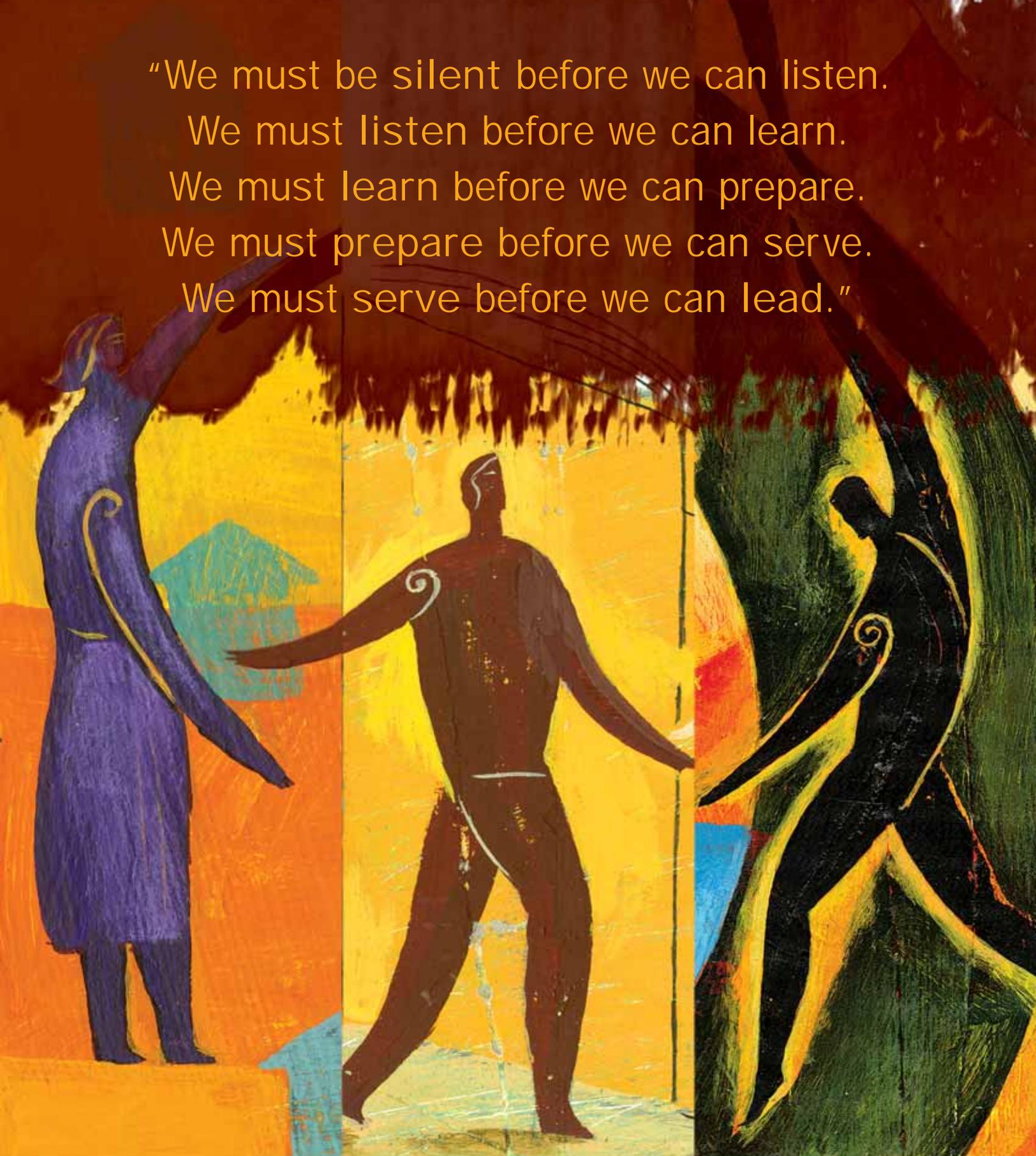


"We must be silent before we can listen.
We must listen before we can learn.
We must learn before we can prepare.
We must prepare before we can serve.
We must serve before we can lead."



Tribute

A legacy of learning and service

Looking back on 2005, we at Lumina Foundation must take time to note the contributions of two special men as they end their official tenure with the Foundation. Each was here at Lumina's birth in 2000, and each brought with him decades of experience related to higher education. More important, each had – and retains – a true passion for extending the benefits of college to every American who seeks them.



Edward A. McCabe

Edward A. McCabe, our founding chairman, will retire from our board of directors in April 2006. Ed has been a distinguished leader in government, law, business and higher education for nearly half a century. In fact, he is a true pioneer in the cause of college access. As a young attorney in the nation's capital during the 1960s, Ed had a front-row seat for discussions that led to the creation of the federal student loan program.

He served as White House counsel and administrative assistant to President Dwight D. Eisenhower, as general counsel to the House Committee on Education and Labor, and as the founding board chairman of Sallie Mae. He also served on the board of trustees of USA Funds and on the board of

directors of USA Group – a board he chaired from 1997 until the summer of 2000, when USA Group's assets were sold and Lumina Foundation for Education was officially established.

Born in 1917 near the Irish village of Monaghan, educated as a youth in a one-room schoolhouse in the middle of a bog, then raised by immigrant, blue-collar parents in Philadelphia, Ed McCabe would later rise to the halls of power. Yet he never forgot his roots, never lost his appreciation for the value of education, and never ceased to be a true and total gentleman.

Robert C. Dickeson retired from the Foundation in December 2005 as senior vice president for policy and organizational learning. Bob's devotion to student access, his commitment to the value of research in improving higher education, and his focus on reducing college costs – all are woven tightly into the fabric of our ongoing work.

During his distinguished career in state government, higher education, business and philanthropy, Bob served in academic and administrative posts at five universities, was a faculty member at four universities, chaired two governors' cabinets and held executive positions in two large corporations. He chaired blue-ribbon commissions appointed by three governors in two states, served as Colorado commissioner to the Education Commission of the States, and is the author of more than 100 publications in the fields of higher education leadership, policy and public administration.

In short, Bob Dickeson has worked long and effectively to improve American higher education policy and practice. And he's done it all with boundless energy, impressive intellect, a devilish wit and infectious good humor.

It is impossible to imagine Lumina Foundation's existence or its future accomplishments without the service of these two men. We are indebted to them for liberally sharing with us their gifts of vision and vigor over the past six years.



Robert C. Dickeson

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Board and officers

Cover quotation by
William Arthur Ward,
American author, editor,
pastor and teacher



“A good listener
is not only popular
everywhere,
but after a while,
he gets to know
something.”

-- American screenwriter Wilson Mizner

The mission of Lumina Foundation for Education – helping more students enter and succeed in higher education – is increasingly vital to our nation’s future. It’s also increasingly difficult. Let’s face it: There’s a lot to know about the complex and interrelated forces that affect college access and success – far more than we can possibly know ourselves. And so, we listen...



“Learning is not attained by chance; it must be sought with ardor and attended to with diligence.”

-- *First lady Abigail Adams*

The students we seek to assist know that learning can be challenging. In fact, many of them face formidable barriers as they pursue their educational goals: low income, low expectation, inadequate preparation. Still, many persist – because the rewards of education are so great, and often because they wish to serve the social good. Their example inspires us to know all that we can in order to DO all that we can. And so, we learn...



“Leadership should be born out of the understanding of the needs of those who would be affected by it.”

-- Opera singer Marian Anderson

As an independent organization, it is our role to confront the often-difficult realities of higher education – its costs, its inequities, its singular and systemic challenges. It’s not about finding fault; it’s about finding solutions – identifying and supporting the ideas, individuals and organizations that can extend the benefits of higher education to all who seek them. And so, we lead...

At Lumina Foundation, we have spent a good deal of our first five years – including much of 2005 – in silent listening and in active learning as we prepare the best course in serving our mission of enhancing access and success in postsecondary education. Because the problems we seek to solve are complex and long-standing, we know that we must rely on the expertise

Achieving the Dream: Community Colleges Count

This initiative, launched with Lumina Foundation funding in 2003 and formed intentionally as a partnership among 10 organizations, is making great strides in its goal of increasing success rates among community college students. It is now at work on 35 campuses in seven states, and in 2005 it signed on two new funding organizations, KnowledgeWorks Foundation in Ohio and the Nellie Mae Education Foundation for



colleges in Connecticut. Interest in Achieving the Dream is growing nationally in part because of its collaborative nature. From the outset, partner organizations and individual colleges listened to each other and worked in partnership to envision and implement the initiative. We continue to learn from each other's expertise and from the data being collected on participating campuses. And, by providing the major funding for a multiyear effort, Lumina Foundation enables our partners to lead this important effort to help more community college students reach their goals.

