A teacher affects eternity; he can never tell where his influence stops.

Henry Adams
Fifty years after *Brown v. Board of Education*, America’s schools still fail to provide many poor and minority children with a quality education.
A big part of the problem: poor and minority children are much more likely than other children to have teachers who are inexperienced, uncertified, or teaching subjects they were not trained to teach.
Yet hope exists: over time, effective teachers can erase the achievement gap and help kids learn.
In each of the Foundation’s programs, our priorities are shaped by what the research identifies as the most effective strategies to address social challenges. Our goal is to identify and promote evidence-based public policies that will improve the lives of Midwest citizens. The Foundation’s board has identified six broad categories of issues that have an impact on our region: education, the environment, employment, gun violence, money and politics, and culture. When determining what to fund within these categories, we consider the severity of a problem, our ability to identify a possible solution, and the likelihood that our resources can make a difference. The projects that we fund almost always include some of the following:

- **RESEARCH AND ANALYSIS** to define a problem and to assess the costs, feasibility, and likely consequences of policy alternatives.

- **POLICY DEVELOPMENT** to offer up options to remedy problems.

- **COMMUNICATIONS**, media outreach, and public education to inform citizens and promote active participation in government.

- **PERMISSIBLE POLICY ADVOCACY ACTIVITIES**, which include participating in official proceedings; informing lawmakers; providing technical assistance when requested; and fostering public discourse among policymakers to explain and defend their policy positions.

- **DEMONSTRATING PUBLIC SUPPORT** for reform through broad-based, diverse, and bipartisan coalition-building and grassroots organizing.

- **MONITORING AND EVALUATING** the implementation and enforcement of new policies once they are in place.

Developing ideas that promise to make civic life work better—whether to improve the quality of teaching in our schools, to make our communities safer, or to protect our natural treasures like the Great Lakes—is an old and invaluable tradition of private philanthropy. It is our responsibility to ensure that the work is carried out with the highest integrity, and it is an honor to support those who do this work with the strongest commitment—and the best ideas.

Ellen S. Alberding, President

May 2005

Chicago, Illinois
Across America, September means new backpacks, new kids in class, new things to learn. At Doolittle East School, on Chicago’s near South Side, September 2004 meant all that and more.

New kids in class? Try 500 of them, overwhelming Doolittle’s previous enrollment of 350. Most were little kids, transferred in from a shuttered primary school next door. They brought new energy, and new challenges, to what had formerly been a middle school. Other children came from other nearby schools that were also closing, as nearby public housing was demolished and the school district seized the opportunity to shut some low-performing schools and start over.

Greeting the 850 kids on September 7 were 20 new teachers—in fact, most of the teachers that day were new to Doolittle. Among them were LaKimbra Brooks, 26, who took one of the new second-grade classrooms; and George McMahon, 50, a new sixth-grade teacher.

“I went down to the auditorium, where the kids were sitting, and held up a sign with my name and the room number so my kids could see me,” says LaKimbra. “They were pretty quiet. I told them what I wanted them to do, and they pretty much followed directions: line up in the hallway, once we get to the classroom put your book bag down, go to the rug, sit down; we’re going to learn about each other.”

George too met an eerie silence. “They sat in their desks and looked at me, quiet as mice. I expected a challenge, someone who’d want to be social, or disruptive. But nothing! Finally I asked, ‘when are the real sixth-graders going to come in here?’”

If the students were trying to figure out what to expect, so were the teachers. Because for both LaKimbra and George, September 7 was their first day in their new profession as full-fledged teachers.

Neither had followed the standard path to teaching: education major, student teaching, certification. LaKimbra graduated from Barat College in Lake Forest, Illinois, with an English major and looked for a job

BACK TO SCHOOL

What does it take to hire, support, and keep good teachers in schools that need them most?

To find out, we followed two new teachers in their first year at a Chicago school. 

