



Tomorrow: It's a group project

A better day — a better world — can begin with one person's vision. But the world we want won't just happen. It's a place we must build **together**. It's an image we share, and then co-create.

Our mission at Lumina Foundation for Education — helping more students enter and succeed in higher education — is the best way we know to build a better tomorrow. Like any worthwhile mission, it's difficult — far too difficult and far too important for any one organization to tackle alone.

That's why we build partnerships. We work with and support organizations and people who **share** our commitment to student access and success.

The grants listed here are really a record of our **partnerships** in 2004 — with institutions, with policy-makers, with other organizations. And all of those partnerships reflect a deeper and more enduring partnership: the one we share with students. That includes the students pictured at right — the six young people who created the illustrations you'll see on the pages that follow.

We're grateful to all of our **partners**. When that better tomorrow comes, it will be because of their vision, their expertise, their passion and persistence.

Until then, we're proud just to be in **the group**.

Featured illustrators

(clockwise, from foreground):

Jonathan Johnes, Herron School of Art and Design

Peng Wu, Herron School of Art and Design

Brandon Smith, Indiana State University

Brian Pennington, Ball State University

James Ratliff, Ball State University

Tasha Vaden, Herron School of Art and Design



The project's genesis

When we decided that this year's annual report would focus on partnership, we wanted that theme to be reflected, not only in the words and images we chose, but in the process by which we chose them.

Because Lumina Foundation exists to serve college students, we chose to involve college students directly in creating this publication. We see this report, not merely as a statement of *our* vision, but as a vehicle for *theirs*.

Working with three universities near our Indianapolis offices, we asked faculty members at these institutions to recommend a few of their most promising young

illustrators. We commissioned drawings from the students, asking each of them to create three or four works that conveyed the theme of partnership or shared effort. After reviewing some 40 illustrations, we settled on six, one from each of the students you see here.

The artworks on the following pages offer a richly varied picture of partnership. Taken together, these images — and yes, the young people themselves — provide compelling evidence of the value of partnership and the enduring power of postsecondary education.



James Ratliff



As a painter who prefers abstract images, 23-year-old James Ratliff has a suitably inexact explanation for how he creates his works. “The shapes just come into my head, and I try to get them down,” he says. While creating this oil-on-canvas image, the fifth-year senior at Ball State University “saw” wing-like shapes converging and moving toward the top of the canvas. “I think the piece has a lot of energy because of those reds and oranges,” Ratliff says. “And all of the shapes are coming together; all of them are moving upward in a positive direction.” Ratliff, a native of Greenwood, Ind., sees his college experience — and education in general — in a similarly positive light. Although he’s looking forward to graduation this May and is seeking a job in visual design, he plans to return to graduate school and hopes eventually to teach.

Peng Wu, Herron School of Art and Design

On one level, Peng Wu's work in pencil and acrylics is a clear and simple statement about the joy of harmony. But for Peng, there's another message, one inherent in the image's central figure: the conductor. "Making music together is one thing," he says, "but having someone who can help you, someone to show you how to work together, that's even better." Peng, a native of China who is entering his fourth year at the Herron School of Art and Design, comes by this viewpoint naturally. He's a teacher himself. For the past two years, he's been giving private art lessons to Indianapolis schoolchildren, and he hopes to have a career as an art instructor at the college level. "I'm thinking about going to grad school as soon as possible," says Peng, 20. "I'm not sure yet where to go, but I'd love to go to school in California or Florida, if I can afford it."









Brandon Smith, 23, chose computer graphics as the medium for his work, which he calls *Fusion*. He says he sees the three oval shapes as linked arms moving toward the center, while the central shape connotes three clasped hands. “I was looking for the idea of three becoming one — the concept of strength in numbers,” says Smith, a design major who will graduate in May after six years on the Indiana State campus in his hometown of Terre Haute. Like many students, he’s taken out loans to help pay for his education and has worked 20 to 30 hours a week throughout his college career. “I’ve been working since high school,” Smith says. “I’ve been a portrait photographer, waited tables at about every restaurant in town, delivered pizzas. I swept warehouses, ran blueprints, worked retail — you name it.”



Tasha Vaden



There's really no mistaking the image of interdependence and teamwork in this classic backyard scene, done in ink and acrylics by 22-year-old Tasha Vaden. Vaden, who graduated from an urban high school on Indianapolis' south side, is a fifth-year student at the Herron School of Art and Design and plans to graduate in 2006. She fully appreciates what it means to stand on the shoulders of others — most notably her mother, who works in the billing department of a downtown hospital. And she's aware of her own status as a role model for her 17-year-old sister, who wants to be a nurse. "The fact that no one really *makes* me go to school is challenging," admits Vaden. "But I stop and realize that I'm going to be the first in my family to graduate from college, so I get motivation from that."



Brian Pennington



For Brian Pennington, 23, the idea of connection — of bringing purposeful unity to disparate pieces — is summed up in the oversized image that dominates this computer-generated work. “It’s all about the zipper,” says Pennington, who will graduate in May from Ball State University. “I wanted to really focus on the zipper itself, to show all of those little teeth holding things together and creating something new.” After five years in school, Pennington is ready to create something new in his own life: a professional career. He’s had many on-campus jobs, typically working 10 to 20 hours a week while carrying a full course load. Now he’s sending out resumés in search of a full-time position in graphic design. “College has been great, and I’m going to miss the tight circle of friends and support I have here,” says Pennington, a native of the northern Indiana town of Osceola. “But I’m ready for that next chapter.”



Although he insists that good illustrations typically come from research, not revelation, Jonathan Johnes says this pen-and-watercolor image is truly inspired. “The idea of people working together on a bridge was the first thing that came into my head,” says Johnes, a 23-year-old Indianapolis resident who expects to earn his bachelor’s degree from the Herron School of Art and Design this December. “College really *is* a bridge,” he says. “It’s a bridge to success because it helps people find themselves — not just in terms of a job, but on a personal level.” As he approaches graduation and tests the job market, Johnes himself faces big decisions on every level. He’s considering a career as an art professor, but he isn’t sure he can afford graduate school right away. “Also, I’m going to be proposing to my girlfriend soon,” Johnes adds. “Who knows? Getting married might change a lot of plans.”



Taking strong steps to ensure organizational integrity

The work of Lumina Foundation for Education, improving society by increasing student access and success in postsecondary education, is most certainly "a group project." As this report points out in so many ways — from the compelling artwork on the opening pages, to the comments of our student illustrators, to the detailed list of the grants we made in 2004 — our mission depends, not on the actions of a dedicated few, but on the conscientious and cooperative effort of many.

Still, as anyone who has engaged in a shared enterprise can attest, group activity can't succeed without individual responsibility. We've always been mindful of that. Since 2000, when this organization came into being as a private, independent foundation, Lumina Foundation's directors, officers and staff have strived to meet high standards of performance and ethics. We have worked diligently to quantify and measure the effects of our grant making, to capture important lessons from our successes and our failures, and to apply those lessons to future work.

We are committed to embrace accountability as the surest way of accomplishing our access-and-success mission. In fact, our commitment to organizational responsibility became even more evident this past year, thanks to several steps taken by the Foundation's Board of Directors to improve our governance procedures.

