


The Time is
NOW



Life gives us moments ...
timely surprises wrapped
in promise and possibility.

They are
moments of
discovery —
the times we
look beyond
ourselves
to bigger,
brighter
things.



A photograph of three graduates in black caps and gowns, smiling. They are holding silver flip phones. The background is slightly blurred, showing a building with windows. The text is overlaid on the right side of the image.

College helps make these moments, and it helps us capture them. It gives us a clearer picture of ourselves and our world — a world for which we must be prepared... schooled, skilled and poised for success.

A photograph of a man in a dark suit and tie carrying a young child on his shoulders. They are both looking upwards and to the left. The background features a tall, multi-story building with many windows and a large American flag flying on a pole to the left. The sky is a clear, light blue.

And with success,
we're better
equipped to support
and sustain others.
We can help them
make the most of
their moments...
and so remake
the world.

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NOW

It's time.

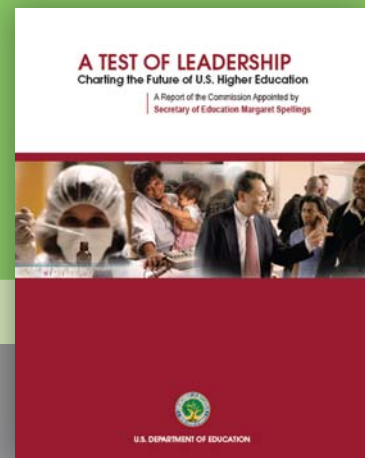
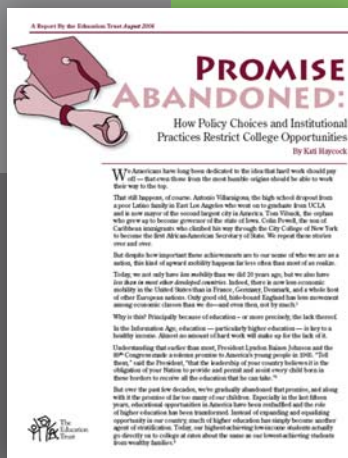
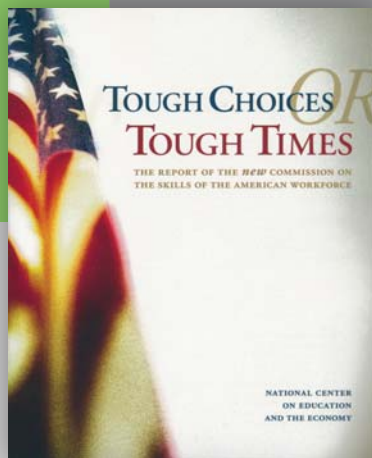
Right now – as a nation and as individuals – we face one of those defining, critical moments. As we look to the future, we know that our children will inherit a society and an economy that are increasingly global and technological. It's a dazzling and promising future in many ways. But today, no matter how much we'd prefer to think otherwise, we are in danger of forfeiting that bright future. At this moment in our history, change isn't just wise; it is vital.

Statistics show that the nation is slipping as a competitor in the global economy, and the rapid growth of the digital workplace has transferred thousands of American jobs to other nations. Not coincidentally, in comparison with other countries, we're also slipping in the percentage of our young adult population that earns college degrees.

For much of the last century, we led the world in educational attainment. Today, the U.S. ranks

eight among developed countries in the percentage of 25- to 34-year-olds with two- and four-year college degrees. And things look to get worse before they get better. Demographic trends show that our young adult population is growing more diverse and less affluent. That means that more and more young Americans – the people we NEED to earn degrees – are members of populations that still have the hardest time doing so.

These trends point to an inescapable fact: America's system of postsecondary education needs to change fundamentally. In 2006, this fact was underscored boldly and repeatedly. Several organizations – including the Education Trust, the American Association of State Colleges and Universities, the National Center for Public Policy and Higher Education, Education Sector, the National Center on Education and the Economy, even a special commission impaneled by the U.S. Secretary of Education – released



influential reports (often with Lumina Foundation support) that echoed the same themes and called urgently for improved accountability and performance.

Policymakers, researchers, commentators and social-change activists all point toward the same end: a higher-education system that is more flexible, more accountable, more responsive, more cost-efficient.

The time, they all say, is now.

We at Lumina Foundation agree. Since Lumina was established nearly seven years ago, our mission has remained constant: to improve students' access to and success in higher education. During our early years, our resources and our work certainly fueled some positive changes. But in 2006, our efforts coalesced around our three major initiatives: Achieving the Dream, Making Opportunity Affordable, and the KnowHow2GO public-awareness campaign (see Pages 13-15).

Now, at the beginning of 2007, those initiatives are poised for major impact – at the same time that

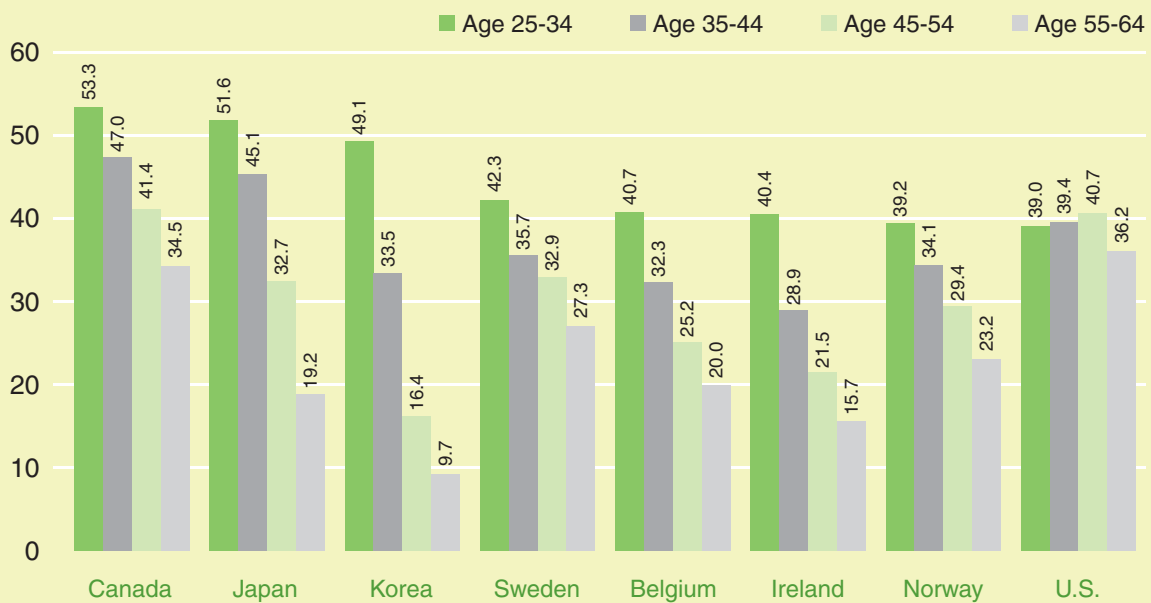
our overall mission has merged almost seamlessly with the national agenda. We at Lumina are convinced that the time is ripe for concerted, collaborative action on this vital issue.

To that end, Lumina Foundation is focusing increasingly on a single riveting challenge. That aim, simply stated, is this: to restore the United States' position as the global leader in educational attainment by the year 2025.

It's an ambitious goal, to be sure. We won't reach it without sustained and determined effort, and we can't possibly reach it alone. We need capable and committed partners – like the organizations and individuals whose work is highlighted in the list of our 2006 grants. Partners like you.

The time is now. The goal is clear. Let's reach it together.

Percent of adults with at least a two-year college degree, by age group



Note: These figures, from 2004, were compiled by the Organization for Economic Cooperation and Development and published in "Education at a Glance 2005."

To seize the moment, we must truly embrace change

Change rarely happens easily – especially when the change is big, and even when, as this report so clearly states, “It’s time.”

