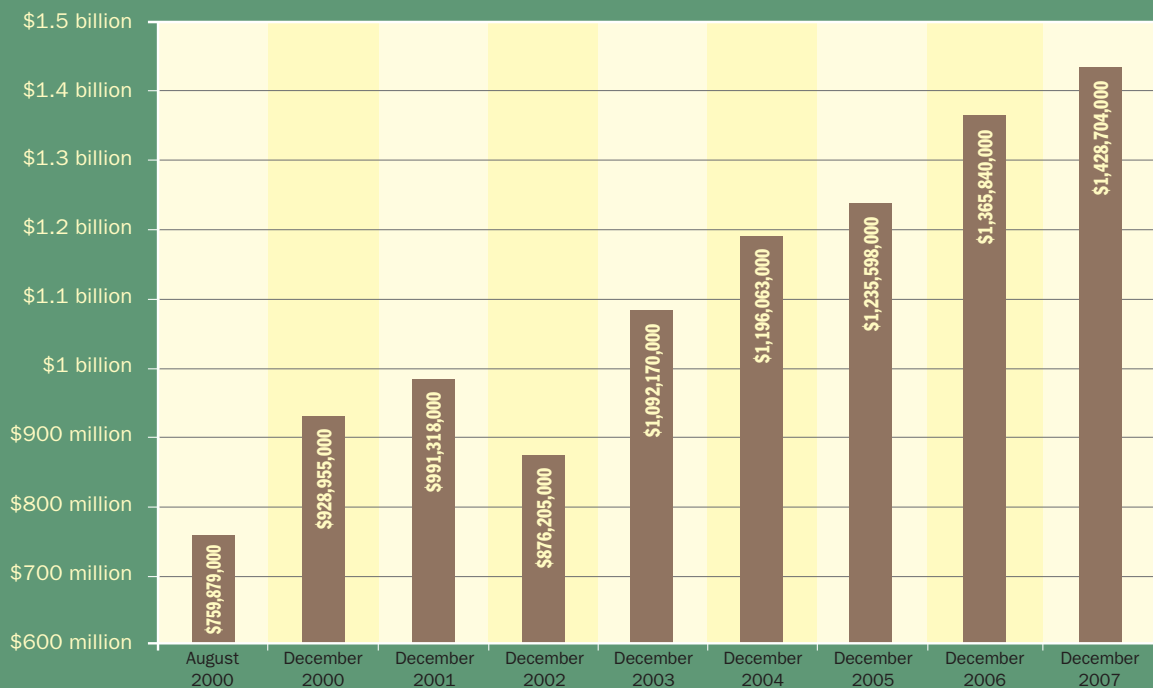
In a similar vein, we continued in 2007 to be diligent about limiting administrative and investment-related costs. Last year we decreased these expenses, computed on an accrual basis, by \$779,000 — from \$12.9 million in 2006 to \$12.1 million in 2007.

Net payout (including sponsorships, program-related administrative grants and special philanthropic gifts) was almost \$52 million in 2007, up \$1.6 million from the previous year's total. (See Page 18 for a summary of our grant-making activity.) At the end of 2007, our assets totaled almost \$1.43 billion, ranking Lumina among the nation's 45 largest private foundations.

Despite the challenges posed by recent market volatility and economic uncertainty, Lumina's financial position remains strong. And we remain committed to the thorough and thoughtful stewardship necessary to maintain that strength and support the Foundation's vital mission.

These highlights are based largely on preliminary, unaudited figures. Lumina Foundation's complete, audited financial statements for 2007 will be available on request after May 31, 2008.

A year-by-year look at Lumina Foundation's assets



Note: This year's chart shows the Foundation's total assets as reflected in the audited financial statements for each year. Totals for some years may not match those provided in previous annual reports. In previous reports, published totals were estimates made prior to the completion of audited statements. (Amounts rounded to the nearest thousand.)

Three 'big bets' are beginning to pay off

In 2007, much of Lumina Foundation's work was focused on increasing the scope and effectiveness of our three largest and most ambitious initiatives. These multimillion-dollar efforts — Achieving the Dream: Community Colleges Count, the KnowHow2GO campaign and Making Opportunity Affordable — have defined a large portion of our work in recent years, and they have already had a significant national impact.

Each of these "big bets" has its own set of approaches, strategies and partners; yet all work toward Lumina's primary goal of returning the United States to a position of global leadership in two- and four-year degree attainment. Here's a brief rundown of each initiative, with emphasis on the high points that each one has most recently reached.

Achieving the Dream

Achieving the Dream: Community Colleges Count is a national initiative to help more community college students succeed, particularly students of color and low-income students. This growing initiative, initially funded solely by Lumina, is now supported by 19 funding entities and implemented by a partnership of more than a dozen organizations. Launched in 2004, the initiative has attracted interest among community colleges and funding organizations all over the nation. Currently, 83 colleges in 15 states are participating.

The initiative emphasizes the use of research to drive change at the colleges — and all of the changes have one overarching aim: to help community college students persist and succeed. With help from Achieving the Dream coaches and research experts, campus leaders collect and analyze data to identify gaps in student achievement. Subsequently, they implement strategies to close those gaps. In addition to fostering positive change on the campuses, the initiative also works to improve the environment in which these campuses

operate. Through the use of community dialogues and efforts to engage state and local leaders, Achieving the Dream seeks to highlight the importance of community colleges and create strong partnerships that support these colleges and the students they serve.