As board members, we took it upon ourselves to look closely and systematically at the structures and policies under which the Foundation operates — and those under which we, as directors, act and interact. We identified a few areas that we felt could be improved, so we addressed them:

- We tightened and clarified the conflict-of-interest policies covering board members, officers and staff.
- We reduced the fees paid to board members.
- We made sure we had a clear, consistent, transparent process for setting compensation rates for board members, officers and staff.
- We closely examined current compensation rates and benefits to make sure they are in line with those of similar organizations.
- We took steps to ensure that the Foundation's dollars are spent

for the purposes they were intended, and that we properly handle and retain the documents we use to account for those dollars.

- We moved to ensure "whistle-blower protection," making certain that those who wish to report abuses can do so without fear of reprisal.
- We made sure that our operating policies and procedures are clearly documented.

These steps were timely, because they came at a time of increasing public distrust of organizations, distrust prompted by well-documented corporate and accounting scandals at major U.S. companies. In July 2002, in an effort to rebuild trust in the corpo-

rate sector, Congress passed a governance-reform measure called the Sarbanes-Oxley Act. Though most provisions of Sarbanes-Oxley apply only to publicly traded companies, the act also has prompted calls for greater scrutiny of the nonprofit sector, sparking a healthy round of self-examination among foundations and other nonprofits.

At Lumina Foundation, we don't merely support this push for greater scrutiny, we embrace it. As a private, independent foundation, our special tax-exempt status gives us a significant financial benefit and holds us to a higher standard of ethics and accountability. It is our responsibility — our great honor, really — to

use that financial benefit as we use all of our assets: for the benefit of society.

Simply put, the money entrusted to us (nearly \$1.2 billion at year's end) isn't ours. It belongs to society and must be used to serve the public good. We have chosen to do our service by working to improve college access and success. We try very hard to assess and improve our own work, but we're open to scrutiny and constructive feedback.

After all, none of those who provide that scrutiny — our financial auditors, the Internal Revenue Service, independent evaluators, peer foundations and associations, our grantees, even a casual visitor to our Web site — none is an outsider. They all represent the same people we do: the American public.

Group project? You bet, and much the stronger for it.



John M. Mutz
John M. Mutz, Chairman

Moving forward under the power of partnership

"We don't accomplish anything in this world alone."

— U.S. Supreme Court Justice Sandra Day O'Connor

There's a lesson in that quotation, a truth that we at Lumina Foundation for Education have taken to heart: Nothing valuable comes without hard work, and hard work must be shared to be truly successful.

Our mission — helping more students enroll and succeed in post-secondary education — is vitally important to hundreds of thousands of deserving students, and to our nation's future. Clearly, it's hard work, and, in light of today's economic and demographic trends, it's not likely to get easier anytime soon.

That's why partnership — the concept so creatively illustrated by the six talented students on the preceding pages — is crucial to our efforts at Lumina Foundation. We have made a commitment to shared effort, to creating and supporting cooperative enterprises that help improve college access and success.

In 2004, we demonstrated this commitment powerfully in our two most visible and significant initiatives, one that aims to increase student success at the nation's community colleges, the other that seeks workable solutions to the problem of rising college costs.

The community college initiative, *Achieving the Dream: Community Colleges Count*, is a systematic, multi-year effort to increase the success of the nation's community college students, particularly those in groups that have traditionally been underserved in higher education. It's now at work at 27 two-year colleges in five states: Florida, New Mexico, North Carolina, Texas and Virginia. Participating colleges have pledged to improve student achievement by making lasting changes in their campus practices and cultures — changes driven by rigorous and consistent evaluation of their own student data.

Achieving the Dream is firmly rooted in the idea of partnership. In fact, even though Lumina Foundation is providing the initial funding (more than \$9 million in grants approved last year), this is not "our project." Rather, the Foundation is one of eight national organizations working together to implement the initiative. The idea is to create a self-sustaining movement that fosters student achievement at community colleges — a movement that is supported by the public, involves scores of institutions and their communities, and attracts more partners, including additional funding organizations.

The type of inclusive, broad-based involvement that characterizes *Achieving the Dream* is also a hallmark of our recently launched college affordability initiative. That effort, launched in late summer with the publication of a policy brief titled *Collision Course: Rising College Costs Threaten America's Future and Require Shared Solutions*, seeks to create constructive dialogue that can lead to solutions for the rising cost of college.

Because the problem is complex and involves so many stakeholders (colleges and universities, students and families, state and federal policy-makers, secondary schools, and the private sector, to name the most obvious), it must be tackled in cooperation, not in isolation. In 2004 we started the conversation by soliciting papers that proposed possible solutions. In 2005, we will convene the papers' authors, along with representatives from all stakeholder groups, in an attempt to deepen that conversation. Again, the goal is to forge "shared solutions" that will benefit students, families and the nation.

This idea of creating partnerships, of fostering involvement, applies to many of the Foundation's other efforts in 2004:

- The McCabe Fund program supports smaller, direct-service organizations in their work, while also creating a network of supportive peer organizations.
- Our Breaking the Cycle grants help organizations reach out to foster youth. These grants help pull often-overlooked young people into the larger social "family" by putting them in a better position to attend and succeed in college.
- Our ongoing support of the Pathways to College Network makes us part of a national alliance of nearly 50 organizations committed to using research-based knowledge to improve access and success for underserved students.
- Our longstanding commitment to the College Goal SundaySM program broadened this year to include 20 states, the District of Columbia, and the National Association of Student Financial Aid Administrators (NASFAA). With NASFAA on board to help expand College Goal Sunday even further, that successful financial aid information program is poised for even greater growth.

In the coming year, we will increase our commitment to these initiatives by devoting a significant amount of Lumina's resources — monetary, human and institutional capital — to them. All of our efforts strive for the same shared goal: a brighter future for our nation's students and for the nation itself.



Martha D. Lamkin

Martha D. Lamkin, President and CEO

Another year of growth aids our plan for permanence

Our mission at Lumina Foundation is not easy. We know that it will take a sustained effort — one measured in decades, not years — for our grant making to have a significant impact on student access and success in postsecondary education. In fact, for that impact to endure, our work can never truly end.

Knowing this, we spent considerable time in 2004 reviewing the construction of our investment portfolio with a primary goal in mind: to ensure that the Foundation exists into perpetuity. To achieve this goal, our portfolio must provide sufficient returns while maintaining reasonable risk.

After deliberation, Lumina Foundation decided that the best way to structure such a portfolio would be to 1) broaden its diversification, 2) control expenses and 3) use a few key alternative investments to enhance diversification or increase returns.

We began to implement this three-pronged strategy in late 2004, so it is too early to assess its effectiveness. Still, we feel that these efforts will be key as we seek to build on nearly five years of overall growth — including a solid year in 2004.

In terms of asset performance, 2004 provided a second straight year of portfolio growth. At year's end, the market value of our total assets stood at \$1.19 billion — up 9 percent from 2003's ending value of \$1.09 billion. According to the most recent figures provided by the Foundation Center, Lumina Foundation ranks 43rd among the nation's foundations in terms of asset size.