And yet Lumina Foundation is in the change business, as are all grant-making organizations. Our resources – financial, intellectual, social and experiential – are aimed specifically at making change happen; they are the tools with which we try to build a better world. We can’t shrink from that task just because it is difficult. If we do, we neglect our duty and ignore our purpose.

At Lumina, our purpose has never wavered. Our mission has always been to improve students’ access to and success in postsecondary education. Our communications consistently refer to college as “the best investment that individuals can make in themselves, and that society can make in its people.”

This past year, perhaps more than ever, society seemed to agree with us.

More and more policymakers and pundits, worried about the nation’s ability to remain competitive in the global economy, are calling for ways to enhance the benefits of higher education and extend those benefits to more Americans. Citing recent statistics on literacy and on two-year and four-year degree attainment, these experts point out that American education is no longer the envy of the world. They insist that our postsecondary system must change if we are to regain our edge. Urgent, nationwide action is needed now, they say, if we hope to give our children and grandchildren the opportunities we all want them to have.

We at Lumina agree. That’s why we find ourselves more and more focused on a specific goal: to return the United States to its position of educational leadership by 2025. We are under no illusions that this goal will be easily reached. In fact, we realize it may be impossible to reach. First, big change is hard. Second, even if big change happens – even if American college students’ attendance, persistence and completion rates improve dramatically – the performance of other nations may improve just as much or more.

No matter. We know the goal is critical, and we’re committed to it. And, in making that commitment, we take confidence and gain energy from two vital truths:

1. We’re not working alone. Clearly, this ambitious goal is too big and too complex for Lumina – or any

organization – to achieve on its own. It will require expertise, compromise, collaboration and hard work from virtually every quarter of American society, both inside and outside the higher education community – including some whose voices have not typically been heard in these conversations. At Lumina, we see our primary role as being a catalyst and a convener – an entity that informs stakeholders, brings them together and helps them work toward a common end.

Constructive change can’t be forced; it must be fostered and facilitated. It’s our job to help in that effort.

2. We work in a great laboratory. The United States may no longer be the global leader in educational attainment, but we still lead the world in perhaps an even more vital category: freedom to act. This nation and its people enjoy a degree of societal and personal choice that is unmatched in the world. Experimentation and innovation have always been the hallmarks of the American success story – economically, socially and personally.

Without doubt, experimentation and innovation are vital if we hope to reach the goal of restoring the nation to its pre-eminent position in educational attainment. Nationwide progress is most likely to come, not from the top down, but from the bottom up – from relatively small-scale, laboratory-type efforts based in individual states or regions. And some of the best ideas for improving postsec-

ondary education may come from seemingly unlikely sources – from the business community, from retirees, from those now in the workforce, perhaps from people and places we’ve not even considered yet.

Whatever the source of the ideas, whatever the location of the laboratories, the steps we must take toward our goal can’t all be small. Incremental change won’t get us where we need to be. Some major leaps will be necessary – possibly a breakthrough as dramatic as the G.I. Bill in terms of scope and significance. Fortunately, we live in a nation built for breakthroughs, a place where individual states, individual institutions – even a single person – can plunge in, take risks and test ideas.

At Lumina Foundation, we stand ready to support such efforts, and we’re eager to work in partnership with others who share our desire to unlock the potential of all of our citizens. College is the key. It’s time to put that key into the hands of every American who wants it.



John M. Mutz
John M. Mutz, Chairman

Broadening our impact by sharpening our focus

"A goal is a dream with a deadline." – Napoleon Hill

"Focus" has always been an important word for us at Lumina Foundation for Education. We talk about it in our meetings. We strive for it in our work and in the work of our grantees. We even use it as the title of one of our publications. Since Lumina's founding nearly seven years ago, we have taken pleasure in the fact that our mission is very focused on a worthy cause. Improving college access and success – that's what we do, what we have always done.

We have found, though, that even this seemingly well-defined mission presents us with a broad range of opportunities. Many factors affect students' access to and success in postsecondary education. Financial barriers dash the college dreams of tens of thousands of deserving students each year. In short, there's never enough money, yet money is never the only solution. Other barriers include:

- Insufficient academic preparation during the pre-college years.
- Lack of information about the financial aid system and the college-application process.
- Unfamiliarity with the college-going experience, particularly among first-generation students and their families.
- Government policies that do too little to promote, sustain and incent college enrollment, persistence and degree attainment.

Focusing on any one of these factors might seem the logical approach – one that is perfectly suited to the Lumina way.

And yet, because the factors that complicate college access and success are numerous and interrelated, concentrating on just one of those factors is an unlikely path to overall success. The challenge, then, is to do broad-based, multi-faceted work, and to do it in a focused way.

This year at Lumina, we have begun to understand our work in a more global context: We need to help the United States regain its position of leadership in two- and four-year degree attainment. Lumina's mission of expanding access and success in education beyond high school – for all students and especially for growing numbers of students who often face the biggest challenges, including adults in the workforce, first-generation students, low-income students and students of color – is a key element in meeting our nation's global economic challenge.

Seeing our work in this new light has given us renewed purpose, urgency and energy. It's not that we're focused on a particular time frame, despite what Napoleon Hill's quotation (above) might suggest. For us, it's still about the dream, not about the deadline. Still, concrete goals and the

deadlines they impose can foster discipline and promote efficient action – and we're already seeing that in our work.

For example, each of our three major initiatives – though very different in approach – has a clear link to our primary goal, and they all work toward its achievement:

- The KnowHow2GO campaign – a public-awareness and student-assistance effort aimed at students in grades 8 to 10 – emphasizes pre-college preparation. Mass-media messages encourage teens to take the necessary, concrete steps that can turn their widely held dream of college into an action-oriented, realizable goal. The campaign also supports a network of community organizations and institutions that provide hands-on help to students as they take those steps toward college. Clearly, by encouraging students' aspirations and provid-

ing information and pre-college assistance, this initiative serves our primary goal.

- Achieving the Dream: Community Colleges Count – a multiyear initiative being implemented by more than a dozen national organizations at 84 colleges in 15 states – seeks to improve student success at community colleges, a vital sector in the American higher education system. Typically, these two-year institutions have the fewest resources, and yet they serve the largest populations of students who face the highest barriers to success. We cannot hope to reach our goal unless we assist these

colleges in their admirable efforts to help students succeed.

- Making Opportunity Affordable (MOA) is a national effort to promote the 21st century higher education system that our nation needs and that students and taxpayers can afford. This effort seeks to implement changes in policy and practice that will simultaneously expand college access and success, improve educational quality and control costs. MOA's objectives – improved college affordability, productivity and quality – dovetail seamlessly with our commitment to increase degree attainment in order to increase individual opportunity and improve America's global competitiveness.

It's all about focus – and about timing. We want all of our efforts to add up, and we want them to inform and assist what we see as a growing national movement to increase college access and success. We're proud to be part of that movement, and proud to assist others who share our commitment, including the grantees listed on the following pages. We can't reach our goal without them.



Martha D. Lamkin

Martha D. Lamkin, President and CEO

Seeking efficiencies while focusing on stewardship

In 2006, Lumina Foundation undertook two major initiatives regarding our investments. The first initiative simplified our diversification model and should help us diversify our portfolio at a lower cost. The second initiative focused on the manner in which the Foundation could, or should, respond to the increasing global integration of economic activity and capital markets. Though these initiatives are still under way and have not yet yielded full results, they have already made our asset-management efforts more prudent and more efficient.