THE JOYCE FOUNDATION 2004 ANNUAL REPORT
in writing or editing. But her pleasure in teaching Sunday school, and a substitute teaching job, pointed her towards teaching. George, by contrast, always wanted to be a teacher. He took education classes at the University of Illinois at Chicago while getting his degree in English. But marriage, children, and a computer programming job at Sears got in the way. Nearly three decades later, restless and dissatisfied working at “just a job,” he saw a late-night TV feature about the Academy for Urban School Leadership and knew instantly, “that’s what I want to do.”

AUSL offers people in other careers, like George and LaKimbra, training and a stipend while they study for the Master of Arts in Teaching degree. Chicago Public Schools, like other urban districts, increasingly look for teacher candidates from such “alternative certification” programs, which generally offer a faster, less expensive route to teaching. One-quarter of the 1,700 new teachers hired by CPS for September 2004 came through such programs.

But Doolittle principal Lori Lennix, informed last June that her school would more than double in size, was skeptical. “I’d never heard of AUSL. When the school board told me they were sending me a cohort of these teachers to interview, I went in kind of fighting it.” She worried that the candidates would not be prepared to teach at Doolittle, where all the students are African-American, 99 percent are poor, and many (though by no means all) are academically at-risk. “But then I recognized that we had to recruit, interview, and select twenty new teachers—whereas in previous years we’d hire one or two—twenty! It was ridiculous.” After visiting an AUSL school, she agreed to interview candidates from there as well as other sources.

Interviewing was a marathon, Lennix recalls. Her team, which included both school staff and representatives from the University of Chicago-based New Teachers Network, interviewed 200 candidates in one week. “We looked for star teachers,” she says. “We asked them, what’s your idea of an at-risk child?”
We looked for those who talked about children at risk of failure—not those who thought being at-risk simply meant being poor or black. We gave them scenarios and asked how they would respond; we’re looking for people who are quick, resilient, who seemed like they’d be able to multitask—because there’s a lot to do.”

In the end, Lennix hired ten of her twenty new teachers from AUSL. LaKimbra and George got the good news in late July—and soon after started worrying about doing the job.

LaKimbra’s goddaughter lives near Doolittle, so “I’d heard a lot about it, mostly not positive. I knew it was a school on probation. I’d heard it might be closing. And the demographic was similar to the school I’d taught in as a substitute teacher—and that was a tough school.”

In fact, Doolittle has had its share of both struggle and success. When Lennix took over the middle school in 1997, only 14 percent of students were at grade level in reading, 16 percent in math. “We set out to heal ourselves,” says Lennix. By 2003, scores were up to 33 percent in reading and 43 percent in math, though they dipped some in 2004. With so many new kids, and virtually an entire new teaching staff, future progress was hard to predict.

George was anxious about the task ahead. “I didn’t know what to do to get ready,” he recalls. A New Teachers Network workshop the week before school “probably focused me most,” he says. “They said, Just plan: what are you going to do the first ten minutes? The next ten minutes?” His training had helped him learn about being a teacher—“and that’s valuable; but New Teachers Network saved me on the first day.”

Lennix eased the transition by giving teachers keys to the classrooms in August and inviting them to school a full week before classes began, to get to know one another. The fact that everyone was facing change together made things easier. “I felt Doolittle was embracing us,” recalls George. “I’ve been welcomed,” says LaKimbra.
SO FAR SO GOOD

The quiet that both LaKimbra and George encountered on the first day didn’t last long.

Several weeks into the school year LaKimbra concentrates on making sure her children understand her rules: raise your hand, instead of shouting out the answer; use your words instead of your fists; stand up, line up, sit down in a reasonably orderly fashion. She learned the hard way during a difficult year as a substitute teacher that classroom management can become a huge challenge. That won’t happen again. “I set my expectations early, and the rules haven’t changed. I’ve really stuck to it. And the students see, she’s not letting up on this.”

LaKimbra says she can tell the difference between children who have been to “really good, meaningful early childhood programs” and those who haven’t. “You can tell it academically: they do better on phonetic recognition and on basic addition and subtraction—whereas other kids have no strategies for attacking, say, 2 + 2. And socially, the kids who’ve been to preschool come to school knowing what to do. You don’t have to tell them, you’re here to learn.”