In 2007, the Achieving the Dream partnership focused much of its activity in discussions aimed at

forging a workable plan for national expansion of the initiative. Expansion planning, which is now nearing completion, has three main goals:

1. Develop a system to motivate and reward participation.
2. Encourage states' support for institutional improvement.
3. Build sustainable, wide-spread adoption of the initiative's values and methods.

As Achieving the Dream's partner organizations continue to fine-tune the plan for national expansion, they can point to other recent milestones in the initiative's development. For example, in October 2007, Achieving the Dream became a case-study example of "engaged partnership" during the national conference of Grantmakers for Education in Tamaya, N.M.

Also that month, the Houston

Endowment, an Achieving the Dream funding partner in Texas, approved a \$2.3 million grant to the National College Access Network to support Preparing to Dream, a K-12 initiative patterned after Achieving the Dream. And most recently, in January 2008, the College Board's National Commission on Community Colleges released a major report that recommended federal funds



The student-success agenda that drives Achieving the Dream has very real consequences for people such as Broward Community College student Rebecca Mathis and her family.

be used to "bring (Achieving the Dream) to scale across the country."

More on the initiative, including a complete list of participating institutions and partnership organizations, is available at www.achievingthedream.org.

KnowHow2GO

Eighteen months after the launch of KnowHow2GO (KH2GO) — a Lumina-funded public-service campaign designed to encourage students in grades 8 to 10 to take the necessary steps toward college — promising developments have emerged.

The Advertising Council, which recruited Publicis New York to produce the multimedia campaign, reported that, in nine months' time, the campaign had drawn more than \$51 million in donated media in television, radio, print, Internet and billboard space — nearly double the Ad Council's projections for donated media for a full year. Out of 50 Ad Council campaigns now in circulation, KH2GO ranked among the top 10 by every measure the Ad Council uses to gauge receptivity of its campaigns.

Early evidence began to show that the ads — featuring the message that young people should ask caring adults to help them find their way to college — were not only being broadcast but were raising awareness among the targeted audience. A nationwide media-tracking survey, conducted in January 2008, revealed that 61 percent of the respondents recalled seeing at least one of the campaign ads. Even more important: The proportions of these students who reported taking steps to prepare themselves for college improved significantly from about a quarter of respondents last year to about a third one year later.

From the beginning, the campaign aimed to provide help on the ground for students who saw the ads and wanted to learn more about the steps to college. The ads directed students to a Web site (www.KnowHow2GO.org), which provided one avenue of information that urged students to take the tough classes, find the right college "fit" and get their hands on available financial aid. That Web site underwent a redesign in early 2008 and is now offering interactive and "new media" features that help students navigate their way through a virtual college campus.

In addition, 15 states plugged into the KH2GO campaign to fortify their own college-access efforts. They are localizing the KH2GO ads, linking to the Web site, and promoting college access through a variety of community events. Ohio is developing a certification process for validating the college-access expertise of caring adults.

Beyond the statewide efforts, several national organizations also joined in the effort. For example, YMCA linked KH2GO to its Young Achievers program and sponsored a national competition in which young people produced their own, prize-winning KH2GO ads. Other organizations, such as the National Association of Student Financial Aid Administrators, are tying KH2GO to their college-access programs.

Evaluations are under way on every aspect of the campaign to learn important lessons for the future of this

and similar public information campaigns.

Finally, a second wave of creative ads, slated to debut in Spring 2008, will challenge students to enroll in Algebra II, biology and foreign language as a way to prepare themselves for college-level courses. But that message won't be delivered by staid professors in tweed suits. Rather, action heroes will deliver a humorous dose of reality in ads that make this plea: "Take the tough classes. They'll help you prepare for college."



Volunteer mentors and advisers — shown here in training at an event in Orlando, Fla. — are vital to the KnowHow2GO effort.

Making Opportunity Affordable

In 2007, Lumina and its partners sharpened the focus of the Making Opportunity Affordable (MOA) initiative, which was launched late in 2004 as an effort to contain college costs and make college more accessible. Our refocusing effort — aided by our partners and by consultants on innovation and higher education economics — led to a deeper and more meaningful mission for MOA. We now define the initiative as an effort to promote and support a productivity agenda for American higher education, particularly at the nation's public institutions. Making Opportunity Affordable relies on three strategies:

1. Build leadership and demand for a productivity agenda within public higher education.
2. Equip higher education leaders, business leaders and policymakers with tools and data that can help make higher education more productive.

3. Work within states to identify cost-effective ways of graduating more students.

Significant new public investment in higher education is unlikely without evidence of a commitment by colleges and universities to change the way they do business without sacrificing quality. Maintaining quality means graduating many more people without diluting the skill- and knowledge-attainment signified by the awarding of two- and four-year degrees.

The productivity agenda consists of three priorities for work within states:

1. Overhauling state finance systems to reward institutions for graduating students, not just enrolling them.
2. Increasing the efficiency and cost-effectiveness of academic programs and administrative operations.
3. Aligning resources in ways that allow institutions to serve more students.

Increasing productivity could mean looking to other countries or industries for solutions. The United States needs educational models capable of reaching many more students, especially those toughest to serve. Many students arrive at college more poorly prepared than in the past and will need extra assistance to succeed. Often, these students are minorities, first-generation college-goers, students from low-income families and working adults. Serving these students, who will comprise the bulk of the U.S. workforce in years ahead, is likely to require new approaches.

Lumina has allocated \$25.5 million toward MOA, and we expect this initiative to be a major focus of our work for years to come. Jobs for the Future (JFF) is serving as Lumina's managing partner on the initiative, focusing its efforts on working within states. In addition, Lumina will be funding innovative work aimed at helping more students graduate from college without significant new spending.