College Goal Sunday

This initiative was created to address a specific and practical need among low-income students and families: help in filling out the paperwork necessary to qualify for student financial aid. By listening, we learned that many students and families are frustrated by the complexity of the Free Application for Student Financial Aid (FAFSA). In the College Goal Sunday initiative, financial aid professionals



Of course, these three initiatives, as important as they may be, don't constitute all of Lumina's efforts to enhance college access and success. The list of grants in the back of this report more fully illustrates the diversity and scope

and cooperation of others. We must listen to them and learn from them, and we have made a commitment to do that. Armed with help and advice from our grantees, our partners and the students we seek to serve, we are in an enviable and humbling position: We can both model and foster leadership – as we tried to do in each of the initiatives described below.

volunteer an afternoon in February to step families through the FAFSA process. This is an effort that our staff members have supported since before Lumina's creation. And this year we empowered a new leader. Responding to steady growth in the program (which now is active in 26 states), we turned its management over to the National Association of Student Financial Aid Administrators (NASFAA), in effect, putting the day-to-day operation of this initiative into the hands of those whose financial aid expertise is second to none.

**College Costs:
Making Opportunity Affordable**

This initiative is rooted firmly in the idea of listening and learning. It began in 2004 with a statement of the problem – a policy brief that pointed out the dire consequences of the spiraling cost of college and sought experts' solutions to that complex problem. Those solutions were published in a collection of essays in October 2005 – a collection that formed part of the discussion



COLLEGE COSTS
MAKING OPPORTUNITY AFFORDABLE™

at a national summit meeting in Washington, D.C., in early November. That summit, which attracted more than 350 attendees and aligned Lumina Foundation with more than 60 partner organizations, was an important step in finding shared solutions to the problem of rising college costs. We take very seriously our leadership role in facilitating workable solutions to this problem, because we know the stakes are high – for millions of individual students, and for the nation as a whole.

of the work we supported in 2005. In that work, and in all of our future work, we pledge to keep listening, to keep learning and, where possible, to provide enlightened leadership in pursuit of our mission.

Small actions can make big things happen

The actions highlighted in the quotation on the cover of this report capture well the approach that Lumina Foundation and its staff took to our work in 2005 – and in all five years since the Foundation was established.

As we pursue our mission of increasing college access and success, we really do try to listen to and learn from everyone – our grantees and partners, our peers in philanthropy, experts in the research and policy-making communities, and certainly the students whose vast potential we seek to unleash. Where appropriate, we also try to suggest and support positive change – to offer what the preceding page calls “enlightened leadership.”

As chairman of the Foundation's Board of Directors, I am naturally committed to all three of these vital activities, and I am keenly interested in leadership – as are all of my fellow board members. After all, if Lumina hopes to be viewed externally as a trusted source of enlightened leadership, it must model that behavior internally.

As board members, it is our job – and our enviable responsibility – to serve and empower others, to foster an environment in which staff members can do their good work with confidence. We work diligently to create and maintain such an environment – again, by listening to and learning from others, especially the staff members themselves.

We've been thoughtful in setting up our governance procedures so that Lumina is both nimble and accountable in its decision making. And we believe that this style of board governance has helped Lumina Foundation establish itself well – and rather quickly – as a positive force in higher education and philanthropy.

A few specific examples of how our board operates should illustrate the value of our governance procedures:

- First, as board members, we do not impose policies. Instead, we jointly create policies with our staff, and then officially approve the policies before they are implemented.
- Second, we provide oversight to ensure that the Foundation uses its grant dollars and its administrative resources prudently and efficiently.

- Finally, board members have established, codified and continually work to maintain policies that ensure that all representatives of Lumina Foundation meet the highest professional and ethical standards. These policies emphasize transparency, personal and financial integrity, and good stewardship.

All of these steps are important, not only because they're simply the right way to do business, but because doing business the right way is also the most effective way. In short, it is by taking these steps that we as a foundation gain the confidence and trust of those with

whom we must work to further our mission of enhancing college access and success.

This past year brought many encouraging signs that Lumina truly is building that sense of trust and confidence:

- The summit held in conjunction with the launch of our College Costs initiative attracted hundreds of attendees representing more than 60 national organizations. It was a major public step in what we expect to be an intensive, multiyear effort to address one of the nation's most critical problems.

- College Goal SundaySM – a long-

successful program that offers low-income families hands-on help with financial aid paperwork – again grew substantially and is now active in 26 states.

- Most notably, Achieving the Dream, our multimillion-dollar community college initiative, truly blossomed. It is attracting attention and interest all over the nation. And, in 2005, the initiative signed up eight new colleges – and two new grant-making organizations – from two additional states, bringing the total to 35 colleges in seven states.

We're excited by these successes, which we clearly share with our grantees and partner organizations. Not only do they give us reason to plunge enthusiastically into our work for 2006 and beyond, they also remind us how seemingly small things – like listening and learning and committing ourselves to serving others' needs – can have a big impact.



John M. Mutz
John M. Mutz, Chairman

A pivotal year points toward a promising future

"A goal without a plan is just a wish." – Author Antoine de Saint-Exupery

If there's one thing we've learned in our five years at Lumina Foundation, it's that our mission – helping more students enroll and succeed in postsecondary education – is challenging and complex. Many individual, interrelated factors and actions can affect students' access to and success in college.

We know that it will take decades to reach our goals and that our mission may never be fully accomplished. Still, we are committed for the long haul because we know that our mission is vital – to individual students and to our nation's future.

This past year, to avoid the trap of wishful thinking that is expressed so clearly in Saint-Exupery's words, we spent a great deal of time and energy in devising a concrete course of action. That course is laid out in a strategic plan that will guide our work through 2009.

We took great pains not to devise the plan in isolation, but to listen to and learn from others who walk this path with us. We surveyed grantees and other stakeholders; we assessed our work to date; we sought counsel from other experienced grant makers in education; we reviewed and looked for ways to adapt the best practices in the field.

Our homework showed us that the most important thing we can do as a foundation is to stay the course, to maintain our singular focus on improving postsecondary access and success. In addition, we concluded that:

- We must work, not merely to help students directly, but also to improve the systems that serve students.
- We must work patiently, giving initiatives the time and sustained support they need to succeed.
- We must share the lessons we learn along the way.

With these lessons in mind, we identified five major goals:

1. To promote improvement in rates of student access and success, especially among students who face barriers.
2. To encourage all stakeholders to be more accountable for improving these rates of access and success.

3. To foster public understanding about access and success and build public will for improvement.
4. To support efforts that advance the field of philanthropy and contribute to the civic good.
5. To improve our own organizational effectiveness.

These goals build naturally on our previous efforts and incorporate the lessons we have learned. Two current initiatives illustrate our growing conviction that Lumina's best work occurs when we create catalytic strategies for change and leverage a wide range of

resources – ours and those of others we can attract to partnership – to improve student access and success.

The first example is *Achieving the Dream: Community Colleges Count* (Page 8). *Achieving the Dream* is designed to increase the success rates of students at community colleges, particularly those students who have faced the most significant barriers to success. This multiyear effort insists on data analysis and accountability, emphasizes public and community engagement, and helps participating institutions assess and improve their effectiveness.

We're joined in *Achieving the Dream* by nine partner organizations that bring resources and valuable expertise in research, institutional change, philanthropy, communication, public policy and evaluation.

Likewise, *College Costs: Making Opportunity Affordable* (Page 9) illustrates our strategies for change. It was launched in 2005 with a national summit, and we plan to enlist partners and commit to a long-term effort that achieves demonstrable student progress, accountability of stakeholders, and public engagement. We do this because making college affordable is central to our mission and to the nation's economic and social priorities.

Still, none of our individual efforts is an end in itself. All are steps toward a larger goal: to create a brighter future for American students and for the nation itself.



A handwritten signature in black ink that reads "Martha D. Lamkin". The signature is fluid and cursive.