Another management challenge is getting her children used to working independently. Some are already reading at the third-grade level while others haven’t mastered first-grade skills. The one-size-fits-all reading textbook baffles some kids and bores others. LaKimbra needs to meet each group of children where they’re at and help them master the next set of skills, while keeping the rest busy. She’s set up a classroom library centered on a round table near the front windows, but she doesn’t have enough books at the levels her kids need. Resources generally are in short supply, she laments; in November she’s still waiting for some materials she ordered on September 7.

The school’s lead literacy teacher has helped her find books. And in fact LaKimbra has welcomed assistance from a number of sources. “I think it’s important for a first-year teacher to get support from all
Some days are better than others. “You always know when it’s not working. If you’re talking and they’re not listening, you can stop right there.” He asks the AUSL coach for ideas, gets tips from the New Teachers Network staff, and praises a publisher’s workshop that helped him make better use of the textbook (which LaKimbra also found useful). George also checks with other teachers. “We’re always asking one another, how’s it going? Are you getting anywhere with them?”

The school administration helps with discipline problems. When one of his students got in trouble, principal Lennix spent forty minutes talking with him and offering suggestions. “Being in business as long as I was, I’m pretty good at dealing with problem situations,” says George. “But they [the administration] are really experienced in dealing with parents and young kids,” and he’s grateful for their help.

Lennix is watching how her new teachers are doing. If she sees that several are struggling in classroom management or teaching some particular skill, she’ll organize a workshop in that area. Or she’ll offer help—a teaching assistant, or a chance to watch how another teacher handles things. She also knows that some people just aren’t cut out for the job. “Sometimes you have to counsel a teacher right out of the field,” she says. “But very few of the teachers we select end up in that category.”

Not George and LaKimbra, it appears. Both clearly feel challenged—but both also have a developing sense of competence. “I’m reluctant to say it out loud,” George says, “but somehow I’m managing to do this. As much work as it is, day in and day out, as much preparation time as it takes—it’s hard, but I’m keeping my head above water.”

“I feel like I’m growing and learning more each day,” says LaKimbra. “But the more I get into it, the more there is to learn. Just when I’m getting the hang of it, there’s something new I have to do. I say, wait a minute! I thought I was going to get better at this!”
FACING A BLEAK CHICAGO JANUARY was tough on everyone. LaKimbra’s students, after two weeks’ vacation, were slipping back into bad old habits. The video games they got for Christmas didn’t help (“MegaDeath, Grand Theft Auto—should kids this age have stuff like that?” she wonders). She found herself constantly reminding them—raise your hand, use your words—and they’re slow to remember and obey.” Still, academically the class picked up where it had been before. “We needed some review, but not as much as I thought,” she says.

Now, with more than half the school year behind her, she’s trying to judge progress. “In curriculum, I’m where I should be, in both reading and math. But in terms of the kids’ growth, it’s harder to tell.” More flexible materials, she believes, would allow her to track students’ progress through different skill levels.

LaKimbra (who was once Miss Illinois National Teenager) knows that her confident public presence is one of her strengths as a teacher. “I’m very good on delivery. I’m good at reaching kids at different levels.” But she wants to understand more about what she’s teaching. “It would help to read more research, so that I understand why this material is necessary, why they need this skill at this time.”

George came back after break determined to make a fresh start, especially in establishing civility—a tall order with twelve-year-olds. He’s worried that the students are too loud, that they’re being rude with one another, that they just want to chat and play. “Something’s got to change. The students don’t have the motivation to change it, or the strategy. I’m in charge. So I’ve got to do something.”