In addition to the overall upward trend in the market, asset-allocation decisions helped drive the increase in the Foundation's portfolio

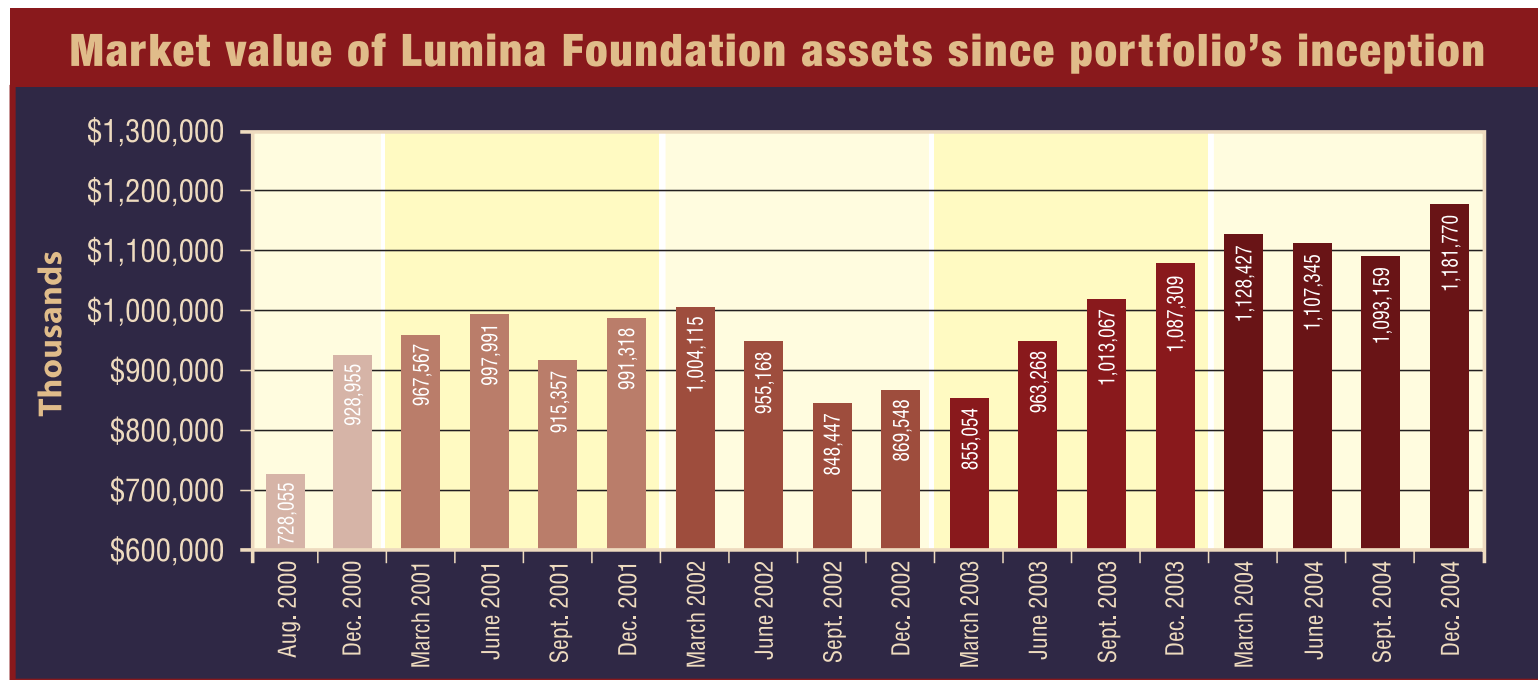
in 2004. Our small-cap stock and global equity portfolios returned 17 percent and 21 percent, respectively. Our real assets portfolio was up more than 33 percent, and our large-cap domestic equities were up almost 13 percent. Our fixed-income allocation returned a modest 4 percent while providing stability and cash flow for grant payouts.

Ongoing efforts to diversify the Foundation's portfolio have helped our investments outperform various market indices. In accordance with our asset-allocation policy, we have regularly rebalanced our portfolio — generally moving funds from cash or from overperforming assets to underweighted asset classes. Interest and dividend rates were very low throughout 2004. This fact prompted us to liquidate some investments, realize capital gains and losses, and thereby generate cash flow.

Our grant-payout total for 2004 was \$37 million, up from \$27.5 million in 2003. We approved 164 regular grants this year, an increase over the 2003 total of 132 grants. The 2004 grants ranged in size from \$6,900 to \$2.7 million, but typically fell between \$75,000 and \$300,000.

In sum, our financial stewardship and grant-making activity this year have set the stage for 2005 to be a strong year. In addition, our long-term strategy to restructure the portfolio should serve us well for many years in service of our mission to improve access and success in postsecondary education.

These highlights are based on preliminary, unaudited figures. Lumina Foundation's complete, audited financial statements for 2004 will be available on request after May 1, 2005.



Discovering new pathways in the quest for knowledge

Since its inception, Lumina Foundation has seen research as central to its mission. Through dozens of projects undertaken annually, the Foundation sponsors research to inform practitioners and policy-makers on topics that relate to postsecondary access, attainment and adult learning. Research helps to guide and assess the Foundation's investments. Also, research publications and results are the most popular items downloaded from our Web site.

Research at the Foundation has evolved over the years: from research contracts to research grants; from sole publication to shared, supported or "co-branded" publications that constitute a unique blend of internal and externally produced materials.

Program research grants

The lion's share of research projects undertaken at the Foundation this year — 26 out of 36 — were funded as program grants. We approved more than \$8 million in such grants in 2004, paying out \$4.6 million in first-year payments to experts at research institutes, think tanks and research universities. These grants support research that informs our understanding of expanding access and success in postsecondary education among traditionally underserved students; protecting access during periods of recession, retrenchment and recovery; following student interstate migration patterns, and encouraging low-income parent participation in state 529 savings plans.

Internal research

Lumina Foundation staff members are themselves contributors to the growing body of research and information on postsecondary access and attainment. Staff members study the impact of Foundation funding, assess research grants for the quality and rigor of their methodology and purpose, and make and monitor grants to ensure a research portfolio that informs the Foundation's goals.

In 2004, staff studied race and ethnicity in financial aid; reviewed the assumptions and calculations used to determine financial need; explored alternative financial strategies for independent colleges and universities; created an index to measure ethnicity in college enrollments; and identified several policy solutions to the growing issue of college costs and affordability.

Presentations

Staff members present papers and serve as expert panelists at state, regional and national professional meetings. Staff also have authored books, written numerous articles in professional and trade journals, and responded to hundreds of news media inquiries about higher education access, retention and adult learning issues. Finally, the Foundation's Web site has become a popular destination for thousands of individuals and organizations around the world seeking information about issues that affect postsecondary students' access and success.