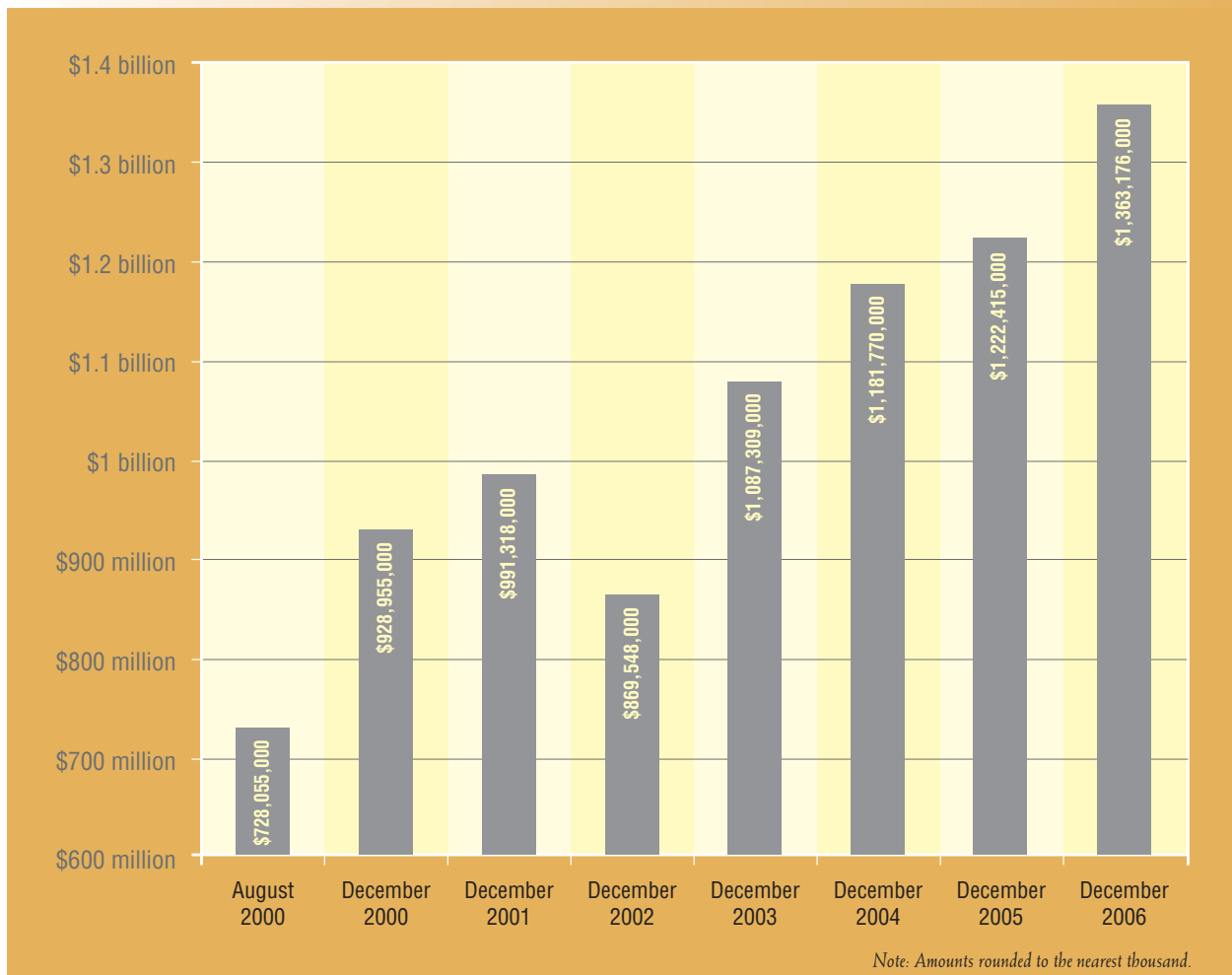
In a similar vein, we continued in 2006 to be diligent about limiting administrative and operational costs. Last year, we decreased our operating expenses (accrual basis) by \$300,000 – from \$9.8 million in 2005 to \$9.5 million in 2006. Net payout on current and prior years'

grants was \$48.9 million in 2006, up \$2.1 million from the previous year's total. At the end of 2006, our invested assets totaled \$1.36 billion, ranking Lumina among the nation's 40 largest private foundations.

The challenge we have accepted as an organization – to help return the United States to its pre-eminent global position in educational attainment – is huge. We know that it will take sustained effort over a period of many years. But it is a challenge we have embraced. At the same time, we embrace the thorough and thoughtful financial stewardship that is vital in helping us meet that challenge.

These highlights are based on preliminary, unaudited figures. Lumina Foundation's complete, audited financial statements for 2006 will be available on request after May 1, 2007.

Market value of Lumina Foundation assets since portfolio's inception



Our three big investments show progress and promise

In 2006, our work increasingly revolved around what one might call our three “big bets” – the three largest and most ambitious Lumina-funded initiatives. These multimillion-dollar efforts – Achieving the Dream: Community Colleges Count, Making Opportunity Affordable, and the KnowHow2GO campaign – have already had a significant national impact. We feel they are poised now for even greater success, given the nation’s increasing focus on what has always been our mission at Lumina Foundation: increasing students’ access to and success in college.

Each of these “big bets” has its own separate set of approaches, strategies and partners, yet all are linked in an important way for us here at Lumina Foundation. They all help move us toward meeting the challenge of returning the United States to a position of global leadership in two- and four-year degree attainment. Here’s a brief rundown of each initiative – with emphasis on the high points that each one has most recently reached.

Achieving the Dream

Achieving the Dream: Community Colleges Count is a national initiative to help more community college students succeed, particularly students of color and low-income students. This growing initiative was developed and is being implemented, not by Lumina alone, but by a partnership of more than a dozen organizations. It was launched in 2004 and has

since been attracting interest among community colleges and funding organizations all over the nation.

The initiative emphasizes the use of research to drive change at the colleges – and all of the changes have one overarching aim: to help community college students persist and succeed. With help from Achieving the Dream coaches and research experts, campus leaders collect and analyze data to identify gaps in student achievement. Subsequently, campus officials implement strategies to close those gaps.

In addition to fostering positive change on the campuses, the initiative also works to improve the environment in which these campuses operate. Through the use of community dialogues and efforts to engage state and local leaders, Achieving the Dream seeks to highlight the importance of community colleges and create strong partnerships that support these colleges and the students they serve.

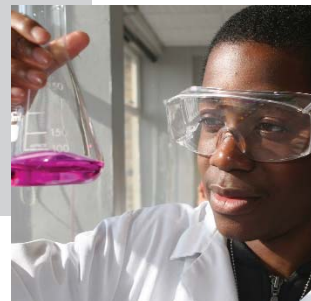
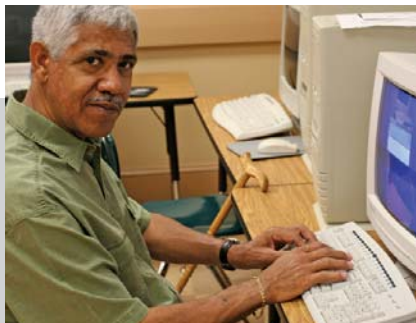
When launched, Achieving the Dream involved 27 colleges in five states. Now, after three rounds of significant expansion – the latest one coming just as this report went to press – Achieving

the Dream is active at 84 colleges in 15 states.

Representatives of nearly 60 of those colleges, as well as policy leaders from nine states (close to 700 people in all), gathered this January in Albuquerque to learn from each other at Achieving the Dream’s third annual Strategy Institute.



Achieving the Dream helps students such as Broward Community College’s Nichelle Campbell, shown on campus with her daughter, Destiny.



So far, Lumina has committed nearly \$56 million to Achieving the Dream. The initiative also has attracted \$41.6 million in funding – some from other grant-making organizations, some from state agencies that see the initiative as a good way to meet statewide goals for improving higher-education outcomes, and some from individual institutions.

In just three years, then, total investment in this effort to increase the success of America's community college students has eclipsed \$97 million. Lumina is committed to the continued success of Achieving the Dream and is now working closely with the partner organizations to devise a strategy for the initiative's nationwide expansion through 2012.

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

KnowHow2GO

KnowHow2GO is a Lumina-funded public-awareness effort designed to encourage teenagers and their families to take the necessary steps toward college. Ninety percent of low-income students in grades 8 through 10 say they plan to attend college, but a much smaller percentage of them actually follow through. The media messages urge kids to "know how to go" to college and encourage them to take concrete steps to turn their dream into an action-oriented goal. The campaign's public-service advertisements (PSAs) prompt young people to find someone who can help them get to college and also

direct viewers to a Web site (www.KnowHow2GO.org) and other resources that can help them in that effort.