Still, he can point to progress. For example, he taught them how to decipher an unfamiliar word from its context. The lead literacy teacher suggested he put up a poster summarizing the skill. Now, when the kids puzzle over a word, the poster reminds them what to do. It’s working, George says: he can see that his students are mastering this skill.
They’re also learning something else he’s trying to teach, that there are consequences to their actions. When he circulated preliminary first-quarter grades, students ignored them. As a result, some who expected to be on the honor roll dropped off because of missed assignments. The second time around some at least made the effort to hand in “lost” homework. Still, a few weeks into second semester, he worries that perhaps four of his students might have to attend summer school, and one or two might have to repeat sixth grade.

Both George and LaKimbra struggle with planning and paperwork. “With this workload, you really pay for any slipups in your organization,” says George. “All of a sudden it’s Wednesday, and lesson plans are due tomorrow, and you don’t know what you’re doing with the kids, and you end up working five or six hours that night to get everything back in order.” LaKimbra was especially frustrated by report card paperwork. “I could assign my kids a grade,” she says. “But you have to have a certain number of class activities, homework, and tests, and you have to average each of the categories to arrive at a grade, and then turn all that in. I can see the reason for it, but ...”

Lisa Vahey, of New Teachers Network, offers encouragement. “When you spend hours filling in your monthly summary report, it’s hard to turn around and find six good poems to use tomorrow. Having the report will keep the administration happy. But without those six poems, your curriculum is not ready, your kids get bored, you raise your voice with them, and suddenly you’re having a bad day because you didn’t plan.” She helps teachers set priorities so that they stay on the good side of the front office but keep a conscious focus on what makes a good day: “having activities well planned, having the material for your science experiment set up, having your read-alouds ready.”

Lisa helped LaKimbra produce the highlight of second grade so far, introduction to poetry. “Her kids were writing, but they weren’t using interesting language,” Lisa says. With LaKimbra watching, she modeled
a writing lesson. She began by reading a book to the children. Then she drew a web with the word “Peace” in the middle and asked: What is peace? “Peace is a sleeping baby,” offered one child. “Peace is a hug from your grandmother,” said another. Lisa wrote it all down. When she next came to class, she brought a lovely poster with their contributions incorporated into a class poem. “They loved seeing their work published,” says LaKimbra. “We put it on the bulletin board in the hallway, and they recited it for the school assembly.” LaKimbra followed up by organizing a Poetry Café for the month of February.

Still, when the month ended the kids grumbled about returning to the normal routine of reading and math, leaving LaKimbra in what she calls “kind of a bumpy place.” Like George, she worries about a couple of kids that she hasn’t yet been able to reach. And she’s wondering if classroom life is really for her—though she insists she doesn’t let those doubts affect her teaching: “I’m doing this with all my heart, because these kids deserve someone who wants to propel them forward.”

George says he sometimes wonders whether he’s making any progress. “I don’t want to get to the point where I resent the work, and that’s a real possibility. I could say, ‘This is too hard, it’s not worth it, they don’t appreciate it, I’ll just give them lessons out of the damn book and watch movies every night and have a beer.’”

“But then I’ll be listening to NPR, and I’ll think, I’ve got to talk to my kids about that. Or I’ll read a book and think, how would I teach this? Or I’ll take my daughter to the zoo, and think, field trip? Everything is a source of ideas, and when they pan out that’s a great satisfaction.”

“I’m doing this with all my heart, because these kids deserve someone who wants to propel them forward.”
WHAT DID WE LEARN?

Chicago has finally warmed up to spring. Tests are finished. The end of school is a few weeks off. Doolittle students are ready to jumpstart summer. “I tell my students, testing is over but school isn’t,” says LaKimbra firmly. “Learning will take place in this classroom until the day I say good-bye to them.”

Testing of course is one way to figure out just how much learning has taken place. At Doolittle, tests not only decide who gets promoted or goes to summer school; they also determine whether the school itself gets off probation. Everybody takes tests seriously.

LaKimbra spent two weeks working through practice tests, and reminding her students of strategies they’ve learned for when they get stuck: use a process of elimination and take your best guess. George fit some practice into every day, “without throwing all other instructional plans out the window.” He also schemed to give his kids an edge. He cut back on homework, so they’d be rested; made sure everyone used the bathroom; and gave everyone granola and peppermints. (“The theory is that peppermints stimulate the brain. The school used to hand them out. But this year there’s no budget for that, so I bought a bagful at Aldi.”)