Martha D. Lamkin, President and CEO

Diversification and cost containment support sustainability

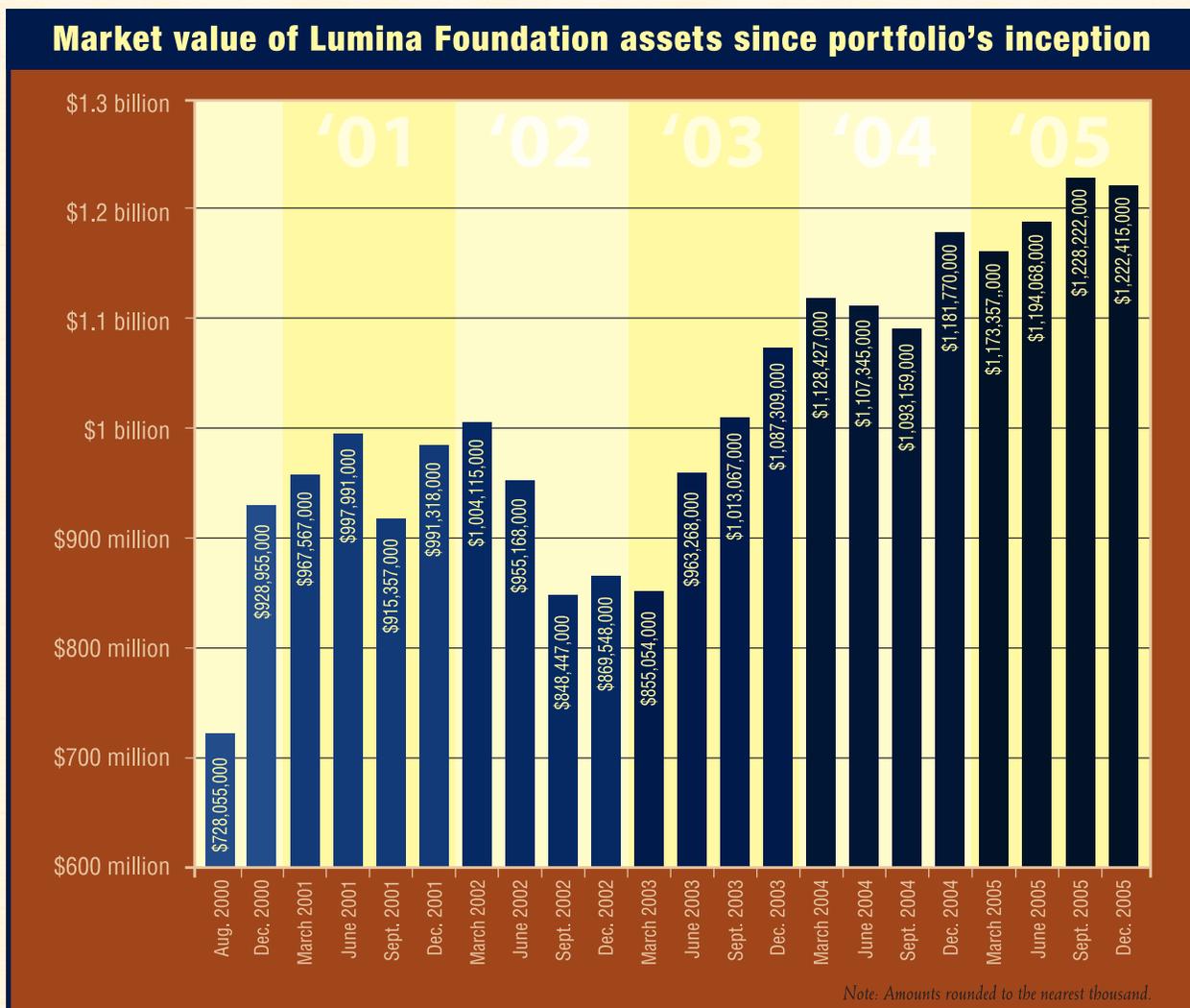
In 2005, Lumina Foundation continued its efforts to manage its resources in ways that ensure long-term sustainability. Continuing with previous efforts, we altered the Foundation's investment portfolio slightly to increase diversification and control investment expenses. Lumina Foundation is focusing its attention on the long term by monitoring returns since inception. So far, we have realized our goal of increasing our assets at levels that exceed inflation after grants and expenses are considered.

Also, we know that foundations built to exist for long periods of time must be diligent about limiting administrative and operational costs. To that end, we have cut our expenses compared to grants (accrual basis) from 21 percent in 2004 to 13 percent in 2005. On a cash basis,

our grant-payout total was \$46.7 million for 2005, up \$9.7 million – 26 percent – from 2004's total. At year's end, our invested assets stood at \$1.22 billion, ranking Lumina among the nation's 40 largest private foundations.

We know that it will take a sustained effort – one measured in many decades, not years – for our grant making to have a significant impact on student access and success in postsecondary education. We embrace that challenge, and our commitment to good financial stewardship is helping us meet it.

These highlights are based on preliminary, unaudited figures. Lumina Foundation's complete, audited financial statements for 2005 will be available on request after May 1, 2006.



The drive for knowledge fuels the pursuit of our mission

Lumina Foundation places a high value on research as a key strategy for pursuing our mission of improving access and success in postsecondary education. The Foundation is interested in research for its ability to drive change and improvement in educational systems. We seek out and support research that answers key questions that help policy-makers, education leaders, practitioners, parents and students make better decisions about higher education access and success. In that sense, research at Lumina Foundation is driven by our mission, and it is evaluated on the same standard as any of our initiatives to expand opportunity in postsecondary education.

Research agenda

In 2005, the Foundation developed a research agenda to guide our work, to indicate to potential grantees the areas of our particular interest, and to encourage research on questions of significant importance in improving college access and success. The research agenda – which was based on the Foundation's priorities, strategies and programmatic focus – is presented in detail on our Web site at the following URL: www.luminafoundation.org/research/index.html

Significant grants and products in 2005

Several Lumina Foundation-funded projects created products in 2005 that have the potential to improve higher education access policy and practice.

The Education Trust produced **College Results Online** (www.collegeresults.org/), an interactive Web tool that challenges the conventional wisdom about college-graduation rates. The online tool allows users to examine graduation rates at virtually any four-year college and university in the nation, broken down by students' race, ethnicity and gender.

As part of the Transitions to College Project, the Social Science Research Council produced **Questions That Matter: Setting the Research Agenda on Postsecondary Access and Success** (<http://edtransitions.ssrc.org/>). This project examines the extent to which conditions for opportunity and success are available to all American adolescents as they try to make the transition from secondary school to college and beyond. It focuses on America's disadvantaged youth.

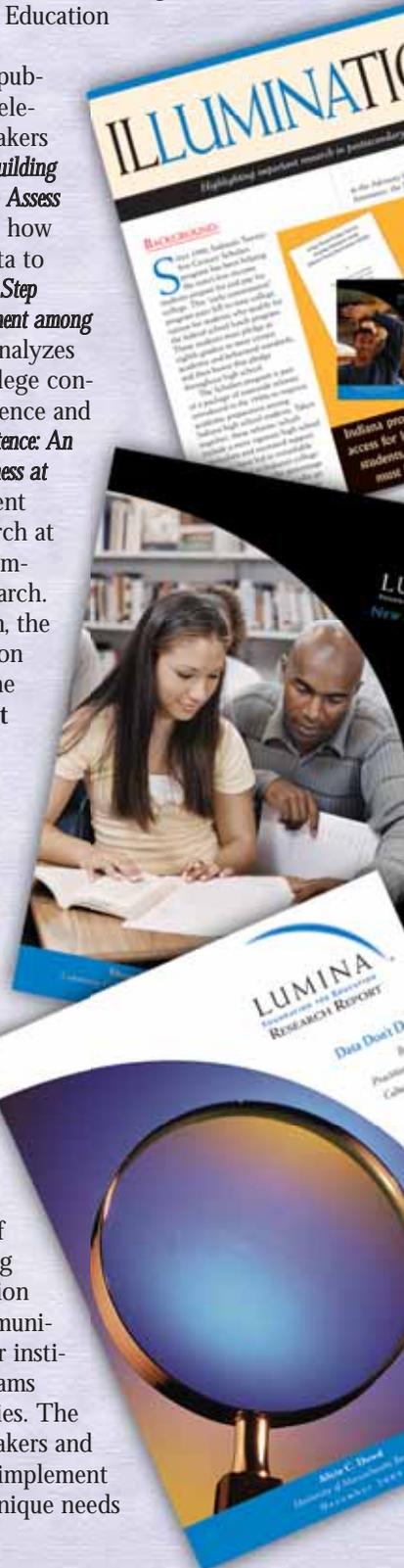
A Tennessee-based research team created the **Education Needs Index** (www.educationalneedsindex.com), a county-level study of educational, economic and population pressures that influence educational policy and planning at local, regional and state levels. The index introduces an econometric model that assesses conditions and trends for all 3,140 U.S. counties or their equivalents and allows peer comparisons across a variety of indicators. The index offers a fresh opportunity and innovative approach to better understand the existing data and public-policy challenges facing nearly all states and

counties. The index is a joint project of researchers from Austin Peay State University, the Tennessee Higher Education Commission, the Tennessee Board of Regents and the National Center for Higher Education Management Systems.

Lumina Foundation continued to publish important research findings of relevance to higher education policy-makers and practitioners. **Data Don't Drive: Building a Practitioner-Driven Culture of Inquiry to Assess Community College Performance** explores how community colleges can best use data to improve their service to students. **A Step Toward College Success: Assessing Attainment among Indiana's Twenty-first Century Scholars** analyzes the program's effect on Indiana's college continuation rates, as well as the persistence and attainment of students. **Paths to Persistence: An Analysis of Research on Program Effectiveness at Community Colleges** examines the current state of program-effectiveness research at community colleges and makes recommendations for improving such research.