Publications

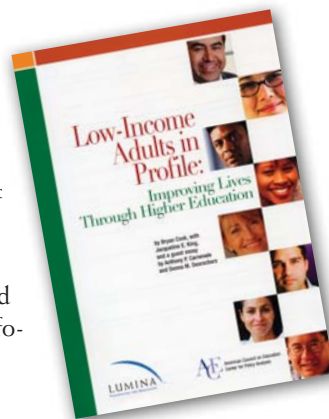
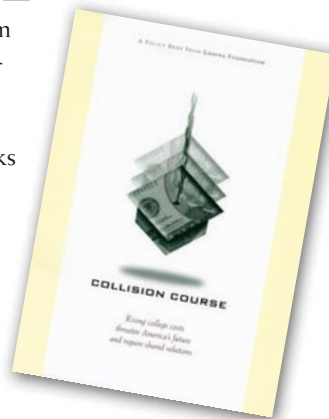
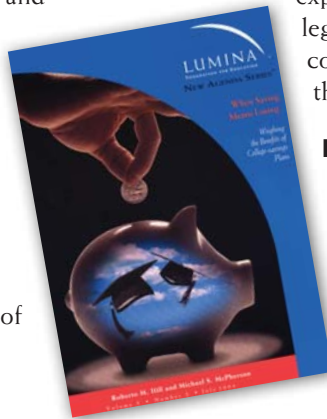
Several research projects — generated internally and by external resources — resulted in publication. Here is a representative list of those publications:

Published by Lumina Foundation:

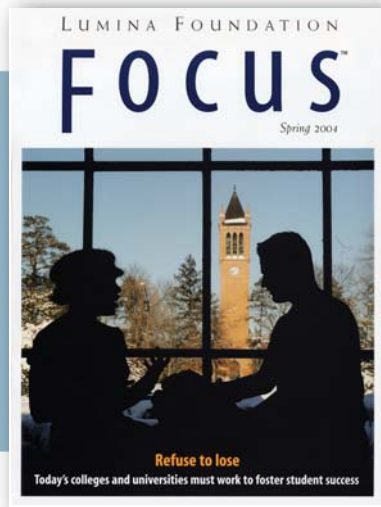
- *Expanding College Access: The Impact of State Finance Strategies* (February)
- *When Saving Means Losing: Weighing the Benefits of College-Savings Plans* (July)
- *Collision Course: Rising College Costs Threaten America's Future and Require Shared Solutions* (July)
- *Fifty Years of College Choice: Social, Political and Institutional Influences on the Decision-Making Process* (September)
- *Powerful Partnerships: Independent Colleges Share High-impact Strategies for Low-income Students' Success* (October)

Published by organizations funded by or acting as partners of the Foundation:

- *Connected by 25: A Plan for Investing in Successful Futures for Foster Youth* (The Youth Transition Funders Group, The Foster Care Work Group and The Finance Project; February)
- *Low-Income Adults in Profile: Improving Lives through Higher Education* (American Council on Education; February)
- *Workforce Contingent Financial Aid: How States Link Financial Aid to Employment* (American Institutes for Research; February)
- *Linking Tuition and Financial Aid Policy: The Gubernatorial Perspective* (Western Interstate Commission on Higher Education; October)
- *Raising the Graduation Rates of Low-income College Students* (Pell Institute for the Study of Opportunity in Higher Education; December)



Communication



Sharing information while staying focused on results

Communication efforts have always been central to our mission at Lumina Foundation. Throughout our four-year history, we have maintained a commitment to high-quality print and electronic publications — vehicles that allow us to share information about issues affecting postsecondary access and success.

In addition to our research publications (detailed on the previous page), the Foundation uses four main conduits to disseminate news to educational leaders, policy-makers, the news media and the public:

1. **Our Web site**, www.luminafoundation.org, houses a wealth of 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.
2. **Our electronic newsletter**, *Student Access & Success News*, puts news about our work and that of our grantees right into subscribers' e-mail in-boxes every month. The e-newsletter, which reached more than 5,500 addressees when launched in 2003, now extends to more than 9,200 subscribers worldwide.
3. **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 adult learning, reached more than 20,000 addressees.
4. **Our outreach efforts** magnify the impact of all of our work by heightening awareness and interest in our grantees and issues among the news media, the policy-making community and other organizations. Recent responses from all of these groups show us

that we are reaching our long-held goal of contributing to the field as a reliable source of information about access and success in post-secondary education.

Besides these four vehicles, we also support initiatives aimed at increasing public awareness and raising the voices of others in shedding light on key issues in access and success. In 2004, for instance, we:

- Launched a major initiative to address the national issue of college affordability.
- Continued support of Achieving the Dream: Community Colleges Count, a multi-year effort to increase the success of community college students.
- Joined other funding organizations to support the production of a video documentary, *The College Track: America's Sorting Machine*, which was broadcast last fall on public television stations across the country.
- Helped fund a two-hour PBS documentary on the challenges facing American higher education. That program, being developed by noted education journalist John Merrow, is set for broadcast in late spring or early summer.

Student Access & Success News recently earned second place among e-newsletters produced by the largest foundations in the Council on Foundations' national competition, the Wilmer Shields Rich Awards. Early last year, Lumina Foundation's 2002 annual report earned a third-place award in that same competition.

Awards are gratifying, of course, but they're not the goal. What we continually strive for is that our communication efforts — and everything we do — contribute to the mission of increasing student access and success.

Thoughtful assessment of our work adds to its impact

Foundations across America often struggle to answer basic questions of effectiveness: How are we really doing? How can we know that our work is having an impact?

Certainly, Lumina Foundation has no easy answers to these questions. Yet results are vital, and we are committed to finding creative and useful tools for evaluation. As a foundation approaching its fifth year, we know the importance of interim indicators — checkpoints along the path to eventual success. Last year, we again looked at several such indicators, and we also began exploring ways to improve our evaluation efforts. In 2004, we looked at four key guideposts:

- 1. Survey of grant recipients:** We contracted with Patrizi Associates, a Philadelphia-based evaluation firm, to survey Lumina Foundation's 2003 grant recipients. This survey, bolstered by new responses to 11 items on a similar survey conducted the previous year by the Center for Effective Philanthropy, produced encouraging results. Patrizi's report concludes: "The results of this survey yield a portrait of grantees' experience with the Lumina Foundation for Education that is overwhelmingly positive."
- 2. Analysis of grantee reports:** We asked Don Frick, an independent evaluator now based in Minneapolis, to analyze 36 reports submitted on recently completed and mature grants. He reviewed the grant files, and then interviewed grantees and program officers. The results corroborate the findings of the Patrizi survey and

also demonstrate that grantees clearly understand the Foundation's mission and focus. The report concludes with this quote: "One grantee summed up an overall view of the Foundation: 'Lumina has become a top player in this field in an incredibly short period of time.'"

- 3. Electronic newsletter evaluation:** In 2003, the Foundation launched a monthly e-newsletter, *Student Access & Success News*. In 2004, the Foundation asked Small Initiatives, an independent e-communication consulting firm based in Knoxville, Tenn., to compare the e-newsletter with those of 11 other large private foundations. *Student Access & Success News* got top ratings in every category (design, readability, navigation and content) and tied for first among the 11 publications.
- 4. Stakeholder survey:** In 2004, we again conducted a Web-based survey of some 300 stakeholders in the policy, higher education and foundation communities. Though last year's results slipped slightly from 2003 (the survey's first year), most respondents continued to express highly favorable opinions of the Foundation.

In addition to checking these four guideposts in 2004, we also began to commission independent evaluations of several of our key grant-making programs — a timely step now that three years of grant making are behind us. As we await the results of those evaluations, we're working to develop new ways to share the important lessons they'll contain.

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.

What we fund

Lumina Foundation 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.

From time to time, Lumina Foundation identifies a special initiative

that has the potential to improve postsecondary access and success. For example, Achieving the Dream: Community Colleges Count is a national initiative that seeks to increase the success of community college students.

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 a new initiative to address the rising cost of a college education.

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 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/).