Most scores will be in by June, but results for LaKimbra’s second-graders will come much later. “They’ll be in third grade and I’ll have a whole new set of kids before I know how they did,” she laments.

In the meantime, both teachers reflect on what the year has accomplished. George thinks he sees progress—but he’s not sure. Report cards have improved every quarter since the first. “But are they learning?” he wonders, “or am I unconsciously asking them easier things so they’ll do better?” He does see definite advances. “At first it was hard to get them to sit still for fifteen minutes of silent reading. Now, sometimes we go forty.” They’re writing more thoughtfully in their journals. The AUSL coach complimented him on how engaged his class is—“very affirming,” he says. On the other hand, “math has been a struggle all year long,” although most kids get it eventually.
Sixth grade is a time of dramatic, if uneven, growth in maturity, which affects achievement. “Some days a student will throw a tantrum, then make some extremely generous gesture to a classmate. It can change by the hour!” George shakes his head: “Inside these adolescent bodies trying to be tough, I can still see the kids inside, and that makes me smile.”

LaKimbra is smiling because, although she too has doubts, she also sees progress. She spent an afternoon recently having students read to her one-on-one. “One boy, at the beginning of the year, he wasn’t reading at all. Today he opened the book, and the story he’d been having a hard time with, now he can read it!” Other kids are also reading better. “One of my goals was to have my kids be readers, be confident, be able to attack a text. It made me feel good to see the progress they’ve made.”

If maturity is the big sixth-grade drama, sheer energy is what makes second graders a challenge. “My kids are so extreme,” LaKimbra marvels. “When they’re frustrated that they can’t learn something—telling time, for example—I think, my God, will we ever get over this hump? But when they get it, they are so excited.” Understanding both sides improves her teaching. “Before, I would think, am I teaching this wrong? Now I understand, they may be frustrated now, but they’ll get it eventually, and when they do, they’ll be proud of themselves.”

Other supports have also helped her become a better teacher. Her AUSL mentor; professional development to identify the best strategies and materials; and New Teachers Network sessions, where first- and second-year teachers share ideas, all have been important, she says.

LaKimbra is “99 percent sure” she’ll come back to Doolittle. Having settled into the school environment, she hopes that next year, “things that surprised me won’t be a surprise. I’ll know the dynamics of the school.”

At first it was hard to get them to sit still for fifteen minutes of silent reading. Now, sometimes we go forty.
School dynamics and school culture are essential to attract, and keep, good teachers at a school like Doolittle that faces intense achievement pressures, LaKimbra adds.

“These are children from disadvantaged backgrounds. Their needs go way beyond learning social studies. Having an administration that has your back is definitely the biggest thing to keep teachers in a school. You think, I’m not in this alone, other people care and want to see these kids succeed like I do.”

Similarly, a school culture that supports learning is critical: “If I’m a new teacher, and I’ve been taught that every child can learn—if I get to a school where the teacher next door is constantly berating the kids, it’s difficult. A new teacher is going to want to stay in a school where everybody wants to make positive change, not one where everybody has a crazy different way, and there’s no common vision.”

George says he is definitely coming back to “the best teaching job in Chicago.” He loves the kids, he loves his “gorgeous classroom with beautiful light,” he finds the administration supportive: “I’ve felt from the beginning that they had a commitment to do whatever it takes to help these kids learn, and as part of that a commitment to help every teacher.”

Asked what he thinks would attract good teachers to low-scoring schools, George says he’d like to see schools have the resources to keep classes small. Doolittle principal Lennix held class sizes low this year, though next year might be different. George is grateful that he started teaching with 25 students (now down to 19), and he feels the administration has, within reason, given him the resources he needs to teach them. “When somebody invests that kind of trust in me, that makes me want to try harder.”