The campaign co-sponsors are the American Council on Education (ACE) and the Advertising Council. For the three-year campaign, the Ad Council expects to draw at least \$28 million annually in donated media space. The partner agency, Publicis New York, is donating its creative talents, while Lumina funds are paying production and distribution costs. To date,

Lumina has contributed more than \$3 million to the KnowHow2GO effort.

As part of the initiative's two-pronged strategy of raising awareness and providing assistance, Lumina's funds also support efforts to build a grassroots network of organizations and

youth-serving institutions that offer hands-on help to students who respond to the campaign's PSAs. This "ground campaign" complements the media campaign.

In January 2007, after news events officially launched the national KnowHow2GO campaign, the Ad Council distributed TV spots, radio ads and provocative billboard signage to selected target states. Later that month, Indiana became the first target state to announce its participation, officially launching KnowHow2GOIndiana on January 22. Since that time, other states, including Ohio and California, have also launched their KnowHow2GO efforts, and the initiative's co-sponsors are continuing to reach out to other potential state and national partners.



Provocative billboards carry the KnowHow2GO message.



Making Opportunity Affordable

This emerging initiative is a national effort to promote the 21st century higher education system that our nation needs. Such a system would provide expanded access, greater student success and improved quality – all at a cost that students and the public can afford.

In pursuing the goals of this initiative, Lumina will cast light on the issue, support promising efforts in selected states, build and share a portfolio of effective approaches, and mount a public-education effort to create the will for reform. The aim of these reforms will be to improve college affordability, productivity and quality for more students for generations to come.

Lumina has allocated \$25.5 million toward Making Opportunity Affordable (MOA), and we expect this initiative to be a major focus of our work for years. Three national organizations – Jobs for the Future (JFF), the National Center for Higher Education Management Systems (NCHEMS) and the National Center for Public Policy and Higher Education – are helping to carry out the initiative. Additional organizations are expected to join the effort as specific areas of work are identified.

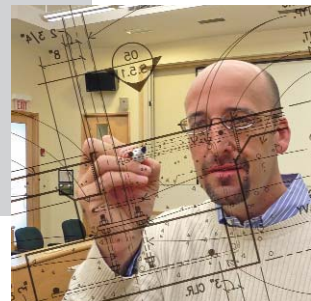
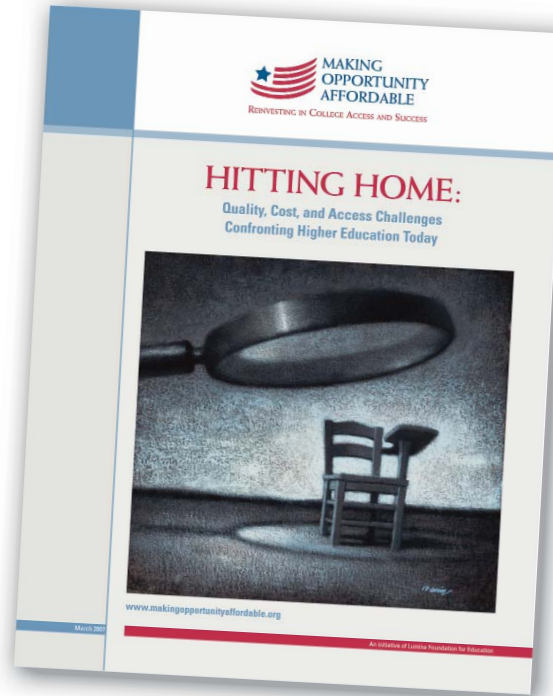
In 2006, MOA's work centered largely on efforts to "make the case" for the fundamental and significant changes we believe are necessary. NCHEMS developed

a series of analytical reports comparing U.S. educational attainment with the top 30 industrialized nations in the world to illustrate the need for the U.S. to expand greatly its higher education opportunities. Late in 2006, we commissioned a national research firm to develop a comprehensive database containing metrics on institutional expenditures and student results.

Early in 2007, the partnership updated the initiative's

Web site (www.collegecosts.info) and developed MOA's publication and communication plan, which will include a public launch at the National Press Club later this spring. In March, as part of that plan, JFF published *Hitting Home*, an analysis of the key issues undergirding the initiative. The report garnered significant media attention and generated a great deal of interest among stakeholders in the higher education community. We hope and expect that this interest will be sustained – and that we will attract willing partners in states and regions to MOA's three-pronged emphasis on college affordability, quality and access.

Clearly, our three major initiatives are ambitious and wide-ranging. While they don't represent the sum total of our work, they certainly garnered much of our attention and energy in 2006 – and that is likely to continue, perhaps even grow, in coming years. Big changes require big commitments.



Guidelines for grant seekers

What we do

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

What we fund

Lumina 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.

Special initiatives and clusters

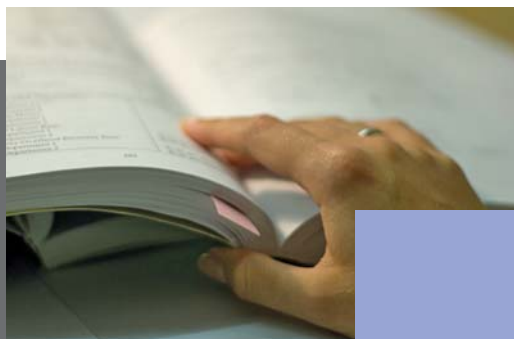
From time to time, Lumina Foundation identifies and initiates a special program that has the potential to improve postsecondary access and success. Typically, we are proactive in seeking participants in these special initiatives, rather than considering unsolicited inquiries.

Information about three such initiatives – Achieving the Dream: Community Colleges Count, Making Opportunity Affordable, and the KnowHow2GO campaign – is provided on the preceding pages. Two other special clusters of grants include the McCabe Fund, which supports direct pre-college access services to young people in their communities, and College Goal Sunday, which assists families in applying for financial aid.

Who we fund

Lumina Foundation makes grants to organizations that are classified as tax-exempt under section 501(c)(3) of the Internal Revenue Code and as public charities under section 509(a)(1), (2) or (3) of the Code, or to public organizations that are designated under section 170(c) of the Code. Please note that Lumina Foundation for Education does not make grants to (a.) supporting organizations controlled by disqualified persons to Lumina, or (b.) Type III supporting organizations that are not functionally integrated Type III supporting organizations (as such terms are defined in the Internal Revenue Code).

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



Many grants, one goal: improving college access and success

In 2006, Lumina Foundation's sixth full year of grant making, our staff fielded more than 660 inquiries from potential grantees and approved 174 grants for a total commitment of nearly \$44 million. Net payout on current and prior years' grants was \$48.9 million in 2006, an increase of \$2.1 million – or 5 percent – over our 2005 payout of \$46.7 million. In addition to our regular grants, we made \$65,840 in program-related administrative grants in 2006 and paid out more than \$1.2 million in special gifts to stimulate the charitable donations and volunteer activities of our board members and staff. We also paid out more than \$239,000 in sponsorships and dues to support nonprofit organizations.

The following summary lists all of Lumina's 2006 grant approvals, grouped in five categories. Two of the categories correspond directly to the Foundation's overall mission: **access** to postsecondary education and **success** in postsecondary education (retention of students and students' goal attainment).

A third category is for grants aimed at supporting **community colleges** and their students. The fourth category includes **Indiana 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.

In past years, we also have included a sixth category: adult learning. However, many of our grants across all five categories seek to foster college access and success

among adults. For that reason, we have long considered it somewhat arbitrary to isolate this student population as part of our formalized report, and so we have discontinued that practice. This in no way signals that the Foundation's commitment to access and success among adult students will decrease; in fact, adult learning promises to become even more embedded in our work.