In 2007, partner organizations published several reports that raised national awareness of the problems MOA seeks to address and set the stage for the initiative's work. Those reports included *Squeeze Play: How Parents and the Public Look at Higher Education Today* (Public Agenda and the National Center for Public Policy and Higher Education, June); *Good Policy, Good Practice: Improving Outcomes and Productivity in Higher Education:*

A Guide for Policymakers (National Center for Higher Education Management Systems [NCHEMS] and the National Center, November); and *Adding It Up: State Challenges for Increasing College Access and Success* (NCHEMS and JFF, November). Copies of these publications, as well as additional information about MOA, can be found on the initiative's Web site (www.makingopportunityaffordable.org).

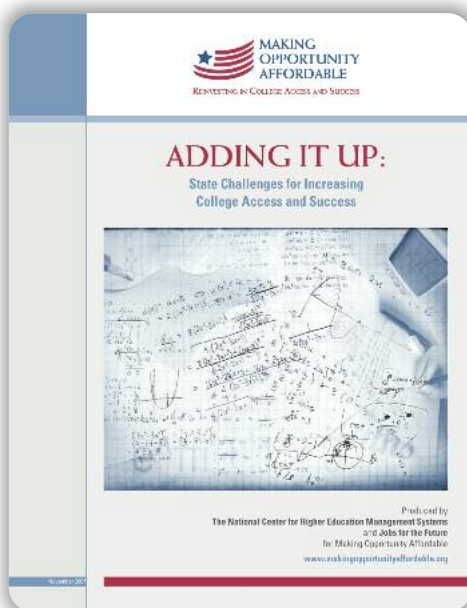
In addition to the partners who produced these reports, many other organizations made valuable contributions to the MOA effort in 2007 by helping us identify the states in which the initiative could work intensively. In late November, MOA began the process of choosing these sites by presenting its State Opportunity Grant program to teams from 38 states that had expressed an interest in joining the MOA effort.

Proposals from all of the prospective states were reviewed by experts from a variety of regional and national higher-education and policy organizations, including the Western Interstate Commission for Higher Education, the Southern Regional Education Board, the Midwest Higher Education Compact, the National Governors Association, the National Conference of State Legislatures, the State Higher Education Executive Officers, the American Association of State Colleges and Universities and the James B. Hunt, Jr. Institute for Educational Leadership and Policy.

Initially, up to 11 states will receive \$100,000 planning grants that will be used to design programs and projects

that will move MOA's ambitious agenda. Ultimately, after working with these states for several months, we expect to invite new proposals and award up to five grants totaling \$2 million per state over four years. This amount includes technical assistance that could be provided in-kind.

Again, MOA represents a multiyear and multimillion-dollar commitment — as do all three of Lumina's initiatives. Clearly, Achieving the Dream, KH2GO and Making Opportunity Affordable are ambitious and wide-ranging, but we are optimistic that each of them will contribute to Lumina's overarching goal of increasing the nation's degree-attainment rate from its current level of 39 percent to 60 percent by 2025.



Making Opportunity Affordable is supported by a robust research and communications program that features reports such as this one, published in November 2007.

Guidelines for grant seekers

What we do

Lumina Foundation firmly believes that education is the best way to help people achieve their potential and improve our nation's future. Therefore, we address issues that affect access and attainment in postsecondary education in the United States — particularly among traditionally underserved student groups. These students include 18- to 24-year-olds and adult students who face barriers to an education by virtue of their income, preparation or family background. Convinced that society has an important stake in the success of all students, we also encourage eligible grant recipients to propose projects and activities that involve communities, families and students in promoting educational access and success.

What we fund

Lumina supports the following types of endeavors, working diligently to ensure that all funded projects promote access, attainment or adult learning:

- Research to expand knowledge and improve practices that affect students' access and success in postsecondary education.
- Innovative programs, guided by research, that present practical approaches to access and attainment among underserved students and adult learners.
- Activities that enhance the impact of Lumina Foundation-funded research and programs, such as

leadership development, communication, evaluation and public policy analysis.

Special initiatives and clusters

From time to time, Lumina identifies and initiates a special program that has the potential to improve postsecondary access and success. Typically, we are proactive in seeking participants in these special initiatives, rather than considering unsolicited inquiries. Information about three such initiatives — Achieving the Dream: Community Colleges Count, Making Opportunity Affordable and the KnowHow2GO campaign — is provided on the preceding pages. Other special clusters of grants include our Indiana initiatives and College Goal Sunday, a multi-state effort that assists families in applying for financial aid.

Who we fund

Lumina Foundation makes grants to organizations that are classified as tax-exempt under section 501(c)(3) of the Internal Revenue Code and as public charities under section 509(a)(1), (2) or (3) of the Code, or to public organizations that are designated under section 170(c) of the Code.

For more detailed information about our grant-making program, including information on how to apply for a grant, please visit the "Grants" section of our Web site (www.luminafoundation.org/grants/).

In 2007, Lumina Foundation supported the development and launch of a unique and powerful Web site: Camino a la Universidad: The Road to College for Latinos (www.CaminoalaUniversidad.org). This site presents — in what we feel is a compelling and engaging way — important information about the college access and success issues that confront the nation's rapidly growing Latino population.