Grants in 2004

In 2004, Lumina Foundation staff considered nearly 800 proposals and approved 164 grants for a total commitment of \$39.9 million. Payout on current and prior years' grants was \$37 million in 2004, an increase of \$9.5 million — or 35 percent — over our 2003 payout. In addition to our regular grants, we made \$185,820 in program-related administrative grants in 2004 and paid out \$800,214 in special gifts to support the charitable donations and volunteer activities of our board members and staff. We also paid out nearly \$104,000 in the grants portion of dues and sponsorships requested by nonprofit organizations.

The following summary lists all of our 2004 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 is for community college grants, reflecting our decision to make these institutions and their students a focal point of our work. Also, we include a list of 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 these grants ranged from \$6,900 to \$2.7 million, but typically were between \$75,000 and \$300,000. The average dollar amount for our grants was around \$243,000.

For 2004, we approved:

- Eighty-nine grants totaling \$15.2 million to improve student **access**.
- Seventeen grants totaling \$12.5 million to address issues related specifically to the nation's **community colleges** and their students.
- Seventeen grants totaling \$5.4 million to improve student retention and **success**.
- Twenty-four grants totaling \$3.6 million to support **Indiana initiatives**.
- Ten grants totaling \$2.4 million to address issues affecting **adult learning**.
- Seven **special grants** totaling \$828,000 to fund other projects to advance the field of philanthropy.

All of these grants are listed below, 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).

Student access

American Indian College Fund

Denver, Colo.

\$10,000 – To provide the initial gift for the Jerry Sheehan Davis Endowed Scholarship Fund. (One year)

Arkansas State University

Jonesboro, Ark.

\$94,700 – To increase access to postsecondary education for students in the Arkansas Delta region. (10 months)

Austin Peay State University Foundation

Clarksville, Tenn.

\$403,500 – To assess trends that influence student attainment and to identify policy interventions. (25 months)

Big Picture Company

Providence, R.I.

\$600,000 – To establish a National Transitional Support Network to increase college access and graduation rates among students from Big Picture and alternative high schools. (37 months)

Breaking the Cycle grants

\$1,587,500 total – Eight grants, all supporting programs that aim to improve the postsecondary access and attainment of foster youth or young people who have recently made the transition out of foster care.

- **Child Abuse Prevention Foundation**

San Diego, Calif.

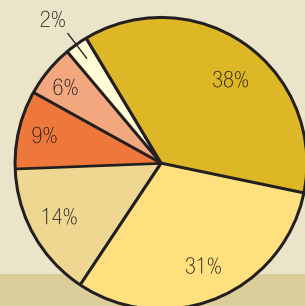
\$75,000. (18 months)

- **Hillsborough Kids**

Tampa, Fla.

\$289,000. (Two years)

Regular grants approved in 2004, by theme



- **Student access – 38%** (\$15,167,575)
- **Community colleges – 31%** (\$12,531,800)
- **Student success – 14%** (\$5,411,990)
- **Indiana grants – 9%** (\$3,572,200)
- **Adult learning – 6%** (\$2,380,500)
- **Special grants – 2%** (\$828,100)

	Number of grants	Dollar value	Percent
Student access	89	\$15,167,575	38%
Community colleges	17	12,531,800	31%
Student success	17	5,411,990	14%
Indiana grants	24	3,572,200	9%
Adult learning	10	2,380,500	6%
Special grants	7	828,100	2%
Totals	164	\$39,892,165	100%

- **Indiana University Purdue University Indianapolis**

Indianapolis, Ind.

\$960,500. (Two years)

- **Marion Superior Court**

Indianapolis, Ind.

\$15,000. (One year)

- **Orangewood Children's Foundation**

Santa Ana, Calif.

\$75,000. (Two years)

- **Silicon Valley Children's Fund**

San Jose, Calif.

\$75,000. (Two years)

- **United Way of Central Indiana**

Indianapolis, Ind.

\$23,000. (Eight months)

- **Washington Education Foundation**

Issaquah, Wash.

\$75,000. (Two years)

- **California Rural Legal Assistance Foundation**

Sacramento, Calif.

\$300,000 – To provide low-income immigrant youth, parents, educators and community members with information, resources and assistance to gain access to postsecondary education. (Two years)

Chavez School

Washington, D.C.

\$92,000 – To provide resources and support to college-bound alumni as they make the transition to college. (Three years)

College Goal Sunday grants

\$1,762,300 total – Eleven grants, all aimed at expanding the scope of College Goal SundaySM.

The program provides information and hands-on help to low-income students and families in filling out the paperwork required to obtain student financial aid. Both planning and implementation grants are included in the list; generally, the smaller grants are planning grants.

- **Arizona Commission for Postsecondary Education**

Phoenix, Ariz.

\$75,000. (34 months)

- **Coalition of Alaskans Supporting Higher Education**

Anchorage, Alaska

\$210,000. (34 months)

- **DE-D.C.-MD ASFAA**

Baltimore, Md.

\$75,000. (34 months)

- **Foundation for Florida's Community Colleges**

Tallahassee, Fla.

\$7,500. (Nine months)

- **Indiana Student Financial Aid Association**

Indianapolis, Ind.

\$60,000. (34 months)

- **Kansas Association of Student Financial Aid Administrators**

Ottawa, Kan.

\$75,000. (34 months)

Grants in 2004

- **Kentucky Association of Student Financial Aid Administrators**

Louisville, Ky.

\$75,000. (Three years)

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

Auburndale, Mass.

\$203,400. (34 months)

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

Washington, D.C.

\$631,000 – To assume managerial and administrative responsibility for coordinating the maintenance, expansion and evaluation of College Goal Sunday. (Three years)

- **Student Assistance Foundation of Montana**

Helena, Mont.

\$182,400. (34 months)

- **University and Community College System of Nevada**

Las Vegas, Nev.

\$168,000. (32 months)

College Summit

Washington, D.C.

\$1,020,000 – To enroll more promising, low-income youth in college and develop strategies to increase college enrollment over time. (Three years)

Education Development Center

Newton, Mass.

\$811,500 – To provide Hispanic parents and educators of middle-grades students with information about how to prepare their children for postsecondary education. (Three years)

The Education Resources Institute (TERI)

Boston, Mass.

\$68,960 – To disseminate recordings of the PBS series, *The College Track: America's Sorting Machine*. (Seven months)

Education Writers Association

Washington, D.C.

\$200,000 – To elevate and improve reporting on higher education issues in the news media. (Two years)

Harvard University

Cambridge, Mass.

\$65,000 – To edit a book of new research on expanding access and success in postsecondary education among traditionally underserved students. (One year)

Helping Teens Succeed

Atlanta, Ga.

\$201,700 – To increase and strengthen the

network of metropolitan Atlanta high schools that offer pre-college access programs to low-income youth. (Two years)

Illinois State University

Normal, Ill.

\$300,000 – To identify and disseminate successful state-level strategies and policy tools to protect students' access to postsecondary education during periods of economic recession, retrenchment and recovery. (25 months)

Institute for Higher Education Policy

Washington, D.C.

\$88,500 – To conduct a 50-state study that documents the public and private benefits of higher education. (Five months)

Learning Matters

New York, N.Y.

\$501,000 – To raise public awareness of the barriers to postsecondary access and success through a PBS documentary series, *The College Track: America's Sorting Machine*. (19 months)

Maine Community Foundation

Ellsworth, Maine

\$349,600 – To increase the postsecondary academic preparation and access of underrepresented youth and adults in Maine. (38 months)

Maya Angelou Public Charter School

Washington, D.C.