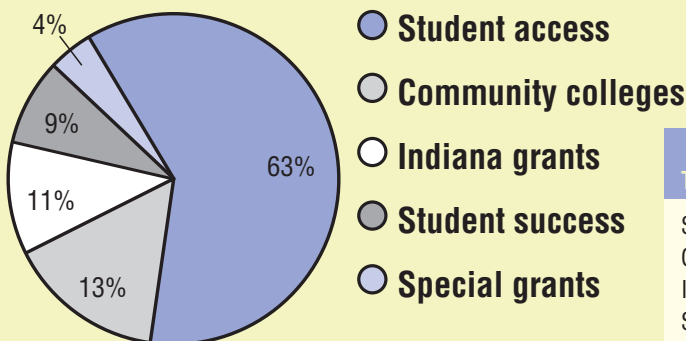
The dollar amounts of our individual 2006 grants ranged from \$3,800 to more than \$10.2 million. The average dollar amount for our grants was around \$238,000, and the median (the midpoint in the range of dollar amounts) was \$100,000.

For 2006 we approved:

- Ninety-eight grants totaling nearly \$27.8 million to improve student **access**.
- Nineteen grants totaling \$3.8 million to improve student retention and **success**.
- Twelve grants totaling nearly \$5.7 million to address issues related to the success of the nation's **community colleges** and their students.
- Thirty-four grants totaling \$4.6 million to support **Indiana initiatives**.
- Eleven **special grants** totaling \$2 million to fund other projects.

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).

Regular grants approved in 2006, by theme



Theme	Number of grants	Dollar value	Percent
Student access	98	\$27,785,150	63%
Community colleges	12	5,654,500	13%
Indiana grants	34	4,627,200	11%
Student success	19	3,834,230	9%
Special grants	11	2,023,500	4%
Totals	174	\$43,924,580	100%

Student access

Academy for Educational Development *Washington, D.C.*

\$988,300 – To build partnerships among four-year and community colleges, technical schools, high schools, community-based organizations, businesses and civic organizations to improve access and success among underserved populations. (One year)

American Association of State Colleges and Universities *Washington, D.C.*

\$136,000 – To examine research on the Pell grant program in order to understand policy options regarding possible changes in the program and their consequences for student access and success. (14 months)

American Council on Education *Washington, D.C.*

\$870,300 – To implement grassroots outreach efforts over 10 months to complement the KnowHow2GO public awareness campaign. (10 months)

Arkansas State University *State University, Ark.*

\$172,800 – To promote access to post-secondary education for at-risk high school students in the Arkansas Delta region. (Two years)

Brookings Institution *Washington, D.C.*

\$93,700 – To conduct research on the impact of changes in need-based financial aid and net college prices on college-going rates of low-income youth. (Six months)

Brookings Institution *Washington, D.C.*

\$65,000 – To disseminate the results of the Tax Policy Center study of federal higher education tax and spending programs and their effect on financial access to postsecondary education. (Nine months)

California Rural Legal Assistance Foundation *Sacramento, Calif.*

\$100,000 – To provide college access information and support to low-income immigrants and their families. (Nine months)

Center for Urban Education – Rossier School of Education

Los Angeles, Calif.
\$530,100 – To increase Individual Development Account use for educational purposes. (Three years)

College Board *Washington, D.C.*

\$150,150 – To research the effectiveness of student aid policies and programs in increasing access to and success in higher education. (One year)

College Goal Sunday grants

\$1,652,000 total – Twenty-five grants, all aimed at supporting or expanding the scope of College Goal Sunday. This initiative provides information and hands-on help to low-income families in filling out the paperwork required to obtain student financial aid. Both planning and implementation grants are included in this list; generally, the grants of less than \$10,000 are planning grants.

■ Arkansas Department of Higher Education

Little Rock, Ark.
\$150,000. (Three years)

■ Arkansas Department of Higher Education

Little Rock, Ark.
\$4,400. (Four months)

■ Finance Authority of Maine

Augusta, Maine
\$50,000. (Three years)

■ Illinois Association of Student Financial Aid Administrators

Springfield, Ill.
\$50,000. (Three years)

■ Missouri Association of Student Financial Aid Personnel

St. Louis, Mo.
\$50,000. (Three years)

■ National Association of Student Financial Aid Administrators

Washington, D.C.
\$125,600. (Three years)

■ New Mexico Community Foundation

Santa Fe, N.M.
\$190,400. (Three years)

■ New York Student Financial Aid Administrators Association

Syracuse, N.Y.
\$4,500. (Four months)

■ New York Student Financial Aid Administrators Association

Syracuse, N.Y.
\$150,000. (Three years)

■ North Carolina Community College System

Raleigh, N.C.
\$4,500. (Four months)

■ Northwest Education Loan Association

Seattle, Wash.
\$149,700. (Three years)

■ Northwest Education Loan Association

Seattle, Wash.
\$4,300. (Four months)

■ Ohio Association of Student Financial Aid Administrators

Pepper Pike, Ohio
\$25,000. (Two years)

■ Oklahoma State Regents for Higher Education

Oklahoma City, Okla.
\$25,000. (Six months)

■ Oklahoma State Regents for Higher Education

Oklahoma City, Okla.
\$25,000. (Two years)

■ Oregon Student Assistance Commission

Eugene, Ore.
\$142,600. (Three years)

■ Oregon Student Assistance Commission

Eugene, Ore.
\$3,900. (Six months)

■ Pacific Financial Aid Association

Honolulu, Hawaii
\$50,000. (Three years)

■ Partnership for Learning

Lansing, Mich.
\$50,000. (Three years)

■ Regis University

Denver, Colo.
\$133,300. (Three years)

Year-by-year record of grant approvals

Year	Total dollar amount approved	Number of grants approved	Average amount
2001*	\$6,271,730	39	\$160,814
2002	\$21,469,884	90	238,554
2003	\$30,664,745	132	232,309
2004	\$39,937,265	165	242,044
2005**	\$81,537,486	203	401,662
2006	\$44,000,420	186	236,561
Total	\$223,881,530	815	\$274,701

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

* Although Lumina Foundation grant making officially began in August 2000, grant making under Lumina Foundation guidelines began in 2001. In 2001, Lumina Foundation approved two important but exceptional grants – one to Scholarship America to establish the Families of Freedom Scholarship Fund, and one to the Community Foundation for the National Capital Region to support community-based giving programs in Indianapolis and Washington, D.C. Including these grants means that the Foundation approved 41 grants totaling \$54,275,066 in 2001, and 817 grants totaling \$275,156,596 in the past six years. These grants skew averages and are therefore excluded from the table.
 ** In 2005, Lumina made several large, multiyear grants to support the Achieving the Dream initiative. Those grants represent half of the annual total.

- **Regis University**
Denver, Colo.
 \$3,800. (Four months)
- **South Carolina Commission on Higher Education**
Columbia, S.C.
 \$144,700. (Three years)
- **South Carolina Commission on Higher Education**
Columbia, S.C.
 \$4,500. (Three months)
- **South Dakota Association of Student Financial Aid Administrators**
Sioux Falls, S.D.
 \$4,500. (Four months)
- **University of Sioux Falls**
Sioux Falls, S.D.
 \$106,300. (Three years)
- Commission on the Future of Higher Education**
Washington, D.C.
 \$250,000 – To support the Secretary of Education’s Commission on the Future of Higher Education. (One year)
- Council for Adult and Experiential Learning**
Chicago, Ill.
 \$96,000 – To support the development of a comparative analysis of state performance on adult learning to increase the awareness of policy-makers and other stakeholders of the role played by adult learning systems in meeting educational and workforce needs. (Eight months)
- Council for Adult and Experiential Learning**
Chicago, Ill.
 \$850,000 – To inform sustainable federal and state-based Lifelong Learning Account policy efforts. (30 months)
- Education Development Center**
Newton, Mass.
 \$299,300 – To evaluate how secondary schools engage Hispanic families to support increased student educational attainment and improved preparation for postsecondary education. (Three years)
- The Education Resources Institute (TERI)**
Boston, Mass.
 \$100,000 – To develop Web-based tools for evaluating pre-college access programs and to support the Pathways to College Network research program. (Two years)
- Education Sector**
San Francisco, Calif.
 \$91,800 – To develop a new rankings-based system of higher education accountability. (Nine months)
- Excelencia in Education**
Washington, D.C.
 \$199,000 – To examine the impact on Latino students of the affordability of the higher education system. (18 months)
- Finance Project**
Washington, D.C.
 \$258,750 – To design and implement an outcome evaluation of 16 grants funded through Lumina Foundation’s Breaking the Cycle program. (Two years)
- Finance Project**
Washington, D.C.
 \$18,300 – To provide capacity-building support for the organizations participating in the Breaking the Cycle cluster evaluation. (Three months)
- Higher Education Information Center, a division of TERI**
Boston, Mass.
 \$420,900 – To create a partnership between the Indiana Pathways to College Network and the National Pathways to College Network that maximizes their joint capacity to deliver online research and other resources to inform, enhance and support efforts to improve college access and success for underserved students. (Three years)
- Hispanic Association of Colleges & Universities**
San Antonio, Texas
 \$187,200 – To create a research network on postsecondary access and success issues for Hispanic students. (15 months)