Through a grant from the Foundation, the National Center for Higher Education Management Systems has created the **Center on State Policy and Student Progression**. The center aims to become a respected and recognized national entity that will: 1) synthesize policy research on student progression and its associated student success factors, 2) disseminate best practices with respect to state policies in this arena and 3) assist individual states in building and enhancing their capacity to improve student success.

Addressing a significant gap in the research literature on higher education, the **University of Virginia** is conducting research on adult learner transitions into and through college. Through a series of linked projects, the team is analyzing the sectors of postsecondary education that serve most adult students: community colleges, comprehensive four-year institutions, continuing-education programs and for-profit colleges and universities. The team is now working with policy-makers and institutional leaders to develop and implement proactive strategies to address the unique needs of adult learners.



Spreading the word and striving for impact

Communication efforts have always been a vital part of our mission at Lumina Foundation. We are committed to quality communication, not because of its visibility, but because of its *value* – its ability to act as a leveraging force. By effectively sharing the stories of our grantees and the people they serve, we magnify the impact of their good work in pursuing our shared mission: increasing students' access to and success in college.

Throughout its five-year history, Lumina Foundation has maintained a commitment to high-quality print and electronic publications. In addition to our research publications and annual reports, the Foundation uses four main vehicles to share information with educational leaders, policy-makers, the news media and the public:

- Our **Web site**, www.luminafoundation.org, provides up-to-date information about issues affecting college access and success. The site features the latest news about our grantees' work, printable versions of all of our publications, guidelines for potential grantees, and links to recent and relevant material from other organizations.
- Our **electronic newsletter**, *Student Access & Success News*, delivers news about our work and that of our grantees to subscribers' e-mail in-boxes every month. The e-newsletter, which was sent to some 5,500 addressees when launched in 2003, now reaches nearly 11,000 subscribers all over the world.
- Our **print magazine**, *Lumina Foundation Focus*, gives readers a detailed look at college access and success issues by sharing real-life stories from today's students and those who work to assist them, including our grantees. The most recent issue, which focuses on the nation's community colleges and the millions of students they serve, was sent to more than 28,000 addressees.
- Our **outreach efforts** magnify the impact of all of our work by heightening awareness of and interest in our

mission among the news media, the policy-making community and other organizations.

In 2005, our communication efforts were particularly noteworthy, thanks to the national launch of *College Costs: Making Opportunity Affordable*, a multiyear initiative to address the issue of rising college costs. To highlight this important initiative, we coordinated the offerings in all of our print and electronic communication vehicles, launched a separate *College Costs* Web site (www.collegecosts.info), and held our first large-scale convening – a national *College Costs* summit in Washington, D.C.

Again this year, we received national recognition for our communication work, garnering two top honors among the nation's largest foundations in a national competition, the Wilmer Shields Rich Awards. For 2005, the outreach effort we made in conjunction with the *College Costs* initiative earned first place among public information campaigns, and *Lumina Foundation Focus* earned second place in the magazine/periodical category.

Naturally, such recognition is gratifying, but awards aren't our goal. What we constantly strive for are communication efforts that highlight the work of our grantees and thereby contribute to the mission of increasing student access and success.

To ensure we're working toward that vital goal, we continually examine and evaluate our communication work. In 2005, we commissioned Richard L. Colvin, director of the Hechinger Institute on Education and the Media, to evaluate our print and Web-based publications, our media-relations efforts and our policy-outreach work. His suggestions will be included in our ongoing efforts to upgrade our communication work – efforts that also will be informed by a 2006 readership survey among those who receive our publications.



By blending accountability with learning, we push for improvement

Foundations such as ours sometimes struggle to clarify the purpose for which we engage in evaluation. Are we primarily concerned with accounting for ourselves and our grantees against stated aims and standards? Are we primarily concerned with learning, in which evaluation yields data that can be used to refine and improve the work? Or, are we primarily concerned with capacity building to enable grantees to develop more effective, mission-directed organizations?

A strong theme of the literature on evaluation in the philanthropic world is that a focus on too many goals can both overwhelm and disappoint in terms of results. In its short history, Lumina is evolving a special niche in its approach to evaluation. We call it “learning ... to improve performance.”

Continual refinement

The theme of “learning ... to improve performance” blends the goals of accountability and learning in a special way. We are defining aims and standards to which performance measures are attached. At the same time, evaluation and other sources of knowledge are used in a process of continual refinement, course correction and progress benchmarking.

Among the many strands of evaluative work undertaken in 2005, the following serve as examples of efforts through which we are “learning ... to improve performance.”

- Learning often begins with a definition of expected performance. Attaching measurable performance indicators to Lumina’s new strategic plan and annual plan began late in the year and continued into 2006. Evaluation staff members serve on cross-disciplinary grant-making teams, enabling them to serve as resources and coaches to the teams during the indicator-setting process.
- Learning through third-party evaluations of proactive work is another important evaluation strategy. In 2005, MDRC completed the first phase of an evaluation of Achieving the Dream: Community Colleges Count. In order to accommodate timely,

useful feedback on planning and partnership building, Lumina and MDRC agreed to scrap the typically weighty end-of-year evaluation report in favor of more frequent memos and ongoing interactions with Achieving the Dream’s partner organizations. MDRC also consulted these organizations as it designed its plan to evaluate the implementation of the initiative.

- Lumina consistently seeks to learn from its stakeholders and to be open about the findings. In 2005, Lumina funded a Grantee Perception Survey (GPS) and an Opinion Leader Survey (OLS) through independent consulting firms. Many items had been included in previous surveys, allowing us to begin tracking performance trends. Ratings on both the GPS and OLS improved from previous surveys, and more than half of opinion leaders ranked Lumina among the top 5 percent of foundations working in their fields. With the 2005 OLS, we initiated a practice of sending a summary of results, including suggestions for improvement as well as positive ratings, to everyone who had been invited to participate in the survey. We also posted summaries on our Web site.
- Lumina strives to help its grantees and partners improve their own ability to learn from evaluation data. External consultants who help grantees analyze and use data to make changes that will improve student outcomes became fixtures in an increasing number of Lumina’s projects. In 2005, data coaches or facilitators worked with institutions participating in Achieving the Dream, the Partnerships for College Access and Success program, and the McCabe Fund (a direct service program for pre-college access).
Our work to develop and refine processes for generating evaluative knowledge, for participatory reflection on that knowledge, and for using what we learn to advance Lumina’s mission of postsecondary access and success is off to a good start, but much remains to be done. We are literally engaged in a long-term process of “learning ... to improve performance” for Lumina Foundation and those it serves.

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 – primarily at the undergraduate level and 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.

What we fund

Lumina Foundation supports the following types of endeavors, working diligently to ensure that all funded projects promote access, attainment and 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.

From time to time, Lumina Foundation identifies a special initiative that has the potential to improve postsecondary access and success. Typically, we are proactive in seeking participants in these special initiatives – issuing invitations or requests for proposals rather than

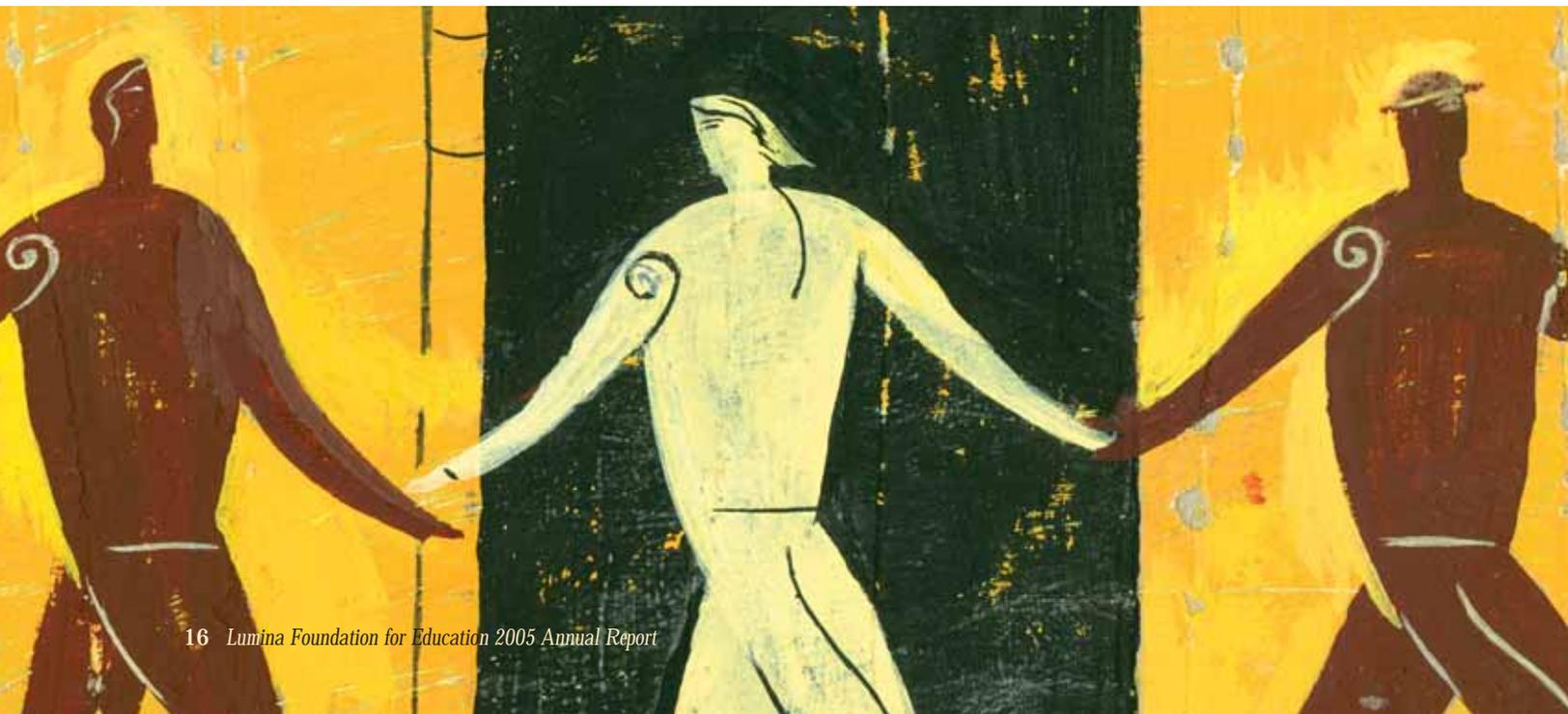
considering unsolicited inquiries. One such effort is Achieving the Dream: Community Colleges Count – a national initiative that seeks to increase the success of community college students, particularly those in groups that have been underserved in higher education.