\$92,000 – To provide resources and support to college-bound alumni as they make the transition to postsecondary education. (Three years)

McCabe Fund grants

\$1,972,700 total – Twenty-eight grants, all to nonprofit 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.

- **AVID Region IX**

San Diego, Calif.

\$75,000 – To fund a pre-college access summer bridge program for 150 high school students in San Diego. (One year)

- **Barrio Logan College Institute**

San Diego, Calif.

\$75,000 – To offer pre-college access services to 115 Latino high school juniors and seniors. (Two years)

- **Bronx Community Services**

Bronx, N.Y.

\$68,000 – To help 60 first-generation, public high school students gain access to postsecondary education. (Two years)

- **Citizen Schools**

Boston, Mass.

\$64,000 – To work with 130 middle-

grades students and their families to enroll in college-preparatory high schools. (One year)

- **College Bound**

Cerritos, Calif.

\$75,000 – To support direct access services to 64 minority students and their families. (One year)

- **College Connections Hawaii**

Honolulu, Hawaii

\$67,000 – To fund a new access program for 500 native Hawaiian students in Grades 8-12. (Two years)

- **Cristo Rey Network**

Newton, Mass.

\$75,000 – To fund the implementation of a college-preparatory program at 10 new Cristo Rey high schools in urban communities across the country. (Two years)

- **Crosby Scholars Program**

Winston-Salem, N.C.

\$74,300 – To provide pre-college access programs to 50 underserved students in Grades 8-10. (18 months)

- **Crozer-Chester Foundation**

Chester, Pa.

\$40,000 – To help 60 underserved high school students gain access to postsecondary education. (Two years)

- **Downtown College Prep**

San Jose, Calif.

\$50,000 – To help 400 low-achieving, urban minority students gain access to postsecondary education. (One year)

- **Foundation for Excellent Schools**

Cornwall, Vt.

\$75,000 – To help 5,000 underserved high school students from low-income communities gain access to postsecondary education. (One year)

- **Futures for Children**

Albuquerque, N.M.

\$73,000 – To provide 60 Native American middle and high school students with individualized pre-college access support. (18 months)

- **Gary Runnin' Rebels**

Gary, Ind.

\$56,000 – To provide 300 first-generation, low-income middle and high school students with pre-college access services. (Two years)

- **Harlem Center for Education**

New York, N.Y.

\$75,000 – To provide 25 African-American and Latino high school males with pre-college access services. (Two years)

- **Higher Education Information Center (a division of TERI)**

Boston, Mass.

\$75,000 – To provide access services to 630 middle school and high school students through neighborhood educational resources centers. (Two years)

- **Mid-South Community College**

West Memphis, Ark.

\$71,500 – To fund two "circuit rider" college counselors who will provide weekly college access workshops for underserved students in seven public high schools. (One year)

- **National Association of Urban Debate Leagues**

Chicago, Ill.

\$75,000 – To help 150 underserved high school students gain access to postsecondary education. (One year)

- **National Council for Community and Education Partnerships**

Washington, D.C.

\$159,000 – To convene 50 McCabe Fund grantees at a two-day seminar to build grantees' success in working with students, assist grantees in diversifying their funding sources, and highlight successes and lessons learned. (Four months)

- **Outreach Community Ministries**

Wheaton, Ill.

\$60,000 – To support 26 underserved students and their families in gaining access to postsecondary education. (Two years)

- **Saint Vincent College**

Latrobe, Pa.

\$52,300 – To help 60 underserved sixth-grade students gain access to postsecondary education. (Two years)

- **Stiles Hall**

Berkeley, Calif.

\$50,000 – To help 60 underserved middle school students gain access to postsecondary education. (Two years)

- **Target Hope**

Chicago, Ill.

\$75,000 – To help 500 underserved high school students gain access to college. (Two years)

- **Thurgood Marshall Academy**

Washington, D.C.

\$75,000 – To expand access services to 250 at-risk students in a Washington, D.C., public charter high school. (One year)

- **Union Settlement Association**

New York, N.Y.

\$70,800 – To help 24 underserved middle school students gain access to college. (One year)

- **Washington Jesuit Academy**

Washington, D.C.

Grants in 2004

\$41,800 – To help 24 underserved middle school males gain access to postsecondary education. (Two years)

- **White-Williams Scholars**

Philadelphia, Pa.

\$75,000 – To help 300 low-achieving, African-American high school students gain access to postsecondary education. (One year)

- **Willamette University**

Salem, Ore.

\$75,000 – To provide pre-college access programming to 50 underserved students in Grades 11 and 12. (Two years)

- **YWL Foundation – CollegeBound**

New York, N.Y.

\$75,000 – To help 1,400 first-generation, low-income urban students gain access to postsecondary education. (One year)

Missouri Department of Higher Education

Jefferson City, Mo.

\$225,000 – To expand a research project on college access and affordability in Missouri, disseminate its findings to public policy-makers, and continue to follow the progress of the students who participated in the original study. (Two years)

MY TURN

Brockton, Mass.

\$125,000 – To increase the number of minority and other underrepresented youth who receive the guidance and preparation needed to complete high school and pursue a postsecondary education. (Three years)

National Association of Student Financial Aid Administrators

Washington, D.C.

\$44,800 – To study the feasibility of a new model to analyze financial need among independent students. (13 months)

National Center for Higher Education Management Systems

Boulder, Colo.

\$135,500 – To create and test state-level indices that can better measure educational equality among ethnic and gender groups. (One year)

National Conference of State Legislatures

Denver, Colo.

\$494,000 – To increase state legislators' awareness of issues and strategies related to accessibility and affordability of public higher education. (27 months)

National Youth Employment Coalition

Washington, D.C.

\$650,000 – To develop a national policy framework, informed by effective practice, to serve out-of-school youth as they transfer from youth employment programs to colleges and state universities. (Three years)

New England Foundation for the Arts

Boston, Mass.

\$90,000 – To support a supplemental outreach strategy that will increase the impact of the PBS documentary series, *The College Track: America's Sorting Machine*. (Eight months)

North Central Regional Center for Rural Development

Ames, Iowa

\$150,000 – To increase Native Americans' access to tribal and community colleges by exploring links among education access, economic development and civic engagement. (One year)

OMG Center for Collaborative Learning

Philadelphia, Pa.

\$300,000 – To evaluate the Partnerships for College Access and Success Program. (18 months)

Oregon Business Council

Portland, Ore.

\$100,000 – To improve higher education access and success in Oregon. (18 months)

Pew Hispanic Center

Los Angeles, Calif.

\$84,250 – To inform grant-making organizations and policy-makers about the current status of Hispanic students in postsecondary education and the policies and practices that affect them. (10 months)

Posse Foundation

New York, N.Y.

\$125,000 – To provide supplemental support and for capacity-building activities. (Three months)

Regents of the University of California-Berkeley

Berkeley, Calif.

\$35,000 – To increase the postsecondary academic preparation and access of underrepresented youth in California. (One year)

Roman Catholic Archdiocese of Indianapolis

Indianapolis, Ind.

\$75,000 – To create a strategic plan to increase pre-college access in the archdiocese's urban school system. (One year)

SEED School

Washington, D.C.

\$92,000 – To provide resources and support to college-bound alumni as they make the transition to college. (Three years)

Southport High School

Indianapolis, Ind.