Besides, George says, he came to Doolittle, in part, because it was a low-scoring school. “Anybody can teach kids who are all at grade level. Me, I’ve always liked a challenge. And I want to teach kids who need good teachers.”
The Joyce Foundation is committing $15 million to efforts to improve federal, state, and district policies so that high-need schools in Chicago, Cleveland, and Milwaukee can attract and keep first-rate teachers. Joyce also supports expanding access to early childhood education and exploring such innovations as small schools and charter schools.
HIRING AND RECRUITING Many talented and qualified teachers are willing to teach in urban schools. But hiring delays, lack of information, and other problems too often keep them away. In Cleveland, one-third of teachers are hired after school starts—by which time the best teachers have found jobs elsewhere. Joyce grants support development and implementation of policies to break down such barriers. Promising strategies include identifying budgets and staffing needs earlier in the school year; giving teachers incentives to decide early whether they intend to retire or resign; setting timelines and staffing to make recruiting for high-need schools a priority; streamlining the often-bureaucratic application process; and working with unions to make sure teacher contracts don’t unintentionally disadvantage high-need schools.

ALTERNATIVE ROUTES TO TEACHING Not all teachers are born knowing that’s what they want to do. People in other careers often find themselves drawn to teaching, and they can bring real-world experience to the classroom. Alternative certification programs offer those people a faster and less expensive route into the classroom than most traditional preparation programs. They’re an increasingly popular solution for districts seeking candidates for hard-to-fill positions, especially in math, science, and special education. Nationally, one-third of newly trained teachers in 2003 came through such programs, and half of those teachers said they would not have become a teacher if an alternative route weren’t available. Joyce grants support efforts to expand high-quality alternative certification programs through improved state- and district-level policies, evaluate the effectiveness of alternative routes into teaching, and promote awareness of this option among potential teachers.
NEW TEACHER SUPPORT New teachers can feel overwhelmed by the difficulty of the job, and many don’t stick around. Most estimates suggest that almost half of beginning teachers leave within their first five years. But support—in the form of high-quality mentoring from experienced teachers—can make a huge difference. Research shows that only 18 percent of new teachers who get extensive support leave teaching after their first year, compared to 41 percent of those who get no support. Even more important, teachers who get such support can be just as effective as veteran teachers at boosting student achievement.

Joyce grants support efforts to spotlight model programs, improve standards and funding for mentoring programs at the state and district level, and develop other initiatives to help new teachers.

EVALUATION AND COMPENSATION Schools determined to close achievement gaps can’t offer higher salaries to attract the best teachers. All teachers are paid the same no matter how skillful they are or how challenging their assignment. Some school districts, such as Denver, are experimenting with incentives for taking on tough assignments and for helping children make extra progress toward achieving at grade level.

Joyce grants support research and planning, in collaboration with teachers’ unions, to explore reforms to teacher compensation to evaluate and reward good teacher performance and to attract top teachers to schools that need them most.
EARLY CHILDHOOD EDUCATION  Also critical in determining student achievement is exposure to the excitement of learning in early childhood. High-quality early care and education can reinforce children’s natural curiosity and help them develop socially, emotionally, and cognitively—all essential for school readiness. But too few low-income children have access to such programs. Joyce grants support state-level efforts to enhance the educational possibilities of community-based child care, by improving training and standards for child care workers, working with community groups to offer flexible preschool programs in community settings, and pursuing other strategies for integrating early care and education.

INNOVATIONS  With a long history of supporting educational innovation, Joyce continues to explore other strategies for closing the achievement gap, especially policy-oriented efforts to expand the supply of high-quality charter schools and small schools in Chicago, Cleveland, and Milwaukee.
**ENVIRONMENT**

Proposals to protect the Great Lakes made some headlines in 2004, and they’re still winding their way through the policy process. Bills to allocate $4 to $6 billion for comprehensive Great Lakes Restoration, which died with the end of the last Congress, have been reintroduced. In the meantime, President Bush created a Great Lakes Regional Collaboration that promised to hold regional hearings, determine priorities, and draft a plan for cleaning up the lakes; the proposals are due late in 2005.