Other special clusters of grants include the McCabe Fund, which supports direct precollegiate access services to young people in their communities; College Goal SundaySM, which assists states and their communities in providing access to information about postsecondary enrollment and financial assistance; Indiana programs; and work in our newest major initiative, College Costs: Making Opportunity Affordable – an effort to address the rising cost of college and its implications for policy and practice.

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. 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.

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/).



A long-term investment in improving college access and success

In 2005, Lumina Foundation's fifth full year of grant making, our staff considered more than 600 proposals and approved 190 grants for a total commitment of nearly \$81.5 million. Net payout on current and prior years' grants was \$46.7 million in 2005, an increase of \$9.7 million – or 26 percent – over our 2004 payout of \$37 million. In addition to our regular grants, we made \$112,281 in program-related administrative grants in 2005 and paid out \$1,090,711 in special gifts to stimulate the charitable donations and volunteer activities of our board members and staff. We also paid out more than \$277,000 in dues and sponsorships to support philanthropic associations and local nonprofits.

The following summary lists all of our 2005 grant approvals, grouped in six separate categories. Three of the categories correspond to the Foundation's three main theme areas: **access** to postsecondary education, **success** in postsecondary education (retention of students and students' goal attainment) and **adult learning**.

The fourth category – and the largest this year in total dollar amount approved – is for **community college grants**. This year's community college grants reflect a major investment in our national partnership initiative, Achieving the Dream: Community Colleges Count. In fact, the total dollar amount of our approved grants this year (\$81.5 million) was more than double the amount approved in 2004, largely because of these multiyear Achieving the Dream grants.

The fifth category includes **Indiana initiatives** – 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.

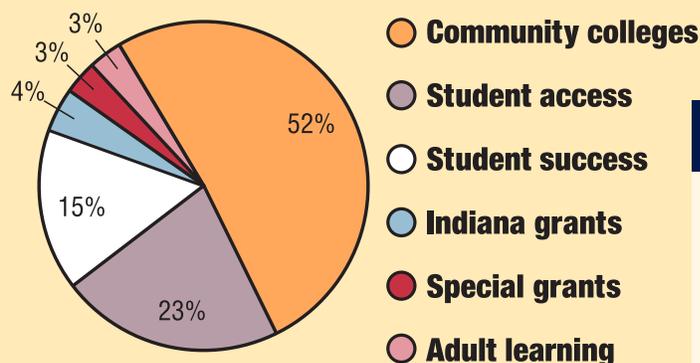
The dollar amounts of all of our grants ranged from less than \$6,000 to nearly \$6 million. The average dollar amount was around \$400,000, and the median (the midpoint in the range of grant amounts) was \$150,600.

For 2005, we approved:

- Forty-one grants totaling nearly \$42.3 million to address issues related specifically to the nation's **community colleges** and their students.
- Ninety-seven grants totaling \$18.9 million to improve student **access**.
- Twenty-three grants totaling \$11.9 million to improve student retention and **success**.
- Ten grants totaling \$3.4 million to support **Indiana initiatives**.
- Eight grants totaling \$2.2 million to address issues affecting **adult learning**.
- Eleven **special grants** totaling \$2.8 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 2005, by theme



Theme	Number of grants	Dollar value	Percent
Community colleges	41	\$42,248,259	52%
Student access	97	18,852,763	23%
Student success	23	11,943,362	15%
Indiana grants	10	3,359,500	4%
Special grants	11	2,828,700	3%
Adult learning	8	2,237,721	3%
Totals	190	\$81,470,305	100%

Student access

Academy for Educational Development

Washington, D.C.

\$205,085 – To develop capacity to collect and analyze information about the postsecondary needs of underserved populations. (16 months)

Advertising Council Inc.

New York, N.Y.

\$2,000,000 – To produce and disseminate a national public awareness campaign to promote greater college access for low-income students. (39 months)

American Association for Higher Education

Washington, D.C.

\$21,200 – To explore the development of a coalition to address the issue of rising costs in higher education. (Five months)

American Association of State Colleges and Universities

Washington, D.C.

\$40,000 – To support a conference of university presidents, state education officers and legislative leadership to address the role of colleges and universities in improving the preparation, retention and professional development of teachers. (Eight months)

American Council on Education

Washington, D.C.

\$100,200 – To plan grassroots outreach efforts to complement a national public awareness campaign to promote greater college access. (Six months)

American Student Achievement Institute

Bloomington, Ind.

\$1,602,900 – To prepare students for postsecondary education by increasing academic rigor and standards in high school. (38 months)

American Student Achievement Institute

Bloomington, Ind.

\$60,000 (supplemental) – To prepare students for postsecondary education by increasing academic rigor and standards in high school. (38 months)

Antioch University Seattle

Seattle, Wash.

\$330,000 – To create an intergenerational model of higher education in which adult Native Americans pursue associate's degrees alongside their teenage children at early college high schools. (Two years)

Arkansas State University

State University, Ark.

\$15,000 – To increase access to postsecondary education for students in the Arkansas Delta region. (Three months)

A five-year upward trend in 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
Total	\$179,881,110	629	\$285,980

Note: This table includes program-related administrative grants, which are omitted from the grant totals typically reported. For that reason, 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 631 grants totaling \$224,884,446 in the past five years. These grants skew estimates and are excluded from the above analysis of giving.

Association of Governing Boards of Universities and Colleges

Washington, D.C.

\$200,000 – To help the Texas higher education system meet the goals for student participation and success established by the Texas Higher Education Plan, through regional and statewide meetings of major constituents. (21 months)

Association of Independent Colleges & Universities of Pennsylvania

Harrisburg, Pa.

\$80,160 – To conduct a comprehensive study of the problems associated with tuition discounting and propose alternatives to the current tuition discounting practice. (16 months)

Big Brothers Big Sisters of Central Indiana

Indianapolis, Ind.

\$34,200 – To increase access to postsecondary education for participants in the Big Brothers Big Sisters of Central Indiana and College Mentors for Kids programs. (Three months)

CALPIRG Education Fund

Los Angeles, Calif.

\$140,000 – To expand a campaign to several states to reduce the cost of college textbooks. (One year)

Center for the Study of Higher and Postsecondary Education

Ann Arbor, Mich.

\$38,900 – To develop a refined approach to reporting on state financial policy indicators. (Seven months)

Coalition of Community Foundations for Youth

Basehor, Kan.

\$489,500 – To help five counties in Indiana build, coordinate and strengthen community supports to increase the postsecondary access and success of at-risk youth. (Three years)

College Goal Sunday grants

\$1,464,100 total – Fifteen grants, all aimed at expanding the scope of College Goal Sunday.SM The 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.

■ Central Wyoming College

Riverton, Wyo.

\$37,800. (35 months)

■ Foundation for Florida's Community Colleges

Tallahassee, Fla.

\$216,700. (35 months)

■ Indiana Student Financial Aid Association

Indianapolis, Ind.