Grant-making activity reflects varied pathways toward the goal of improving college access and success

In 2007, Lumina Foundation's seventh full year of grant making, our staff fielded more than 550 inquiries from potential grantees and approved 97 grants for a total commitment of \$27.2 million. Net payout on current and prior years' grants was \$50.4 million in 2007, an increase of \$1.5 million — or 3 percent — over our 2006 net payout of \$48.9 million. In addition to our regular grants, we made \$53,100 in program-related administrative grants in 2007 and paid out nearly \$1.3 million in special gifts to stimulate the charitable donations and volunteer activities of our board members and staff. We also paid out more than \$147,000 in sponsorships and dues to support the charitable work of nonprofit organizations.

The following summary lists Lumina's 2007 grant approvals, grouped in five categories. Two of the categories correspond directly to the Foundation's overall mission: **student access** to postsecondary education and **student success** in postsecondary education (retention of students and students' goal attainment).

A third category is for grants aimed at supporting **community colleges** and their students. The fourth category includes **Indiana grants** — grants made specifically to honor the Foundation's commitment to its home state.

Finally, we include a list of **special grants**, most of which went to support efforts to advance the field of philanthropy.

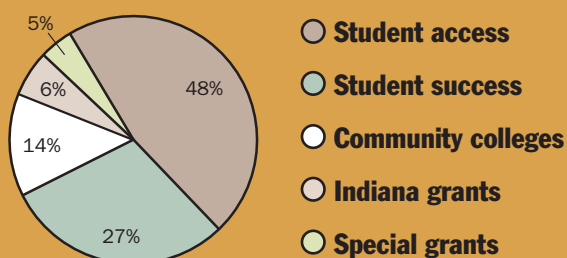
The dollar amounts of our individual 2007 grants ranged from \$4,500 to almost \$1.5 million. The average dollar amount for our grants was approximately \$281,000.

For 2007, we approved:

- Fifty-one grants totaling \$13.1 million to improve student access.
- Seventeen grants totaling more than \$7.3 million to improve student retention and success.
- Nine grants totaling more than \$3.9 million to address issues related to the success of the nation's community colleges and their students.
- Thirteen grants totaling more than \$1.6 million to support Indiana initiatives.
- Seven special grants totaling nearly \$1.2 million to fund other projects.

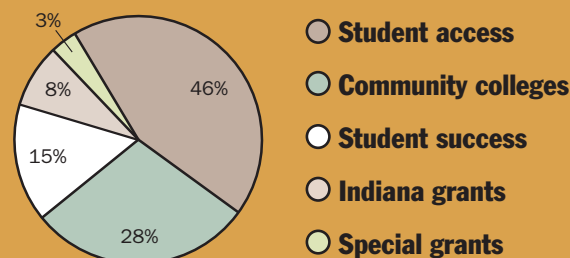
All of these grants are listed on the following pages, grouped according to theme. Each grant summary includes the name and location of the grantee, the grant amount, a brief purpose statement and the term of the grant (in parentheses).

Regular grants approved in 2007, by theme



Theme	Number of grants	Dollar value	Percent
Student access	51	\$13,107,300	48%
Student success	17	7,344,600	27%
Community colleges	9	3,932,072	14%
Indiana grants	13	1,655,400	6%
Special grants	7	1,175,000	5%
Totals	97	\$27,214,372	100%

Net payout in 2007, by theme



Theme	Number of grants	Dollar value	Percent
Student access	124	\$22,856,265	46%
Community colleges	45	14,173,784	28%
Student success	35	7,750,284	15%
Indiana grants	25	3,882,847	8%
Special grants	16	1,549,360	3%
Totals	245	\$50,212,540	100%

Note: The chart on the right shows the net payout total of all grant payments made in 2007, including those made on multiyear grants approved in prior years. It excludes \$387,964 in unspent grant funds that were returned to Lumina from 10 grantees in 2007. Also, the total does not include payments made on 25 program-related administrative grants (PRAGs) or sponsorships — a total of \$200,300.

Student access

Achieve Inc.

Washington, D.C.

\$597,300 – To develop and disseminate a one-stop, Web-based toolkit to support higher education leaders. (Two years)

College Goal Sunday

\$1,222,100 total – Twelve grants, all aimed at supporting or expanding the scope of College Goal Sunday. This initiative provides information and hands-on help to low-income families in filling out the paperwork required to obtain student financial aid. Both planning and implementation grants are included in this list; generally, the grants of less than \$10,000 are planning grants.

■ **Alaska Commission on Postsecondary Education**

Anchorage, Alaska

\$50,000. (33 months)

■ **Connecticut Association of Professional Financial Aid Administrators**

Manchester, Conn.

\$80,000. (35 months)

■ **Connecticut Association of Professional Financial Aid Administrators**

Manchester, Conn.

\$4,500. (Seven months)

■ **Louisiana Student Financial Assistance Commission**

Baton Rouge, La.

\$4,500. (Five months)

■ **Louisiana Student Financial Assistance Commission**

Baton Rouge, La.

\$150,000. (35 months)

■ **Massachusetts Association of Student Financial Aid Administrators**

Auburndale, Mass.

\$50,000. (Three years)

■ **National Association of Student Financial Aid Administrators**

Washington, D.C.

\$589,500 – To fund ongoing management of College Goal Sunday on behalf of Lumina Foundation. (One year)

■ **Rhode Island Student Loan Authority**

Warwick, R.I.

\$4,500. (Five months)

■ **Rhode Island Student Loan Authority**

Warwick, R.I.

\$84,600. (35 months)

■ **Student Assistance Foundation of Montana**

Helena, Mont.

\$50,000. (34 months)

■ **University of Mary**

Bismarck, N.D.