Summer 2004 saw release of a long-awaited draft agreement between Great Lakes states and Canadian provinces outlining rules for withdrawing water from the lakes. At stake is the need to conserve lake water at a time of rising demand from both within and outside the region. The proposal (called the “Annex”), a product of extensive consultation with Joyce-funded groups and other regional leaders, is currently being revised in response to public comments. The final version is scheduled for release in summer 2005.

Meanwhile, the threat to the lakes posed by non-native species continues to raise concern. Officials hope that a new electric barrier will halt the advance of the Asian carp, a giant invader heading toward Lake Michigan. But the National Wildlife Federation issued a disturbing report showing how invasive species already in the lakes threaten to disrupt the entire food web of the ecosystem. Such species as the alewife, spiny water flea, and zebra mussel have had adverse effects on native species like the lake trout and whitefish, the report found. “This report is a wake-up call,” said Andy Buchsbaum, director of the Wildlife Federation’s Great Lakes office. “We are witnessing profound and rapid changes in the Great Lakes food web that are unprecedented in the recorded history of the Great Lakes. Our Great Lakes are in trouble, and we need to act to save them.”

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**EMPLOYMENT**

Employment policy emerged as an important issue during the 2004 presidential campaign. Job growth remained stagnant, especially in Great Lakes states, despite the nation’s overall recovery from the 2001 recession. Troubles in the Midwest’s manufacturing sector continued to whittle away at solid jobs that represent a way up and out of poverty for many families. Incomes of people on the lower rungs of the economic ladder suffered because wage income and the wage-related earned income tax credit both fell. They were not replaced, as in former times, by welfare payments or by unemployment insurance, the usual cushion for working families. Polls—notably by the Workforce Alliance, a Joyce grantee—suggested that finding a sound policy for stimulating job creation, including investments in job-training and education, rated high on voters’ priority lists.

Yet despite the campaign rhetoric, congressional action on employment-related legislation remained stalled. The 1996 welfare reform, originally scheduled for reauthorization in 2002, has yet to come up for consideration. The Workforce Investment Act and the Higher Education Act, which fund job-training and education for low-income workers, are similarly frozen. In the meantime, work support programs, including Medicaid, food stamps, and education and training programs, are facing severe cuts in a Congress determined to reduce deficits, extend tax cuts, and fund military and security operations.

Joyce grantees have continued to call for investments to prepare workers for the 21st century economy, and to maintain the importance of the supports (child care, health insurance, food stamps) that keep working families stably employed. They have also spotlighted such promising strategies as transitional jobs, for those who are new to the workforce, and high-quality short-term skills training as a path to better-paying jobs.

Midwest governors, alarmed at the decline of manufacturing jobs, have got the message: several have proposed investments in infrastructure, training and education, and other policies to benefit low-income workers.
GUN VIOLENCE

With firearms deaths continuing at a rate of 30,000 a year, and with prospects bleak at the federal level, public health advocates increasingly look to the states for policies to reduce gun violence. The federal assault weapons ban expired in September, with virtually no congressional consideration given to renewing, let alone strengthening the measure. But following California’s lead, legislators in Illinois and Wisconsin proposed state-level assault weapons bans that would be more comprehensive and effective than the now-expired federal law. The Illinois measure is part of a larger package of proposals that at this writing awaits action in the legislature; others include measures to require sales of trigger locks with all new firearms, institute background checks at gun shows, and limit handgun sales to one per month.

An issue that came to the forefront in 2004 is the marketing and sale to civilians of .50 caliber sniper rifles. The CBS program 60 Minutes, with an assist from New York Police Chief Raymond Kelly, demonstrated the unique power and accuracy of this military weapon, while the Violence Policy Center pointed out the risks it could pose in the hands of terrorists and criminals. Both Illinois and Wisconsin are considering legislation to control or ban these extremely powerful sniper rifles.