\$8,600 – To produce a video used to promote College Goal Sunday to students and families. (Three months)

- **Minnesota Higher Education Services Office**
St. Paul, Minn.
\$7,500. (Two months)
 - **Minnesota Higher Education Services Office**
St. Paul, Minn.
\$212,300. (Three years)
 - **National Association of Student Financial Aid Administrators**
Washington, D.C.
\$272,600 – To support additional activities not covered in the three-year grant for the daily management of the initiative. (28 months)
 - **New Jersey Association of Student Financial Aid Administrators**
Lincroft, N.J.
\$6,800. (Two months)
 - **New Jersey Association of Student Financial Aid Administrators**
Lincroft, N.J.
\$112,500. (Three years)
 - **New Mexico Higher Education Department**
Santa Fe, N.M.
\$7,400. (Two months)
 - **Ohio Association of Student Financial Aid Administrators**
Delaware, Ohio
\$25,000. (Six months)
 - **Tennessee Higher Education Commission**
Nashville, Tenn.
\$7,500. (Two months)
 - **Tennessee Higher Education Commission**
Nashville, Tenn.
\$170,700. (35 months)
 - **Texas A&M University**
College Station, Texas
\$190,400. (Three years)
 - **Wisconsin Association of Student Financial Aid Administrators**
Ripon, Wis.
\$7,500. (Two months)
 - **Wisconsin Association of Student Financial Aid Administrators**
Ripon, Wis.
\$180,800. (34 months)
- Cottey College**
Nevada, Mo.
\$78,500 – To support a community wide and college-wide initiative to meet the needs of a group of diverse students. (13 months)

East Carolina University
Greenville, N.C.
\$85,000 – To explore how inter-organizational collaborations help prepare underrepresented students for postsecondary education. (One year)

Education Development Center
Newton, Mass.
\$104,237 – To help Hispanic parents and educators of middle-grades students prepare their children for postsecondary education. (16 months)

Education Writers Association
Washington, D.C.
\$8,000 – To support a long-term fund-raising assessment. (Nine months)

Educational Policy Institute
Virginia Beach, Va.
\$12,500 – To print and disseminate *Latino Students and the Educational Pipeline*. (Two months)

The Finance Project
Washington, D.C.
\$250,300 – To provide technical assistance to foster youth demonstration projects in Tampa, Indianapolis and Oakland. (Two years)

Foundation for Appalachian Ohio
Nelsonville, Ohio
\$210,000 – To increase the rates of access and success of Appalachian Ohio citizens in achieving postsecondary education. (Three years)

Hechinger Institute on Education and the Media
New York, N.Y.
\$287,000 – To assist journalists in producing fair, accurate and insightful coverage of postsecondary education access and success. (Two years)

Higher Education Information Center, a division of TERI
Boston, Mass.
\$500,000 – To support the Pathways to College Network in developing and executing a media campaign to improve college access and success. (Three years)

Indiana University Purdue University Indianapolis
Indianapolis, Ind.
\$21,000 – To demonstrate the use of Geographic Information System mapping for student access and success grantees. (Nine months)

Indianapolis Black Alumni Council
Indianapolis, Ind.
\$10,000 – To support the Black College Fair held during the Circle City Classic. (Five months)

Institute for Higher Education Policy
Washington, D.C.
\$182,000 – To better understand access to postsecondary education by recent immigrants, through analysis of college admissions, financial access and college success. (One year)

Institute for Higher Education Policy
Washington, D.C.
\$47,600 – To examine college and university ranking systems and their possible impact on postsecondary access. (One year)

James B. Hunt, Jr. Institute for Educational Leadership and Policy
Chapel Hill, N.C.
\$250,000 – To serve as the lead partner in a national summit on college affordability. (Six months)

James B. Hunt, Jr. Institute for Educational Leadership and Policy
Chapel Hill, N.C.
\$16,500 (supplemental) – To provide additional support for the college affordability summit. (Two months)

Maryland Higher Education Commission
Annapolis, Md.
\$60,000 – To explore tuition policies, state appropriations to higher education and state financial aid. (14 months)

McCabe Fund grants
\$2,600,500 total – Twenty-three grants, all to non-profit organizations that work directly with students – particularly first-generation students, low-income students and students of color – to help them gain access to postsecondary education.

Breakthrough
Austin, Texas
\$100,000 – To support new Breakthrough access programs for 380 middle school students at program sites in Austin, Texas; Denver, Colo.; Manchester, N.H., and New Orleans, La. (Two years)

College Access Center
Chattanooga, Tenn.
\$100,000 – To provide year-round access services to 120 high school seniors in Chattanooga, Tenn. (Two years)

Grants in 2005

- **Drury University**
Springfield, Mo.
\$100,000 – To support access programs for 725 underserved middle school and high school students in Springfield, Mo. (Two years)
 - **Gads Hill Center**
Chicago, Ill.
\$95,500 – To support access programs for 95 high school students from Latino immigrant families in Chicago, Ill. (Two years)
 - **Horizons National Student Enrichment Program**
Indianapolis, Ind.
\$100,000 – To provide access and academic enrichment programming to 192 students in Indianapolis Public Schools. (Two years)
 - **Internationals Network for Public Schools**
Long Island City, N.Y.
\$100,000 – To support access among 800 English as Second Language high school students in New York City. (Two years)
 - **Lewiston High School**
Lewiston, Maine
\$100,000 – To provide pre-college access services to 800 underserved high school students in Lewiston, Maine. (Two years)
 - **Link Unlimited**
Chicago, Ill.
\$100,000 – To provide access services to 140 African-American high school students in Chicago, Ill. (Two years)
 - **National College Access Network**
Cleveland, Ohio
\$83,500 – To convene the first 54 McCabe Fund grantees for professional development and capacity building. (10 months)
 - **National Council for Community and Education Partnerships**
Washington, D.C.
\$72,000 – To create communication tools for McCabe Fund grantees and other access programs to use in recruiting and retaining business and other partners and funders. (Six months)
 - **National Council for Community and Education Partnerships**
Washington, D.C.
\$539,000 – To convene the new McCabe Fund grantees in 2005-2007. (29 months)
 - **National League of Cuban-American Community-based Centers**
Fort Wayne, Ind.
\$100,000 – To provide direct access services to 30 eighth- and ninth-grade underserved students in Fort Wayne, Ind. (Two years)
 - **New Heights Youth**
Bronx, N.Y.
\$100,000 – To engage 140 underserved middle and high school youth in college preparation through sports and leadership. (Two years)
 - **Northeastern University**
Boston, Mass.
\$97,200 – To support pre-college access for 59 urban middle and high school students in Boston, Mass. (Two years)
 - **Orange County Bar Foundation**
Irvine, Calif.
\$100,000 – To assist 45 low-income, female Latino students to access higher education through a mentoring program. (Two years)
 - **Philadelphia Education Fund**
Philadelphia, Pa.
\$100,000 – To support additional transition and access services to 150 seniors in Philadelphia, Pa. (Two years)
 - **Rainier Scholars**
Seattle, Wash.
\$80,000 – To support direct access services for 97 underserved middle and high school students in Seattle, Wash. (Two years)
 - **San Jose Conservation Corps & Charter School**
San Jose, Calif.
\$75,000 – To provide direct access services for 250 Latino high school students in San Jose, Calif. (Two years)
 - **Sponsors for Educational Opportunity**
New York, N.Y.
\$100,000 – To provide access services to underserved students in two additional high schools in New York City. (Two years)
 - **Teachers College of Columbia University**
New York, N.Y.
\$136,000 – To document the best practices and impact of the McCabe Fund pre-college access programs. (One year)
 - **Teachers College of Columbia University**
New York, N.Y.
\$30,000 – To supplement the 2005 McCabe Fund evaluation plan with additional grantee site visits and interviews. (Seven months)
 - **University of Arizona**
Tucson, Ariz.
\$100,000 – To support pre-college access for 1,500 middle and high school students in Tucson, Ariz. (Two years)
 - **Wisconsin Foundation for Independent Colleges**
Milwaukee, Wis.
\$92,300 – To provide pre-college access services to 130 high school students in Milwaukee, Wis. (Two years)
- MDRC**
New York, N.Y.
\$277,100 – To document and evaluate the implementation of the Dreamkeepers Emergency Financial Aid program to Scholarship America and to the American Indian College Fund. (31 months)
- Mercy College**
Dobbs Ferry, N.Y.
\$228,000 – To conduct a consumer research study on the impact of pricing and institutional financial aid strategies on access to higher education. (15 months)
- Michigan State University**
East Lansing, Mich.
\$80,000 – To examine the role public historically black colleges and universities play in access and attainment for African-American students. (16 months)
- Minnesota Higher Education Services Office**
St. Paul, Minn.
\$216,900 – To help as many as 50 analysts working in 12 states interpret data from the 2004 National Postsecondary Student Aid Study. (15 months)
- National Conference of State Legislatures**
Denver, Colo.
\$16,500 – To support the National Conference of State Legislatures' convening role at the national summit on college affordability. (Three months)
- National Equity Center**
Owings Mills, Md.
\$300,000 – To increase the number of underserved students who enroll in and graduate from postsecondary institutions and become advocates to help underserved students. (Two years)
- National Governors Association Center for Best Practices**
Washington, D.C.
\$500,000 – To build statewide longitudinal K-16 data systems. (Two years)
- National Governors Association Center for Best Practices**
Washington, D.C.
\$75,000 – To test the viability of a national collaborative comprising education leaders and public policy-makers. (Nine months)

National Public Radio

Washington, D.C.