\$4,500. (13 months)

■ **University of Mary**

Bismarck, N.D.

\$150,000. (35 months)

Council for Adult and Experiential Learning

Chicago, Ill.

\$350,000 – To develop comparative analyses of state performance on adult learning and test the Adult Learning Policy Framework Review. (One year)

Education Writers Association

Washington, D.C.

\$247,500 – To increase the depth and sophistication of nationwide news coverage of higher education issues. (Two years)

Education Writers Association

Washington, D.C.

\$85,000 – To draw more higher education reporters and editors to convenings, enhance the organization's Web presence and build capacity. (21 months)

Education Writers Association

Washington, D.C.

\$37,500 – To elevate and improve reporting on higher education issues in the news media. (Three months)

Georgetown University

Washington, D.C.

\$450,000 – To conduct research on the relationship between higher education and the economy, including projecting the supply and demand for college-educated workers. (Two years)

Helping Teens Succeed

Atlanta, Ga.

\$243,000 – To provide operating support for a limited time until Helping Teens Succeed is able to develop sustainable funding sources. (Nine months)

Helping Teens Succeed

Atlanta, Ga.

\$25,000 – To build capacity to expand the Helping Teens Succeed curriculum model by developing a business plan and marketing materials. (Eight months)

Institute for Higher Education Policy

Washington, D.C.

\$66,000 – To enable the institute to more widely disseminate the findings of a forthcoming research study examining immigrants' access to and success in higher education. (One year)

Klamath River Early College of the Redwoods

Klamath, Calif.

\$10,000 – To provide support for low-income students attending Klamath River Early College of the Redwoods. (One year)

“To accomplish great things, we must not only act but also dream, not only dream but also believe.”

Anatole France, French author

KnowHow2GO

\$6,146,400 total – Eighteen grants, all to support a two-pronged initiative designed to increase teens' pre-college preparation and thereby boost college enrollment. One part of KnowHow2GO is a public-awareness effort, an “air campaign” that uses media messages to encourage young teens and their families to start early in taking the necessary steps to college. The second part – the “ground campaign” – seeks to create and support a network of organizations that provide hands-on help to these prospective students and their families.

■ **Academy for Educational Development**

Washington, D.C.

\$500,000 – To conduct a comprehensive evaluation of the public-awareness campaign. (22 months)

- **American Council on Education**
Washington, D.C.
\$1,401,300 – To implement the national ground campaign. (17 months)
- **Campaign for College Opportunity**
Oakland, Calif.
\$400,000 – To fund general operations of the Campaign for College Opportunity. (Two years)
- **Central Indiana Community Foundation**
Indianapolis, Ind.
\$785,400 – To fund academic and college-preparatory programs through the Summer Youth Program Fund. (Three years)
- **Illinois Student Assistance Commission**
Deerfield, Ill.
\$225,000 – To implement KnowHow2GO in Illinois. (Two years)
- **Kentucky Council on Postsecondary Education**
Frankfort, Ky.
\$499,100 – To implement KnowHow2GO in Kentucky. (Two years)
- **Learn More Indiana**
Indianapolis, Ind.
\$300,000 – To support the ground campaign in Indiana. (Two years)
- **Metropolitan School District of Perry Township**
Indianapolis, Ind.
\$15,700 – To develop a transferable curriculum model for middle and high

“The future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt

schools that supports the steps promoted by KnowHow2GO. (One year)

- **Mitchell Institute**
Portland, Maine
\$375,000 – To implement electronic outreach and online components of the KickStart Maine campaign. (Six months)
- **National College Access Network**
Cleveland, Ohio
\$89,300 – To develop and host a KnowHow2GO meeting following the National College Access Network's national conference. (Six months)
- **Northwest Education Loan Association**
Seattle, Wash.
\$485,000 – To implement KnowHow2GO in Washington. (Two years)
- **Ohio College Access Network**
Columbus, Ohio
\$150,000 – To expand the work of the Ohio ground campaign with additional resources for direct-service organizations. (18 months)
- **Southern California Collaborative for College Access**
Los Angeles, Calif.
\$200,000 – To implement KnowHow2GO in Los Angeles. (Two years)
- **State Student Assistance Commission of Indiana**
Indianapolis, Ind.
\$82,000 – To develop and implement a certification program for college access providers as part of KnowHow2GO. (13 months)
- **Trustees of Indiana University**
Bloomington, Ind.
\$50,000 – To design and implement the evaluation of the new media components of the KnowHow2GO public-awareness campaign. (Seven months)
- **University of North Carolina**
Chapel Hill, N.C.
\$39,000 – To analyze the effectiveness of the cfnc.org Web site in serving North Carolina students, particularly low-income, first-generation teenagers. (Six months)

Year-by-year record of grant approvals

Year	Total dollar amount approved	Number of grants approved	Average amount
2001*	\$6,271,730	39	\$160,814
2002	\$21,469,884	90	238,554
2003	\$30,664,745	132	232,309
2004	\$39,937,265	165	242,044
2005**	\$81,537,486	203	401,662
2006	\$44,000,420	186	236,561
2007	\$27,267,472	104	281,107
Total	\$251,149,002	919	\$273,285

Note: This comprehensive table includes program-related administrative grants, which tend to be small and are omitted from the grant totals typically reported. Totals and dollar figures in this table differ slightly from those used elsewhere in this report and in previous annual reports.