Illinois State University*Normal, Ill.*

\$242,000 – 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)

Jobs for the Future*Boston, Mass.*

\$10,250,000 – To plan, manage and implement Making Opportunity Affordable, an initiative designed to make higher education affordable, of high quality, and accessible to more students. (Two years)

Louisiana Board of Regents*Baton Rouge, La.*

\$700,000 – To support a strategic planning process for higher education in Louisiana. (23 months)

Manufacturing Institute*Washington, D.C.*

\$537,900 – To catalyze business leadership in support of policies promoting college accountability, affordability, access and success. (18 months)

Maricopa County Community College District*Tempe, Ariz.*

\$334,750 – To determine what program practices enhance academic achievement and persistence for at-risk high school and college students. (Five years)

McCabe Fund grants

\$1,929,200 total – Twenty 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.

■ **A-Man Inc.***Los Angeles, Calif.*

\$100,000 – To provide pre-college access services to 100 middle school and high school, African-American male students in Los Angeles. (Two years)

■ **Al Wooten Jr. Youth and Adult Cultural Education Center***Los Angeles, Calif.*

\$100,000 – To provide pre-college

access services to 200 middle school and high school students, including 80 African-American males in Los Angeles. (Two years)

■ **Bank Street College of Education***New York, N.Y.*

\$100,000 – To provide pre-college access services to 330 middle school and high school students, including 70 African-American males in New York City. (Two years)

■ **Boys & Girls Clubs of Northwest Indiana, Inc.***Gary, Ind.*

\$100,000 – To provide pre-college access services to 45 African-American males in Gary. (Two years)

■ **Calvin College***Grand Rapids, Mich.*

\$100,000 – To provide pre-college access services to 300 middle school and high school students, including 150 African-American males, in Grand Rapids. (Two years)

■ **Camp Curtin Branch YMCA***Harrisburg, Pa.*

\$100,000 – To provide direct access services to 400 middle school and high school students, including 150 African-American males, in Harrisburg. (Two years)

■ **Clemson University Foundation***Clemson, S.C.*

\$99,800 – To provide pre-college access services to 130 African-American middle school males in Clemson. (Two years)

■ **Commonwealth Corporation***Boston, Mass.*

\$100,000 – To provide pre-college access services to 130 African-American males in Providence, R.I., and Brockton, Mass. (Two years)

■ **Cranbrook Schools Horizons-Upward Bound***Bloomfield Hills, Mich.*

\$45,000 – To provide direct access services to 230 high school students, including 95 African-American males, in Bloomfield Hills. (Two years)

■ **Crossroads Foundation***Pittsburgh, Pa.*

\$98,700 – To provide pre-college access services to 165 middle school and high school African-American males in Pittsburgh. (Two years)

■ **Dillard University***New Orleans, La.*

\$100,000 – To provide pre-college access services to 100 middle school and high school students, including 50 African-American males, in New Orleans. (Two years)

■ **Groundwork***Brooklyn, N.Y.*

\$100,000 – To provide pre-college access services to 140 high school students, including 50 African-American males, in Brooklyn. (Two years)

■ **Harlem Educational Activities Fund***New York, N.Y.*

\$99,000 – To provide pre-college access services to 310 youth, including 127 African-American males, in New York City. (Two years)

■ **Harlem RBI***New York, N.Y.*

\$100,000 – To provide pre-college access services to 550 students, including 85 African-American males, in East Harlem. (Two years)

■ **Indianapolis Metropolitan Career Academies***Indianapolis, Ind.*

\$100,000 – To provide direct access services to 300 high school students, including 90 African-American males, in Indianapolis. (Two years)

■ **Medgar Evers College of Continuing Education and Community Programs***Brooklyn, N.Y.*

\$100,000 – To provide direct-access services to 112 formerly incarcerated youth, including 50 African-American males, in Brooklyn. (Two years)

■ **Media and Technology**

Charter High

Boston, Mass.

\$100,000 – To provide pre-college access services to 130 high school students, including 50 African-American males, in Boston. (Two years)

■ **National College Access Network**

Cleveland, Ohio

\$86,700 – To convene the McCabe grantees for professional development and capacity building. (15 months)

■ **University System of Georgia**

Atlanta, Ga.

\$100,000 – To provide pre-college access services for as many as 380 students, including 220 African-American males, in various university programs. (Two years)

■ **Urban Prep Academies**

Chicago, Ill.

\$100,000 – To provide pre-college access services to 320 high-school-aged African-American males in Chicago. (Two years)

Michigan State University

Board of Directors

East Lansing, Mich.

\$900,000 – To support the ASHE/Lumina Dissertation Fellowship Program managed by the Association for the Study of Higher Education. (35 months)

NALEO Educational Fund

Los Angeles, Calif.

\$200,000 – To support Latino policymakers' efforts to develop more effective education policy at local and state levels that will increase opportunities for Latinos to enter and complete college. (23 months)

National Association of Secondary School Principals

Reston, Va.

\$95,000 – To survey perceptions of eighth-grade students about the process of preparing for college. (One year)

National Center on Education and the Economy

Washington, D.C.

\$400,000 – To analyze the relationship of education to the rapidly changing dynamics of the global economy in order to identify the best educational strategies worldwide that can raise the productivity and effectiveness of the U.S. educational system. (Eight months)

National Scholarship Providers Association

Denver, Colo.

\$60,000 – To develop a database of private scholarship providers to promote greater access to postsecondary education. (Nine months)

National Youth Employment Coalition

Washington, D.C.

\$10,000 – To support the coalition's participation in a communication leadership institute for nonprofit organizations. (One year)

New England Board of Higher Education

Boston, Mass.

\$77,000 – To support development of a strategic action plan by the New England Board of Higher Education to strengthen the organization's capacity to engage key constituents, assess regional education needs and improve higher education policy in the New England states. (One year)

Ohio College Access Network

Cincinnati, Ohio

\$200,000 – To implement the KnowHow2Go campaign in Ohio. (25 months)

OMG Center for Collaborative Learning

Philadelphia, Pa.

\$496,900 – To evaluate the second three-year cycle of the McCabe Fund program (2005 through 2007) and build evaluation capacity. (22 months)

OMG Center for Collaborative Learning

Philadelphia, Pa.

\$101,700 – To expand the work of the McCabe Fund's grantee evaluation. (17 months)

OMG Center for Collaborative Learning

Philadelphia, Pa.

\$386,800 – To evaluate the implementation phase of the Partnerships for College Access and Success program. (21 months)

Oregon Business Council

Portland, Ore.

\$85,000 – To improve higher education access and success in Oregon. (18 months)

Project GRAD USA

Houston, Texas

\$385,000 – To develop a national parent- and community-engagement program to increase college access. (Two years)

Social Science Research Council

New York, N.Y.