\$30,000 – To improve the reading comprehension skills of Southport High School's African-American students. (30 months)

United Negro College Fund

Fairfax, Va.

\$498,600 – To strengthen student financial aid operations at private, historically black colleges and universities. (Three years)

University of Georgia Research Foundation

Athens, Ga.

\$321,500 – To determine the ways in which federal, state and institutional policies interact to shape high school students' college-going behaviors and their sense of opportunity for college. (18 months)

University of Kansas

Lawrence, Kan.

\$76,100 – To analyze the benefits of postsecondary student interstate migration patterns. (19 months)

University of Michigan

Ann Arbor, Mich.

\$508,600 – To examine students' postsecondary milestones, including transitions from secondary education into college, college persistence and graduation. (Two years)

University of New Mexico Foundation

Albuquerque, N.M.

\$20,000 – To broadcast a television program featuring college access and parent engagement strategies and to sponsor associated community outreach activities. (One month)

Washington University in St. Louis

St. Louis, Mo.

\$118,965 – To explore alternative policies that encourage low-income families' participation in state 529 savings plans. (18 months)

Western Interstate Commission for Higher Education

Boulder, Colo.

\$150,000 – To support a national study of policies that can enhance the participation and success of low-income and underrepresented students in accelerated learning options such as Advanced Placement, dual-enrollment and International Baccalaureate programs. (18 months)

What Kids Can Do

Providence, R.I.

\$95,700 – To build collegiate readiness and awareness among low-income minority and first-generation students through a student-to-student guidebook. (14 months)

Women in Government

Washington, D.C.

\$101,600 – To continue the work of Women in Government in giving state policy-makers resources that help them create programs and legislation that improve access to postsecondary education. (One year)

Number of student access grants: 89
Total: \$15,167,575

Community colleges

Achieving the Dream: Community Colleges Count

\$9,320,700 total – Ten grants, all to support a multi-year, multi-partner initiative that aims to increase the success of community college students, particularly those in groups that have been underserved in higher education.

- **American Association of Community Colleges**

Washington, D.C.

\$2,683,700 – To serve as a partner in the initiative. (18 months)

- **American Association of Community Colleges**

Washington, D.C.

\$100,000 – To support grants to two additional community colleges in the initiative. (Eight months)

- **Jobs for the Future**

Boston, Mass.

\$104,000 – To strengthen the initiative's state policy work by commissioning a public opinion survey in the five participating states. (Two months)

- **Jobs for the Future**

Boston, Mass.

\$1,798,300 – To serve as a partner in the initiative. (Four months)

- **MDC**

Chapel Hill, N.C.

\$770,600 – To support work as the initiative's managing partner. (Five months)

- **MDRC**

New York, N.Y.

\$654,000 – To evaluate the first phase of the initiative. (15 months)

Grants in 2004

- **Public Agenda Foundation**

New York, N.Y.

\$86,000 – To serve as a partner in the initiative. (Four months)

- **Teachers College of Columbia University**

New York, N.Y.

\$1,027,600 – To serve as a partner in the initiative. (18 months)

- **University of Southern California, Rossier School of Education**

Los Angeles, Calif.

\$341,500 – To expand the Transfer and Retention of Urban Community College Student Project (TRUCCS) to include work with the initiative. (Two years)

- **University of Texas at Austin**

Austin, Texas

\$1,755,000 – To serve as a partner in the initiative. (18 months)

American Association for Higher Education

Washington, D.C.

\$10,000 – To fund the writing and editing of an issue of *Change* magazine on community colleges and the challenges they face. (14 months)

American Association for Higher Education

Washington, D.C.

\$41,000 – To fund the production and dissemination of an issue of *Change* magazine on community colleges and the challenges they face. (Eight months)

League for Innovation in the Community College

Phoenix, Ariz.

\$190,200 – To complete the Certificate of College Competencies Program's transition to financial self-sufficiency. (One year)

MDRC

New York, N.Y.

\$2,400,000 – To increase low-income and nontraditional student success and persistence by testing innovative interventions at selected community colleges. (39 months)

University of Southern California, Rossier School of Education

Los Angeles, Calif.

\$302,500 – To develop community college leaders' capacity to address student achievement gaps and achieve equity in educational outcomes (18 months)

University of Texas at Austin

Austin, Texas

\$250,200 – To validate the Community College Survey of Student Engagement instrument against student persistence. (Two years)

University of Texas at Austin

Austin, Texas

\$17,200 – To reprint copies of *Keeping America's Promise*, a series of working briefs that describe the challenges facing America's community colleges. (One year)

Number of community college grants: 17

Total: \$12,531,800

Student success (Retention/attainment)

American Association of Colleges for Teacher Education

Washington, D.C.

\$100,800 – To increase the number of early-childhood education teachers from diverse backgrounds through educational partnerships. (15 months)

American Indian College Fund

Denver, Colo.

\$373,000 – To increase retention of students enrolled in tribal colleges and universities. (21 months)

Association for the Study of Higher Education

Denver, Colo.

\$382,578 – To fund the Lumina Foundation Dissertation Fellowship program. (22 months)

CALPIRG Education Fund

Los Angeles, Calif.

\$50,000 – To implement a public information campaign for students, faculty and universities in California and Oregon to help reduce textbook costs. (15 months)

Council for Aid to Education

New York, N.Y.

\$800,000 – To assess the quality of undergraduate education by measuring student learning outcomes. (Two years)

Council for Opportunity in Education

Washington, D.C.

\$68,300 – To support the publication and dissemination of a report that highlights successful programs and implementation strategies at four-year colleges that serve low-income students. (Six months)

Council of Independent Colleges

Washington, D.C.

\$15,000 – To supplement an earlier grant to design an initiative that identifies, documents and shares ways that independent colleges and universities succeed in educating and graduating at-risk students. (Eight months)

Educational Policy Institute

Stafford, Va.

\$312,500 – To develop a retention self-audit mechanism for two-year and four-year institutions to improve the success rates of their students. (16 months)

Harry S Truman College

Chicago, Ill.

\$90,000 – To determine how to help English language learners make more effective transitions from studying the language to taking college-level courses. (27 months)

Hispanic Scholarship Fund

San Francisco, Calif.

\$1,585,900 – To increase the enrollment of Latino students at four-year colleges by adding an access component to Scholar Chapters. (Three years)

Indiana University Center for Postsecondary Research & Planning

Bloomington, Ind.

\$250,000 – To document how student engagement affects persistence, performance and graduation of different groups of students across different types of colleges and universities. (18 months)

National Center for Academic Transformation

Gansevoort, N.Y.

\$280,000 – To make significant improvements in first-year courses to improve student success and retention for at-risk students, adult learners and community college students. (One year)

Pell Institute for the Study of Opportunity in Higher Education

Washington, D.C.

\$392,112 – To determine the characteristics and practices associated with improving graduation rates of low-income students at large public universities. (18 months)

Regents of the University of California

Los Angeles, Calif.

\$43,700 – To provide additional support for research on the long-term effects on postsecondary success of students who participated in access programs while in high school. (10 months)

Social Science Research Council

New York, N.Y.

\$18,100 – To increase the number of participants involved in a "Transitions to College: From Theory to Practice" meeting. (One month)

Student African American Brotherhood

Toledo, Ohio

\$200,000 – To increase the postsecondary access and success of African-American male college students. (20 months)

Urban Institute

Washington, D.C.