* Although Lumina Foundation grant making officially began in August 2000, grant making under Lumina Foundation guidelines began in 2001. In 2001, Lumina Foundation approved two important but exceptional grants – one to Scholarship America to establish the Families of Freedom Scholarship Fund, and one to the Community Foundation for the National Capital Region to support community-based giving programs in Indianapolis and Washington, D.C. Including these grants means that the Foundation approved 41 grants totaling \$51,275,066 in 2001, and 921 grants totaling \$296,152,338 in the past seven years. These grants skew averages and are therefore excluded from the table. Continuing payouts on large, multiyear grants help explain the decline in grant approvals in 2006 and 2007.

** In 2005, Lumina made several large, multiyear grants to support the Achieving the Dream initiative. These grants represented half of the year's total.

- **University of North Carolina**
Chapel Hill, N.C.
\$299,600 – To support national coordination of the National College Advising Corps. (Two years)
- **University of South Florida**
Tampa, Fla.
\$250,000 – To implement KnowHow2GO in the Tampa Bay region. (Two years)

Making Opportunity Affordable

\$3,244,400 – Five grants, all to support a national effort to promote increased productivity and effectiveness in higher education. Making Opportunity Affordable aims to help states and institutions transform the delivery of postsecondary education to serve more students without sacrificing learning.

- **Education Sector**
Washington, D.C.
\$400,800 – To serve as a partner in the Making Opportunity Affordable initiative by examining new strategies to promote institutional accountability, reduce costs and improve the quality of instruction. (16 months)
- **National Association of System Heads**
Washington, D.C.
\$2,459,600 – To serve as a partner in the Making Opportunity Affordable initiative by working with members of the National Association of System Heads to produce improvements in student access and success. (Two years)
- **National Conference of State Legislatures**
Denver, Colo.
\$267,000 – To increase awareness among legislators of and strategies related to improving higher education affordability and access. (One year)
- **National Conference of State Legislatures**
Denver, Colo.
\$17,000 – To increase awareness among state legislators of issues and strategies related to the affordability of and access to public higher education. (10 months)
- **University of Illinois**
Champaign, Ill.
\$100,000 – To determine what factors improve the accessibility and affordability of online education programs. (Eight months)

Michigan State University

East Lansing, Mich.

\$40,000 – To include Alabama in the multi-state analysis to examine the role public Historically Black Colleges and Universities play in access and attainment for African-American students. (One year)

National Forum on Higher Education

Ann Arbor, Mich.

\$51,300 – To support a national dialogue on immigration and higher education. (One year)

“As you enter positions of trust and power, dream a little before you think.”

Toni Morrison, American novelist

OMG Center for Collaborative Learning

Philadelphia, Pa.

\$26,400 – To extend the evaluation of the McCabe Fund program through Dec. 31, 2008, to complete the longitudinal analysis of the current group of grantees. (19 months)

Radio Bilingue

Fresno, Calif.

\$60,400 – To develop culturally appropriate radio programs that promote greater awareness of college access and success among Latino families. (One year)

State Higher Education Executive Officers (SHEEO)

Boulder, Colo.

\$85,000 – To support data collection and analysis in the State Profile System, part of SHEEO's Access and Excellence Initiative. (One year)

What Kids Can Do

Providence, R.I.

\$120,000 – To promote college readiness and college success among low-income, first-generation students through student-to-student communication tools. (One year)

Number of student access grants: 51
Total: \$13,107,300

Student success

Council for Aid to Education

New York, N.Y.

\$1,492,000 – To support the Lumina Longitudinal Study of the Collegiate Learning Assessment, which is developing measures of the effectiveness of higher education institutions in increasing the learning outcomes of students, especially low-income students and students of color. (Two years)

Council for Aid to Education

New York, N.Y.

\$50,000 – To convene the grantees of the Lumina-funded longitudinal study of the Collegiate Learning Assessment. (18 months)

Curators of the University of Missouri

Columbia, Mo.

\$253,000 – To examine applied baccalaureate degree programs in the United States to evaluate the degree's effectiveness in increasing the number of adult learners with the baccalaureate degree. (Two years)

Education Trust

Washington, D.C.

\$1,000,000 – To focus higher education on improving student access and success by engaging in public policy education. (Two years)

Institute for Higher Education Policy

Washington, D.C.

\$289,000 – To analyze and report on the implications of the European Community's Bologna Process for the U.S. higher education system and to assess the quality of international comparative data on education attainment. (Two years)

Institute for Higher Education Policy

Washington, D.C.

\$279,300 – To conduct original research and analysis of higher education ranking systems. (Two years)

Kentucky Council on Postsecondary Education

Frankfort, Ky.

\$500,000 – To develop a statewide strategy to encourage adult learners to pursue a postsecondary education. (28 months)

Maine Community Foundation

Ellsworth, Maine

\$399,400 – To help 10,000 Maine workers, with support from their employers, earn two-year or four-year college degrees over the next decade. (Three years)

National Association for Equal Opportunity in Higher Education

Washington, D.C.

\$100,000 – To support the production and dissemination of three publications that offer relevant, up-to-date information about the nation's Historically Black Colleges and Universities. (Six months)

Everybody wants to be somebody. The thing you have to do is give them confidence that they can. You have to give a kid a dream.

George Foreman, American boxer

National Association of State Universities and Land-Grant Colleges

Washington, D.C.

\$314,800 – To implement and refine a voluntary system of accountability. (28 months)

National Center for Public Policy and Higher Education

San Jose, Calif.

\$400,000 – To develop a plan to continue the National Center for Public Policy and Higher Education for four more years. (One year)

Ohio State University Research Foundation

Columbus, Ohio

\$522,200 – To enable undereducated, underemployed adults to earn a postsecondary certificate and remove state and institutional policy barriers that inhibit degree completion. (Three years)

On Point for College

Syracuse, N.Y.