\$160,000 – To conduct research on the effect of institutional characteristics, course-taking patterns, and social and academic factors on the learning outcomes of disadvantaged students. (31 months)

State Higher Education Executive Officers

Boulder, Colo.

\$10,000 – To support the Spellings Commission summit for state policy and higher education leaders. (Four months)

Texas Schools Project at the University of Texas

Richardson, Texas

\$83,500 – To develop college readiness, transition and success measures for Texas public high schools. (Nine months)

Twenty-First Century Foundation

New York, N.Y.

\$300,000 – To support the development of programs and services to address the educational access and success of African-American men and boys. (Three years)

University of Arizona*Tucson, Ariz.*

\$400,000 – To provide postsecondary educational programs and services to Spanish-speaking youth and adults in the United States. (Two years)

University of Georgia Research Foundation*Athens, Ga.*

\$53,200 – To analyze the benefits of the Western Undergraduate Exchange Program for students, institutions and states. (18 months)

University of Washington*Seattle, Wash.*

\$185,100 – To examine the extent to which state transfer and articulation policies increase opportunities for community college students to earn bachelor's degrees. (Two years)

Urban Institute*Washington, D.C.*

\$7,500 – To study the impact of postsecondary education programs on prisoners. (17 months)

Washington University in St. Louis*St. Louis, Mo.*

\$300,000 – To develop policy recommendations and support for Children's Savings Accounts dedicated to postsecondary education. (Three years)

Western Governors University*Salt Lake City, Utah*

\$400,000 – To study the characteristics and experiences of underserved populations at the Western Governors University, to determine success and risk factors in their academic progress, and test changes in delivery mechanisms to enhance their rates of program completion. (26 months)

Western Interstate Commission for Higher Education*Boulder, Colo.*

\$75,000 – To expand the scope of the current grant on accelerated learning options by convening a national policy forum and developing a post-summit report with recommendations. (Eight months)

What Kids Can Do*Providence, R.I.*

\$28,000 – To build collegiate readiness and awareness and to promote collegiate success among low-income and first-generation students. (Four months)

Women In Government*Washington, D.C.*

\$252,000 – To support ongoing policy education work among state legislators surrounding higher education access and success. (One year)

Year Up*Boston, Mass.*

\$500,000 – To provide urban young adults with the skills and experiences needed to pursue postsecondary education and careers. (Two years)

YMCA of the USA*Chicago, Ill.*

\$110,000 – To provide local and national support to the KnowHow2GO college access campaign by assisting students through YMCA programs. (23 months)

Number of student access grants: 98
Total: \$27,785,150

Student success (Retention/attainment)**American Association of State Colleges and Universities***Washington, D.C.*

\$89,500 – To identify and examine campus programs, organizational characteristics and leadership practices that have a particularly positive impact on Hispanic students' graduation rates. (One year)

Berea College*Berea, Ky.*

\$20,250 – To administer the National Survey of Student Engagement a second time at the nation's six work colleges. (14 months)

California Newsreel*San Francisco, Calif.*

\$90,000 – To support the production, marketing and dissemination of a documentary film that will help colleges and universities create a more inclusive campus climate to improve the postsec-

ondary persistence and attainment of underrepresented students. (Six months)

Center for Urban Education-Rossier School of Education*Los Angeles, Calif.*

\$141,400 – To complete data analysis and write a monograph on the results of the Equity for All project. (Three months)

George Washington Health Resource Center*Washington, D.C.*

\$215,000 – To offer students with disabilities information on postsecondary education opportunities and success strategies. (Two years)

Institute for Educational Leadership*Washington, D.C.*

\$407,260 – To conduct an evaluation of the Education Policy Fellowship Program. (Two years)

Institute for Higher Education Policy*Washington, D.C.*

\$49,600 – To develop capacity to collect and analyze information about the needs of students at minority-serving institutions. (32 months)

National Articulation and Transfer Network*San Francisco, Calif.*

\$525,200 – To produce a three-tiered articulation and transfer system that transforms current policies and practices in higher education, fosters a seamless system of program and course transfer, and provides electronic access and support for students and professionals through the network's Web-based system, CollegeStepz. (18 months)

National Association of State Universities and Land-Grant Colleges*Washington, D.C.*

\$267,900 – To develop and promote a voluntary system of institutional accountability. (One year)

National Center for Higher Education Management Systems*Boulder, Colo.*

\$227,000 – To develop a methodology for state-level measures of student success. (One year)

National Institute for Native Leadership in Higher Education*Albuquerque, N.M.*

\$10,000 – To fund the 2006 National Institute for Native Leadership in Higher Education Annual Institute. (Eight months)

Orangewood Children's Foundation*Santa Ana, Calif.*

\$30,000 – To strengthen the postsecondary programs that provide services to former foster youth by coordinating a second national convening of postsecondary support programs for former foster youth. (Seven months)

Social Science Research Council*New York, N.Y.*

\$10,000 – To support a conference and publish a briefing on using research on student transitions to college to improve higher education policy and practice. (Six months)

University of Missouri*Columbia, Mo.*

\$100,000 – To help college practitioners assess and meet the needs of community college transfer students. (One year)

University of Montana*Missoula, Mont.*

\$167,000 – To establish a mentoring and academic support program for Native American students. (Two years)

University of San Francisco*San Francisco, Calif.*

\$507,200 – To identify, assess and disseminate successful student-access and student-retention practices through a network of Jesuit urban universities. (Three years)

University of Toledo Foundation*Toledo, Ohio*

\$197,000 – To develop a regional conference structure to better deliver adviser training, improve student participation and increase evaluation efforts for the Student African American Brotherhood. (Two years)

Vanderbilt University*Nashville, Tenn.*

\$261,200 – To conduct research on the effect of public policy on college completion. (Two years)

YMCA of the USA*Chicago, Ill.*

\$518,720 – To pilot a student-led college retention and success program. (Two years)

Number of student success grants: 19
Total: \$3,834,230

Community colleges**Achieving the Dream:****Community Colleges Count**

\$4,957,900 total – Five grants to support our partner organizations in Achieving the Dream: Community Colleges Count, a multiyear initiative aimed at improving the success rates of community college students, especially low-income students and students of color.

■ **American Association of Community Colleges***Washington, D.C.*

\$889,600 – To support the participation of selected community colleges in Pennsylvania and Washington State in Achieving the Dream. (One year)

■ **MDC***Chapel Hill, N.C.*

\$1,074,700 – To serve as a partner in Achieving the Dream. (39 months)

■ **Public Agenda Foundation***New York, N.Y.*

\$1,307,000 – To serve as a partner in Achieving the Dream. (Three years)

■ **University of Florida***Gainesville, Fla.*

\$1,602,000 – To serve as a partner in Achieving the Dream. (Three years)

■ **University of Florida***Gainesville, Fla.*

\$84,600 – To support planning for participation in Achieving the Dream. (Six months)

American Association of Community Colleges*Washington, D.C.*

\$8,000 – To further the goals of the Community College Affinity Partnership. (16 months)

City Colleges of Chicago*Chicago, Ill.*

\$150,100 – To support the Bridges-to-Careers program designed to improve education and employment opportunities for 300 low-income adult learners, ages 21 and older. (Two years)

Civic Consulting Alliance*Chicago, Ill.*

\$10,000 – To support a symposium, "Community Colleges: Promises and Possibilities for Chicago." (Six months)

Colorado Community College System Foundation*Denver, Colo.*

\$324,200 – To institutionalize strategies to increase retention of academically underprepared students at community colleges in Colorado. (21 months)

Institute for the Study of Family, Work and Community*Berkeley, Calif.*

\$44,400 – To design, publish and disseminate the report *Working It Out: Community Colleges and the Workforce Investment Act*. (Four months)

Institute for the Study of Family, Work and Community*Berkeley, Calif.*

\$59,900 – To further disseminate the *Working It Out* report. (One year)

Louisiana Community and Technical College System*Baton Rouge, La.*

\$100,000 – To support a planning process for improving student success in the Louisiana Community and Technical College System. (One year)

Number of community college grants: 12
Total: \$5,654,500

Indiana grants

American Association of Community Colleges

Washington, D.C.