\$450,000 – To evaluate the Building Engagement and Attainment of Minority Students (BEAMS) project. (50 months)

Number of student success grants: 17

Total: \$5,411,990

Adult learning

American Council on Education

Washington, D.C.

\$16,000 – To convene grantees to share information about the characteristics and needs of low-income adult students, and about public policies and postsecondary practices that facilitate or frustrate learning. (Six months)

Council for Adult and Experiential Learning

Chicago, Ill.

\$899,700 – To increase and expand adult students' attainment in community colleges by improving institutional effectiveness and state policies that affect adults' postsecondary access and success. (Three years)

Council for Adult and Experiential Learning

Chicago, Ill.

\$49,000 – To identify and advance a common agenda that will benefit adult learners. (11 months)

Education Foundation

Denver, Colo.

\$650,000 – To expand success for up to 400 low-income, academically underprepared adult students at three Colorado community colleges. (Two years)

Institute for the Study of Family, Work and Community

Berkeley, Calif.

\$300,300 – To study the participation of community colleges in federal workforce investment programs. (19 months)

Grants in 2004

National Governors Association's Center for Best Practices

Washington, D.C.

\$200,000 – To include three additional states in the Learning Academies project to encourage state policies that expand access and attainment for low-income adults. (One year)

Ohio State University Foundation

Columbus, Ohio

\$100,000 – To develop a Retention for Success model that retains and graduates nontraditional students in a major university setting. (16 months)

Parkland College

Champaign, Ill.

\$134,500 – To pilot an accelerated associate's degree program for adult learners. (One year)

Rio Salado Community College

Tempe, Ariz.

\$16,000 – To disseminate the results of Rio Salado's e-Learning initiative at three major conferences on distance learning. (Nine months)

Welfare Rights Organizing Coalition

Seattle, Wash.

\$15,000 – To improve access to education and training for low-income parents. (One year)

Number of adult learning grants: 10

Total: \$2,380,500

Indiana grants

Advancing Academic Excellence

\$42,700 total – Five grants, all aimed at helping public high schools in the Indianapolis area increase their ability to offer college-level curriculum to their students through programs such as Advanced Placement and International Baccalaureate.

- **Beech Grove City Schools**
\$7,800. (One year)
- **Decatur Central High School**
\$8,000. (One year)
- **North Central High School**
\$8,000. (One year)
- **Northwest High School**
\$6,900. (One year)
- **Perry Meridian High School**
\$12,000. (One year)

Central Indiana Community Foundation

Indianapolis, Ind.

\$500,000 – To support the design and construction of the Cultural Trail, an urban greenway, in Indianapolis. (Two years)

Central Indiana Corporate Partnership Foundation

Indianapolis, Ind.

\$1,180,000 – To expand access to postsecondary education for Indiana students who aspire to work in the life sciences and medical manufacturing sectors. (Two years)

Commission for Higher Education – State of Indiana

Indianapolis, Ind.

\$150,000 – To enhance the data systems of the Indiana Commission for Higher Education. (15 months)

Commission for Higher Education – State of Indiana

Indianapolis, Ind.

\$117,500 – To expand the outreach activities of the Indiana Pathways to College Network in support of improved student access and success. (Nine months)

Commission for Higher Education – State of Indiana

Indianapolis, Ind.

\$20,000 – To support the national Biennial Conference on Articulation and Transfer. (11 months)

Community Education Coalition

Columbus, Ind.

\$58,000 – To support the Community Education Coalition's efforts to develop a plan to support postsecondary education access and persistence programs in south central Indiana. (Two years)

Emma Donnan Middle School

Indianapolis, Ind.

\$43,800 – To replace school supplies and equipment lost in the May 3, 2004, tornado at the school. (10 months)

Indiana Grantmakers Alliance

Indianapolis, Ind.

\$90,000 – To support the alliance's education program, the Effective Grantmaker Series, in 2005. (One year)

Indiana Institute for Working Families

Indianapolis, Ind.

\$18,800 – To support the Indiana Institute for Working Families' efforts to document and compile sources of ongoing funding for education and training. (Five months)

Indiana Latino Institute

Indianapolis, Ind.

\$100,000 – To increase the postsecondary access of Latino students in Indianapolis. (One year)

Indiana University

Indianapolis, Ind.

\$36,000 – To support capacity-building efforts at the Indiana University Center on Philanthropy. (Three years)

Indiana University

Indianapolis, Ind.

\$25,000 – To examine the impact of the state's Twenty-first Century Scholars program on college persistence. (Six months)

Indianapolis City Market Corporation

Indianapolis, Ind.

\$20,000 – To fund a feasibility study for a new facility at City Market for Ivy Tech State College's culinary arts school. (Seven months)

Indianapolis Downtown Inc.

Indianapolis, Ind.

\$10,000 – To provide operating support. (Six months)

IUPUI Center for Philanthropy – Research and Sponsored Programs

Indianapolis, Ind.

\$48,900 – To support a study on knowledge management for foundations. (11 months)

Ivy Tech State College

Indianapolis, Ind.

\$518,200 – To increase student success at Ivy Tech State College, Indiana Central Region. (Three years)

Keep Indianapolis Beautiful

Indianapolis, Ind.

\$36,000 – To provide operating support. (Three years)

Martin University

Indianapolis, Ind.

\$447,300 – To support Martin University in a comprehensive strategic planning process as it prepares for a transition in leadership. (18 months)

Outreach Inc.

Indianapolis, Ind.

\$110,000 – To create a plan to address the needs of homeless and other unaccompanied youth and young adults in Marion County as they make the transition to postsecondary education. (Two years)

Number of Indiana grants: 24 Total: \$3,572,200

Special grants

Center for Effective Philanthropy

Cambridge, Mass.

\$40,000 – To conduct an in-depth examination of the perspectives and practices of the trustees of 21 foundation boards. (11 months)

Council on Foundations

Washington, D.C.

\$330,000 – To develop the Building Strong and Ethical Foundations: Doing It Right program, which will create new guiding principles and ethical standards for foundations. (Two years)

Florida Southern College

Lakeland, Fla.

\$85,700 – To assist the institution in aiding students' continued persistence and success in the aftermath of hurricane damage. (10 months)

Foundation Center

New York, N.Y.

\$25,000 – To support the creation and distribution of a final research report that will analyze giving in the aftermath of the 9/11 tragedy. (One year)

Georgia State University Research Foundation

Atlanta, Ga.

\$277,400 – To evaluate the effectiveness of grant making as a means of informing state policy that affects postsecondary education. (One year)

Grantmakers for Education

Portland, Ore.

\$45,000 – To fund the 2005 Grantmakers for Education Institute on policy change and public will. (One year)

OMG Center for Collaborative Learning

Philadelphia, Pa.

\$25,000 – To plan and convene the 2004 Evaluation Roundtable, an annual meeting of foundation evaluation officers. (11 months)

Number of special grants: 7 Total: \$828,100

Grand totals

Number of grants approved: 164

Dollar value: \$39,892,165

Board and officers

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

Founding Chairman Edward A. McCabe, former chairman of the boards of USA Group and Sallie Mae.

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

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

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

Martha D. Lamkin, president and chief executive officer of the Foundation.

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

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

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

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

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

Leah Meyer Austin, senior vice president for research and programs.

Robert C. Dickeson, senior vice president for policy and organizational learning.

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