\$100,000 – To expand the retention strategy for underserved students enrolled in a variety of postsecondary institutions. (Two years)

SouthEastern Pennsylvania Consortium for Higher Education

Aston, Pa.

\$115,600 – To improve the recruitment and retention of underserved students at eight independent colleges and universities. (Two years)

University of Pennsylvania

Philadelphia, Pa.

\$649,200 – To analyze, disseminate and engage six different institutions in implementing strategies and findings as identified by the National Black Male College Achievement Study. (51 months)

University of Pennsylvania

Philadelphia, Pa.

\$125,000 – To understand the ways that pre-college access programs shape the college-enrollment patterns of parents of participating students. (18 months)

Western Interstate Commission for Higher Education

Boulder, Colo.

\$755,100 – To help states identify their adult-ready populations and create a collegiate environment that supports adult learners' unique needs. (Two years)

**Number of student
success grants: 17
Total: \$7,344,600**

Community colleges

Achieving the Dream:

Community Colleges Count

\$2,471,172 – Five grants, all to support Achieving the Dream, a multiyear initiative aimed at improving the success rates of community college students, especially low-income students and students of color.

American Association of Community Colleges

Washington, D.C.

\$400,000 – To support the participation of selected community colleges in Arkansas and Massachusetts. (13 months)

Hillsborough Community College Foundation

Tampa, Fla.

\$192,172 – To implement institutional change in the initiative. (23 months)

MDRC

New York, N.Y.

\$501,100 – To extend and expand MDRC's evaluation of the initiative. (Eight months)

University of Illinois

Champaign, Ill.

\$899,300 – To support the establishment of the Transfer Experience and Advising Mentors program. (Three years)

WestEd, SF

San Francisco, Calif.

\$478,600 – To help foster a network of community college instructors who use the Reading Apprenticeship program to promote high-level literacy and increase student success. (Three years)

Baton Rouge Community College

Baton Rouge, La.

\$225,000 – To increase student success by implementing strategies that improve persistence and graduation rates. (Three years)

Bossier Parish Community College

Bossier City, La.

\$225,000 – To increase student success by implementing strategies that improve persistence and graduation rates. (Three years)

Collaborative for Teaching and Learning

Louisville, Ky.

\$124,000 – To expand the Kentucky Community College Content Literacy Project. (One year)

Community College Survey of Student Engagement

Austin, Texas

\$886,900 – To support the development and national launch of the Survey of Entering Student Engagement for community colleges. (Three years)

**Number of community
college grants: 9
Total: \$3,932,072**

Indiana grants

Central Indiana Community Foundation *Indianapolis, Ind.*

\$55,000 – To establish the Persistence Fund to support the non-tuition needs of low-income college students in Marion County. (One year)

**“A dream is the bearer
of a new possibility,
the enlarged horizon,
the great hope.”**

*Howard Thurman
American educator and theologian*

Central Indiana Educational Services Center

Indianapolis, Ind.

\$100,000 – To evaluate the effectiveness, value and potential of programs and practices funded through the Twenty-first Century Scholars program. (Two years)

DePauw University

Greencastle, Ind.

\$84,100 – To support three summers of the National Hispanic Institute for Latino Students' Young Leaders conference at DePauw University. (Two years)

Indiana Association of United Ways

Indianapolis, Ind.

\$50,000 – To create a sustainable infrastructure and policy network to support high-quality after-school programs that focus on academic rigor and college access in Indiana. (Three years)

Indiana Grantmakers Alliance

Indianapolis, Ind.

\$150,000 – To build capacity to support grant makers' needs and improve effectiveness in philanthropy in Indiana. (28 months)

Keep Indianapolis Beautiful

Indianapolis, Ind.

\$45,000 – To provide operating support for Keep Indianapolis Beautiful. (Three years)

Marion County Commission on Youth

Indianapolis, Ind.

\$90,800 – To create a user-friendly database of youth-development, academic-enrichment and college-access programs in Marion County. (10 months)

Martin University

Indianapolis, Ind.

\$52,500 – To increase philanthropic giving at Martin University. (Six months)

Purdue University

West Lafayette, Ind.

\$26,100 – To document information about dual-enrollment and International Baccalaureate credits transferring from high school to college in Indiana. (11 months)

State of Indiana – Indiana Commission on the Social Status of Black Males

Indianapolis, Ind.

\$57,000 – To support the African-American Male National Conference in Indianapolis. (18 months)

University of Indianapolis

Indianapolis, Ind.

\$298,700 – To study institutional and state policies that affect Advanced Placement, International Baccalaureate and dual-credit courses in Indiana. (Three years)

Trustees of Indiana University

Bloomington, Ind.

\$621,200 – To study the influences of college enrollment, employment, family factors and institutional policies on degree attainment. (Two years)

Trustees of Indiana University

Bloomington, Ind.

\$25,000 – To help returning adult students, students of color and special admission students prepare for success at Indiana University Law School, Indianapolis. (Two months)

**Number of Indiana
grants: 13**

Total: \$1,655,400

Special grants

Center for Effective Philanthropy

Cambridge, Mass.

\$60,000 – To examine how foundations can provide effective support for grantees beyond funding. (One year)

Council on Foundations

Arlington, Va.

\$70,000 – To conduct a forum on grant-making research and practice. (Two years)

Forum for the Future of Higher Education

Cambridge, Mass.