\$270,000 – To increase public and institutional policy-makers' awareness about issues of postsecondary education student access and success. (One year)

Oregon Business Council

Portland, Ore.

\$23,000 – To evaluate the Oregon Higher Education Roundtable project. (Five months)

Posse Foundation

New York, N.Y.

\$749,800 – To expand the Posse program to more universities and students. (Two years)

Project GRAD USA

Houston, Texas

\$250,000 – To build an efficient and sustainable college access system for underserved students. (One year)

Sagamore Institute for Policy Research

Indianapolis, Ind.

\$100,000 – To provide policy research, convenings and state-based strategies that address the rising costs of college. (One year)

Scholarship America

Minneapolis, Minn.

\$1,000,000 – To support the Disaster Relief Fund for Postsecondary Education Students. (Eight months)

SEED School

Washington, D.C.

\$9,900 – To provide additional support and training to student participants of the SEED School College Access Program. (One year)

Social Science Research Council

New York, N.Y.

\$196,000 – To encourage and conduct research on student participation and success in college, using the reference database developed under the Transitions to College project. (One year)

State Higher Education Executive Officers

Boulder, Colo.

\$500,000 – To strengthen the capacity of state higher education boards to improve postsecondary access and success through improved data collection and analysis, development of state-level policy indicators and development of state-specific public agendas for postsecondary education. (26 months)

Teachers College of Columbia University

New York, N.Y.

\$196,300 – To conduct research and write a book on the characteristics of today's college students and young adults who should be attending college but are not. (20 months)

United Way of Central Indiana

Indianapolis, Ind.

\$10,000 – To fund travel costs and conference fees for foster youth and program coordinators to attend several national meetings for the Breaking the Cycle/Connected by 25 Foundation collaborative. (10 months)

University of California-Los Angeles

Los Angeles, Calif.

\$250,500 – To examine national and state-level data regarding African-American males' postsecondary access and success. (Two years)

University of Michigan

Ann Arbor, Mich.

\$769,200 – To develop a replicable community action model for addressing local issues that shape educational access and attainment to higher education. (Three years)

University of Michigan

Ann Arbor, Mich.

\$140,000 – To fund research to address major theoretical and practical knowledge gaps regarding low rates of participation and achievement in higher education among African-American males. (Two years)

University of North Carolina

Chapel Hill, N.C.

\$50,000 – To support a national forum, The Politics of Inclusion: Higher Education at a Crossroad, which will highlight recent efforts by universities to increase participation by economically disadvantaged students. (One year)

University of Pennsylvania

Philadelphia, Pa.

\$407,526 – To develop IT-based systems to support at-risk young adult learners to enter and succeed in postsecondary education. (Two years)

University of Texas at San Antonio

San Antonio, Texas

\$45,100 – To promote Latino students' access and success in higher education by using research findings to inform policy and practice. (Two years)

What Kids Can Do

Providence, R.I.

\$103,500 – To build college readiness and awareness and to promote college success among low-income, minority and first-generation students through student-to-student print and electronic publications. (One year)

Women In Government

Washington, D.C.

\$114,055 – To establish a Legislative Research Center and inform policy-makers about access to higher education for women and minorities. (One year)

YouthBuild U.S.A.

Somerville, Mass.

\$430,000 – To create a comprehensive approach at seven local YouthBuild program sites to empower low-income, disconnected students to enter and succeed in college. (Three years)

Number of student

access grants: 97

Total: \$18,852,763

Community colleges

Achieving the Dream:

Community Colleges Count

\$40,958,037 total – Thirty-seven grants to support our partner organizations and the individual institutions participating in Achieving the Dream, a multi-year initiative aimed at improving the success rates of community college students, especially low-income students and students of color.

Partner organizations' grants (eight grants, totaling \$29,256,737) The large grants (above \$400,000) listed here support the work of individual organizations, each of which brings special expertise that aids in shaping and implementing Achieving the Dream.

■ **American Association of Community Colleges**

Washington, D.C.

\$4,200,000. (Four years)

■ **American Association of Community Colleges**

Washington, D.C.

\$25,000 – To develop a national cadre of organizations that support better student outcomes in community colleges. (21 months)

■ **Community College Leadership Program**

Austin, Texas

\$3,730,200. (Four years)

Grants in 2005

- **Jobs for the Future**
Boston, Mass.
\$5,483,200. (Four years)

- **MDC**
Chapel Hill, N.C.
\$5,981,400. (49 months)

- **MDRC**
New York, N.Y.
\$5,633,837. (50 months)

- **Public Agenda Foundation**
New York, N.Y.
\$488,200. (14 months)

- **Teachers College of Columbia University**
New York, N.Y.
\$3,714,900. (Four years)

Institutional grants (29 grants, totaling \$11,701,300) These grants support specific colleges' participation in Achieving the Dream, either by funding those colleges directly or by providing funds to other organizations to help ensure smooth implementation.

- **Alamo Community College District**
San Antonio, Texas
\$400,000. (Four years)

- **Albuquerque Technical Vocational Institute**
Albuquerque, N.M.
\$400,000. (Four years)

- **American Association of Community Colleges**
Washington, D.C.
\$212,000 – To support the participation of selected community colleges in Ohio and Connecticut. (One year)

- **Brookhaven College**
Dallas, Texas
\$400,000. (Four years)

- **Broward Community College**
Fort Lauderdale, Fla.
\$400,000. (Four years)

- **Coastal Bend College**
Beeville, Texas
\$400,000. (Four years)

- **Danville Community College**
Danville, Va.
\$400,000. (Four years)

- **Durham Technical Community College Foundation**
Durham, N.C.
\$400,000. (Four years)

- **El Paso Community College**
El Paso, Texas
\$400,000. (Four years)

- **Galveston College**
Galveston, Texas
\$400,000. (Four years)

- **Guilford Technical Community College**
Jamestown, N.C.
\$400,000. (Four years)

- **Hillsborough Community College**
Tampa, Fla.
\$400,000. (Four years)

- **Houston Community College System**
Houston, Texas
\$400,000. (Four years)

- **Martin Community College**
Williamston, N.C.
\$400,000. (Four years)

- **MDC**
Chapel Hill, N.C.
\$689,300. (10 months)

- **Mountain Empire Community College**
Big Stone Gap, Va.
\$400,000. (Four years)

- **New Mexico State University-Dona Ana**
Las Cruces, N.M.
\$400,000. (Four years)

- **Patrick Henry Community College**
Martinsville, Va.
\$400,000. (Four years)

- **Paul D. Camp Community College**
Franklin, Va.
\$400,000. (Four years)

- **San Juan College**
Farmington, N.M.
\$400,000. (Four years)

- **Santa Fe Community College**
Santa Fe, N.M.
\$400,000. (Four years)

- **South Texas College**
McAllen, Texas
\$400,000. (Four years)

- **Southwest Texas Junior College**
Uvalde, Texas
\$400,000. (Four years)

- **Southwestern Indian Polytechnic Institute**
Albuquerque, N.M.
\$400,000. (Four years)

- **Tallahassee Community College**
Tallahassee, Fla.
\$400,000. (Four years)

- **Tidewater Community College**
Norfolk, Va.
\$400,000. (Four years)

- **University of New Mexico-Gallup**
Gallup, N.M.
\$400,000. (Four years)

- **Valencia Community College Foundation**
Orlando, Fla.
\$400,000. (Four years)

- **Wayne Community College**
Goldsboro, N.C.
\$400,000. (Four years)

Indiana Humanities Council *Indianapolis, Ind.*

\$85,000 – To assess the viability of an institute to train and certify community college personnel in the use of data to increase student success. (11 months)

National Center for Disability Services *Alburtson, N.Y.*

\$221,822 – To facilitate recruitment and retention of college students with learning disabilities within the community college setting. (Two years)

Portland State University *Portland, Ore.*

\$775,000 – To increase community college student transfer and success rates by evaluating student transfer records and institutional practice. (Four years)

University of Massachusetts Boston *Boston, Mass.*

\$208,400 – To study factors affecting the successful transfer of community college students to selective four-year institutions. (10 months)

Number of community college grants: 41
Total: \$42,248,259

Student success (Retention/attainment)

Associated Colleges of Illinois *Chicago, Ill.*

\$138,000 – To support the development of an initiative designed to improve the academic performance of underserved students at four-year private colleges in Illinois. (One year)

Brevard College *Brevard, N.C.*

\$1,800,000 – To extend Foundations of Excellence in the First College Year so the effort can reach a larger national audience. (Two years)

Central Indiana Corporate Partnership Foundation

Indianapolis, Ind.