\$100,000 – To provide technical assistance to Ivy Tech Community College to help meet the education training needs of workers and businesses. (One year)

College Mentors for Kids

Indianapolis, Ind.

\$175,000 – To support the expansion and assessment of the College Mentors for Kids' mentoring programs. (15 months)

DonorsChoose Indiana

Chicago, Ill.

\$120,000 – To build philanthropy by challenging individual donors to support public education needs. (10 months)

Encouragement Services

Bloomington, Ind.

\$313,500 – To support the Indiana Pathways to College Network. (Three years)

Hendricks County Community Foundation

Avon, Ind.

\$209,600 – To help adult students complete secondary school, access workforce training and achieve their postsecondary education goals. (Two years)

IARCCA Institute for Excellence

Indianapolis, Ind.

\$32,000 – To extend the current grant activities by 25 weeks to ensure that a full school year of data is captured as part of the three-year foster youth educational training program. (Six months)

Independent Colleges of Indiana

Indianapolis, Ind.

\$10,000 – To support the College Summit to address issues relating to Latinos in higher education in Indiana. (Two months)

Indiana Dollars for Scholars

Indianapolis, Ind.

\$198,400 – To increase access to postsecondary education by expanding ScholarShop program sites in Indiana. (Three years)

Indiana International Science Fair 2006 Foundation

Zionsville, Ind.

\$10,000 – To increase the interest of local middle school and high school students in science and mathematics. (Five months)

Indiana University Purdue University Indianapolis

Indianapolis, Ind.

\$249,600 – To launch a student support program that will strengthen the educational outcomes of African-American male students at IUPUI. (28 months)

Indiana University Purdue University Indianapolis

Indianapolis, Ind.

\$162,700 – To conduct an evaluation of Indiana's Twenty-first Century Scholars Program using qualitative methods. (16 months)

Ivy Tech Community College

Indianapolis, Ind.

\$300,000 – To support Ivy Tech Community College's transformation to meet its responsibilities as a technical college, a two-year academic college, and a provider of workforce and skills training. (Two years)

Knowledge is Power Program

Indianapolis, Ind.

\$55,500 – To implement a staff-development training program for principals and teachers interested in applying the KIPP model in the Indianapolis Public Schools district. (Seven months)

La Plaza

Indianapolis, Ind.

\$10,000 – To produce a video promoting college access for Latinos and the El Puente Program. (39 months)

Lawrence Township Foundation

Indianapolis, Ind.

\$100,000 – To provide services to underrepresented students to prepare them to participate in the Advancing Academic Excellence program. (Two years)

Learn More Indiana

Indianapolis, Ind.

\$200,000 – To implement the KnowHow2GO campaign in Indiana. (Two years)

Martin University

Indianapolis, Ind.

\$125,000 – To implement a leadership-succession plan at Martin University. (15 months)

National Coalition of Community Foundations for Youth

Kansas City, Mo.

\$75,000 – To evaluate the effectiveness of Indiana's five-county strategy for improving access and success for disadvantaged youth. (27 months)

North Central High School

Indianapolis, Ind.

\$50,000 – To provide services to underrepresented students to prepare them to participate in the Advancing Academic Excellence program. (Two years)

North Central High School

Indianapolis, Ind.

\$8,000 – To provide travel assistance to four high school representatives from the Advancing Academic Excellence initiative to present a session at the College Board Forum 2006. (Four months)

Purdue University – Sponsored Program Services

West Lafayette, Ind.

\$67,500 – To support the annual Indiana Retention and Success Conference and the Twenty-first Century Scholars postsecondary support meetings. (Three years)

Sagamore Institute for Policy Research

Indianapolis, Ind.

\$226,800 – To examine the effects of Indiana's immigrant population on the state's higher education system. (18 months)

Sagamore Institute for Policy Research

Indianapolis, Ind.

\$25,000 – To examine Indiana's adult education system to consider how current performance measures and programs serve and support statewide goals for economic and workforce development. (Three months)

Trustees of Indiana University

Indianapolis, Ind.

\$748,500 – To improve the academic persistence and success of African-American males at three Indiana institutions – Indiana University Purdue University Indianapolis, Indiana University Northwest and Indiana State University. (Three years)

Twenty-first Century Scholars Project

\$855,100 total – Nine grants to support campus programs and to create a statewide network to increase the persistence, transfer and graduation rates of students in Indiana’s Twenty-first Century Scholars program.

■ **Calumet College of Saint Joseph**

Whiting, Ind.

\$84,300 (Two years)

■ **Indiana State University**

Terre Haute, Ind.

\$99,700 (Two years)

■ **Indiana University Bloomington**

Bloomington, Ind.

\$79,000 (Two years)

■ **Indiana University South Bend**

Bloomington, Ind.

\$100,000 (Two years)

■ **Indiana University Southeast**

Bloomington, Ind.

\$100,000 (Two years)

■ **Ivy Tech Community College-Northeast**

Indianapolis, Ind.

\$100,000 (Two years)

■ **Ivy Tech Community College of Indiana-Region 1**

Indianapolis, Ind.

\$94,800 (Two years)

■ **Purdue University**

West Lafayette, Ind.

\$100,000 (Two years)

■ **University of Evansville**

Evansville, Ind.

\$97,300 – (Two years)

University of Michigan

Ann Arbor, Mich.

\$200,000 – To study and analyze the success of Indiana’s Twenty-first Century Scholars program. (16 months)

Number of Indiana grants: 34

Total: \$4,627,200

Special grants

Action Without Borders

New York, N.Y.

\$250,000 – To encourage people at career transition points to pursue careers in the nonprofit sector. (Two years)

Asian Americans/Pacific Islanders in Philanthropy

San Francisco, Calif.

\$110,000 – To create and implement a National Giving Circle as a model for community philanthropy. (One year)

Dillard University

New Orleans, La.

\$200,000 – To increase student and alumni involvement with recruitment, retention and fund-raising efforts. (22 months)

Emerging Practitioners in Philanthropy

New York, N.Y.

\$15,000 – To support the expansion of the affinity group Emerging Practitioners in Philanthropy. (One year)

Habitat for Humanity of Greater Indianapolis

Indianapolis, Ind.

\$60,000 – To stimulate local philanthropy and support housing needs locally and in the Gulf Coast region. (Nine months)

Hechinger Institute on Education and the Media

New York, N.Y.

\$950,000 – To build public understanding and support of issues of higher education access and success and community colleges by helping journalists provide more high-quality coverage of the issues. (Three years)

Indiana Grantmakers Alliance

Indianapolis, Ind.

\$70,000 – To support professional-development activities through the Indiana Grantmakers Alliance. (One year)

Indiana Grantmakers Alliance

Indianapolis, Ind.

\$9,700 – To survey local nonprofit organizations to understand their capacity-building and technical-assistance needs. (13 months)

Southern Education Foundation

Atlanta, Ga.

\$138,800 – To build awareness of education issues that affect Mississippi and Louisiana in the post-Katrina era. (One year)

The Forum

Washington, D.C.

\$200,000 – To identify and develop strategies to promote new philanthropy. (Two years)

Youth Transition Funders Group

Kansas City, Mo.

\$20,000 – To inform and connect funders interested in assisting youth in the juvenile justice, foster youth and out-of-school youth communities. (Two years)

Number of special grants: 11

Total: \$2,023,500

Grand totals
Number of grants
approved: 174
Dollar value:
\$43,924,580

Board of directors

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

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., and former chancellor of Indiana University Purdue University Indianapolis.

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

Martha D. Lamkin, president and 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.

Founding Chairman Edward A. McCabe, former chairman of the boards of USA Group and Sallie Mae. (Retired from the Lumina Foundation board in April 2006.)

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

William R. Neale, partner, Krieg DeVault, LLP, Indianapolis, Ind.

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

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

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

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

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

Senior management

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