\$225,000 – To examine the demographics of future student populations and labor markets. (Three years)

Grantmakers for Effective Organizations

Washington, D.C.

\$25,000 – To work with grant makers to increase the pace of adoption of organizational learning practices. (Seven months)

OMG Center for Collaborative Learning

Philadelphia, Pa.

\$75,000 – To assist the philanthropic sector to become more effective through better use of evaluative information for decision making. (Two years)

Scholarship America

Edina, Minn.

\$600,000 – To support the Disaster Relief Fund for Postsecondary Education Students. (Three years)

Taproot Foundation

San Francisco, Calif.

\$120,000 – To underwrite volunteer-led services to build capacity at college access and attainment organizations. (Two years)

**Number of special
grants: 7**

Total: \$1,175,000

Grand totals

Number of grants

approved: 97

Dollar value:

\$27,214,372

Board of directors

Chairman John M. Mutz, retired vice chairman of PSI Energy, former president of Lilly Endowment and former lieutenant governor of Indiana.

Frank D. Alvarez, president and CEO of the Hispanic Scholarship Fund, San Francisco, Calif. (*Elected April 2007.*)

The Rev. E. William Beauchamp, president of the University of Portland, Portland, Ore.

Gerald L. Bepko, chancellor emeritus and trustees professor at Indiana University School of Law, Indianapolis, Ind., and former chancellor of Indiana University Purdue University Indianapolis.

Norris Darrell Jr., senior counsel and retired partner of Sullivan & Cromwell, New York, N.Y.

Martha D. Lamkin, president and CEO of the Foundation. (*Retired Dec. 31, 2007.*)

James C. Lintzenich, former vice chairman and CEO of USA Group; former president and chief operating officer of Sallie Mae.

Marie V. McDemmond, president emerita of Norfolk State University, Norfolk, Va.

Jamie P. Merisotis, president and CEO of the Foundation. (*Effective Jan. 1, 2008.*)

William R. Neale, partner, Krieg DeVault, LLP, Indianapolis, Ind. (*Retired April 2007.*)

J. Bonnie Newman, former interim president of the University of New Hampshire, Durham, N.H.

Laura Palmer Noone, president emerita of the University of Phoenix, Tempe, Ariz. (*Elected April 2007.*)

Richard J. Ramsden, consultant, Lyme, N.H.

Edward R. Schmidt, former partner with Krieg DeVault, LLP, Carmel, Ind.

Michael Smith, former CFO of Anthem Inc., Indianapolis, Ind.

Randolph H. Waterfield Jr., certified public accountant and accounting consultant, High Bar Harbor, N.J.

Senior management

Martha D. Lamkin, president and chief executive officer. (*Retired Dec. 31, 2007.*)

Jamie P. Merisotis, president and chief executive officer. (*Effective Jan. 1, 2008.*)

Susan O. Conner, executive vice president for impact strategy.

Leah Meyer Austin, senior vice president for program development and organizational learning. (*Retired March 31, 2008.*)

J. David Maas, senior vice president, chief financial officer and treasurer.

Holiday Hart McKiernan, senior vice president, general counsel and secretary.

Nathan E. Fischer, chief investment officer.

Research Advisory Committee

Lumina Foundation places a high value on research as a key strategy in its mission of improving student access and success in postsecondary education. Our Research Advisory Committee, named in August 2006, assists the Foundation in its efforts to use research to improve policy and practice in higher education. In April 2008, an effort was under way to reformulate the committee's membership. For 2007, membership was as follows:

Ansley Abraham, director of the State Doctoral Scholars Program, Southern Regional Education Board, Stone Mountain, Ga.

Clifford Adelman, senior associate at the Institute for Higher Education Policy, Washington, D.C.

Peter Ewell, vice president of the National Center for Higher Education Management Systems, Boulder, Colo.

Christine Johnson, president (until June 2007) of the Community College of Denver, Denver, Colo.

Bridget Terry Long, associate professor of education and economics at the Harvard University Graduate School of Education, Cambridge, Mass.

David Longanecker, executive director of the Western Interstate Commission for Higher Education, Boulder, Colo.

Arturo Madrid, distinguished professor of the humanities at Trinity University, San Antonio, Texas

Jamie Merisotis, founder and president of the Institute for Higher Education Policy, Washington, D.C.

Michael Nettles, senior vice president of the Center for Policy Research & Evaluation, Educational Testing Service, Princeton, N.J.

Laura Perna, associate professor in the Graduate School of Education at the University of Pennsylvania, Philadelphia, Pa.

Robert Tad Perry, executive director of the South Dakota Board of Regents, Pierre, S.D.

Brian Pusser, assistant professor in the Curry School of Education at the University of Virginia, Charlottesville, Va.

Sheri Ranis, senior research officer in the U.S. Programs/Education Division of the Bill & Melinda Gates Foundation, Seattle, Wash.

Jan Somerville, staff officer with the National Association of System Heads, Washington, D.C.

Vincent Tinto, Distinguished University Professor and Higher Education Program Chair at Syracuse University, Syracuse, N.Y.



The staff of Lumina Foundation for Education as of November 2007.

Credits and acknowledgments

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Helping People Achieve Their Potential®



For more information about Lumina Foundation, please visit our Web site
(www.luminafoundation.org) or write:

Lumina Foundation for Education
30 South Meridian Street, Suite 700
Indianapolis, IN 46204

The logo features a stylized white arc above the word "LUMINA" in a serif font, with "FOUNDATION FOR EDUCATION" in a smaller sans-serif font below it.
LUMINA
FOUNDATION FOR EDUCATION