\$750,000 – To create a strategic direction for higher education in Indiana. (One year)

Collaborative for Teaching and Learning

Louisville, Ky.

\$237,000 – To support the development of community college students' literacy skills so that they succeed in learning rigorous college-level content and persist in postsecondary education. (Two years)

Council for Aid to Education

New York, N.Y.

\$700,000 – To continue development of the College Learning Assessment. (Two years)

Education Trust

Washington, D.C.

\$982,300 – To focus higher education on improving student success. (18 months)

Evergreen State College

Olympia, Wash.

\$800,000 – To increase access and success among reservation-based Native American students in Washington state. (Three years)

Excelencia in Education Inc.

Washington, D.C.

\$230,000 – To study the impact of institutional leadership on practices that improve Latino student success at Hispanic-serving institutions. (18 months)

Fairleigh Dickinson University

Hackensack, N.J.

\$21,100 – To develop and pilot a bilingual college skills course for Hispanic adults to increase their postsecondary success. (One year)

Fiorello H. LaGuardia Community College

Long Island, N.Y.

\$192,000 – To develop a new model of teacher preparation targeted to select groups of first-generation students and military veterans. (One year)

Harvard University

Cambridge, Mass.

\$10,000 – To provide summer salary and graduate student support for a study comparing the effects of remediation efforts in Tennessee with those in Ohio. (Two years)

Indiana University Purdue University Indianapolis

Indianapolis, Ind.

\$20,000 – To support networking opportunities for Presidents' Fund recipients and representatives from colleges across Indiana to share and discuss challenges and best practices in student retention. (Two years)

Institute for Higher Education Policy

Washington, D.C.

\$2,921,202 – To continue to implement the Building Engagement and Attainment in Minority Students (BEAMS) Project. (32 months)

Institute of International Education

New York, N.Y.

\$150,000 – To support Indian and Sri Lankan college students who are studying in the United States and whose sources of support have been affected by the December 2004 tsunami. (One year)

National Center for Higher Education Management Systems

Boulder, Colo.

\$1,400,500 – To provide a central resource to help states understand and shape increasingly complex patterns of student progress through postsecondary education. (Five years)

National Center for Higher Education Management Systems

Boulder, Colo.

\$10,000 – To promote better access to state student unit record databases by the academic research community. (Four months)

National Institute for Native Leadership in Higher Education

Albuquerque, N.M.

\$25,000 – To fund the 2005 annual institute to convene Native American educators. (Eight months)

Ohio State University Foundation

Columbus, Ohio

\$194,800 – To assess the impacts of alternative financial aid packaging on the persistence of low-income students. (Two years)

Orangewood Children's Foundation

Santa Ana, Calif.

\$50,000 – To establish a national alliance between postsecondary education support programs in order to strengthen services for former foster-care youth. (Seven months)

Teachers College of Columbia University

New York, N.Y.

\$500,000 – To support the development and dissemination of Teachers College's Report Card on Educational Equity. (Two years)

Temple University

Philadelphia, Pa.

\$250,000 – To examine how resource allocation across and within sectors of higher education affects the quality of education and retention in graduation outcomes. (Two years)

Thurgood Marshall Scholarship Fund

New York, N.Y.

\$361,460 – To increase efficiency in the administration of financial aid at public historically black colleges and universities. (Two years)

University of Texas at El Paso

El Paso, Texas

\$200,000 – To identify internal factors that contribute to student persistence and graduation at the University of Texas at El Paso. (37 months)

Number of student success grants: 23

Total: \$11,943,362

Adult learning

Alverno College

Milwaukee, Wis.

\$495,000 – To improve student success, retention and degree completion at two-year institutions through ability-based learning models. (Three years)

Colorado Community College System Foundation

Denver, Colo.

\$5,371 – To provide additional funding for expenses to expand success for academically underprepared adult students at three Colorado community colleges. (16 months)

Corporation for a Skilled Workforce

Ann Arbor, Mich.

\$154,200 – To assess the potential of employer-sponsored education programs for increasing Hispanic male immigrants' access to and success in college. (18 months)

Council for Adult and Experiential Learning
Chicago, Ill.
 \$37,650 – To coordinate and convene a meeting of grantees whose funding covers research, policy analysis or direct service that benefits adult learners. (Four months)

Midwestern Higher Education Compact
Minneapolis, Minn.
 \$300,000 – To give citizens of Midwestern states an opportunity to participate and succeed in all levels of the education system. (Three years)

University of Virginia
Charlottesville, Va.
 \$798,500 – To continue to inform policy and practice related to adult learners. (Two years)

Urban Institute
Washington, D.C.
 \$207,000 – To study the impact of postsecondary education programs on prisoners. (15 months)

World Education Inc.
Boston, Mass.
 \$240,000 – To provide support for the National College Transition Network to help GED recipients and other low-income adults enter and succeed in college. (Two years)

Number of adult learning grants: 8
Total: \$2,237,721

Indiana grants

Ball State University
Muncie, Ind.
 \$104,000 – To increase postsecondary enrollment and graduation rates of former foster youth by improving selected support services at Ivy Tech State College and Ball State University. (Two years)

Center for Leadership Development
Indianapolis, Ind.
 \$575,000 – To expand the pre-college access services at the Center for Leadership Development. (Three years)

Dayspring Center
Indianapolis, Ind.
 \$20,000 – To increase educational access for homeless adults in Indianapolis. (One year)

Indiana University
Bloomington, Ind.
 \$86,000 – To support the Indiana Pathways to College Network. (Four months)

Indiana Youth Institute
Indianapolis, Ind.
 \$24,000 – To evaluate the Advancing Academic Excellence program. (Seven months)

Indianapolis Downtown Inc.
Indianapolis, Ind.
 \$36,000 – To provide operating support for Indianapolis Downtown Inc. (Three years)

Ivy Tech State College
Indianapolis, Ind.
 \$1,997,500 – To support the college's transformation to meet its responsibilities as a technical college, a two-year academic college, and a provider of workforce and skills training. (Three years)

Learn More Resource Center
Bloomington, Ind.
 \$465,700 – To support the expansion of translation services and college access programs at the center. (35 months)

State of Indiana-Indiana Commission on the Social Status of Black Males
Indianapolis, Ind.
 \$23,000 – To support a national conference on the education and incarceration of African-American males. (Six months)

Trustees of Indiana University
Indianapolis, Ind.
 \$28,300 – To provide leadership development for foundation chief executive officers. (Two years)

Number of Indiana grants: 10
Total: \$3,359,500

Special grants

American Association of Community Colleges
Washington, D.C.
 \$2,000,000 – To provide monetary assistance to community and technical college students affected by hurricanes in Louisiana and Mississippi. (18 months)

American Council on Education
Washington, D.C.
 \$25,000 – To support the ACE Fellows Program in honor of Dr. Robert C. Dickeson. (Seven months)

Youth Transition Funders Group
Basehor, Kan.
 \$10,000 – To inform and connect funding organizations interested in assisting youth in the juvenile justice, foster youth and out-of-school youth communities. (Nine months)

Center for Effective Philanthropy
Cambridge, Mass.
 \$50,000 – To support the organization's work to increase foundation effectiveness. (Two years)

Center on Philanthropy at Indiana University
Indianapolis, Ind.
 \$248,100 – To build scholarship and leadership in philanthropy. (Three years)

Central Indiana Community Foundation
Indianapolis, Ind.
 \$150,600 – To promote philanthropy among Indianapolis-area students by matching donations made to hurricane relief funds. (Four months)

Independent Sector
Washington, D.C.
 \$75,000 – To convene an independent panel of experts to inform and advise the U.S. Senate Finance Committee concerning the nonprofit sector. (10 months)

National Rural Funders Collaborative
Bethesda, Md.
 \$200,000 – To expand philanthropy in rural communities of color. (Two years)

OMG Center for Collaborative Learning
Philadelphia, Pa.
 \$40,000 – To plan and convene two Evaluation Roundtable meetings through 2008. (31 months)

San Felipe Humanitarian Alliance
San Diego, Calif.
 \$10,000 – To rebuild a community center and school in the town of Navalady, Sri Lanka, which was damaged by the December 2004 tsunami. (One year)

Taproot Foundation
San Francisco, Calif.
 \$20,000 – To underwrite four service grants to build the capacity of Lumina Foundation grantees. (13 months)

Number of special grants: 11
Total: \$2,828,700

Grand totals
Number of grants approved: 190
Dollar value: \$81,470,305

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For more information about Lumina Foundation, please visit our Web site
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The logo features a white, curved, brushstroke-like line arching over the text. The word "LUMINA" is written in a large, white, serif font, and "FOUNDATION FOR EDUCATION" is written in a smaller, white, sans-serif font below it. A registered trademark symbol (®) is located to the right of the word "LUMINA".

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