Midwest states were also facing pressures to enact laws allowing carrying of concealed weapons. Minnesota’s law, passed in 2003, failed legal challenges in 2004 and is still in the courts; at this writing the legislature was debating a revised bill with some substantial limitations. The Wisconsin legislature passed a concealed carry law, but the governor vetoed it. The proposal never got through the Illinois legislature.

Joyce grantees, including the Illinois Council Against Handgun Violence and the Wisconsin-based WAVE Educational Fund, have continued to identify the risks posed by assault weapons, .50 caliber sniper rifles, and other types of firearms that pose an unreasonable risk to public health and safety in the absence of any comprehensive consumer product oversight of the firearms industry.

MONEY AND POLITICS

The Bipartisan Campaign Reform Act got its first road test in the 2004 election. With Joyce funding, the Campaign Legal Center put out a handy roadmap to help parties and candidates navigate the new rules. At year’s end, reformers were celebrating what they saw as major successes of the new law and plotting the course toward further reforms.

Not that BCRA took money out of politics. Despite predictions of reform opponents, more money flowed to parties and candidates in 2004 than ever before. Energized by the campaigns, taking advantage of online giving options—and with new higher contribution limits enacted by BCRA—individuals increased their giving by two-thirds, from $1.5 billion to $2.5 billion. What was largely absent was soft money, the huge unregulated contributions that had overwhelmed campaign laws in the late 1990s. Even so, the two parties together raised more in 2004 than the total of both hard and soft money raised for the 2000 election. Some of what would have been soft money got redirected into voter registration efforts, and some went to the “527 committees” that emerged as newly important, quasi-independent political actors. These committees (named for their section of the tax code) raised $405 million from corporations, unions, and especially from individuals: some 265 individuals gave $100,000 or more to 527 groups in 2004, reports the Campaign Finance Institute.

The Institute and other reform groups developed policy ideas to deal with the issues raised by the 2004 campaign. Ideas include reforming the Federal Election Commission, whose ruling opened the floodgates for 527 contributions, and imposing contribution limits on the committees similar to those governing parties. Another proposal would shore up public financing for presidential campaigns; the three leading candidates in 2004 declined public funding in the primaries as inadequate. Finally, state judicial elections, which have become increasingly expensive (nearly $10 million in one Illinois district), have drawn proposals to reform state laws and judicial candidates’ codes of ethics and better educate the public about the judiciary.
CULTURE

Chicago drew the attention of art lovers around the world in summer 2004 with the opening of Millennium Park. The city’s latest lakefront attraction includes not only the traditional greenspace and recreation, but dramatic sculptures and fountains, a Frank Gehry-designed bandshell for outdoor concerts, and a mid-sized theatre for music and dance. Critics raved, and Chicagoans loved it: they came out in huge numbers on the opening weekend, not only to explore the park, but also to enjoy performances by arts groups as diverse, and extraordinary, as the city itself.

And that’s the point about Chicago: its cultural life is rich, both downtown and in the ethnically diverse neighborhoods. Joyce funding has worked to connect the two.

Grants have supported the Latino Theater Festival at the top-drawer Goodman Theatre; staging by the Ravinia Festival of the Zulu opera, “Princess Magogo”; a performance series at the Museum of Contemporary Arts featuring outstanding performers, many of color, who attract a young and diverse audience; and a collaboration between the Adler Planetarium and the Mexican Fine Arts Center Museum to bring the wonders of astronomy to Chicagoans whose primary language is Spanish.

At the same time, Joyce has also supported smaller arts groups that bring arts programming, and a vibrant presence, to the city’s neighborhoods: groups such as the Black Ensemble Theatre, Muntu Dance Theatre, Teatro Vista, and Congo Square. More communities will have a chance to make arts part of their future as the Foundation announced in early 2005 a grant to the Local Initiatives Support Corporation to incorporate arts into neighborhood development plans of three Chicago communities.
The Joyce Foundation supports efforts to ensure that all Michigan children receive an education that prepares them for lives as thoughtful and productive citizens. In particular, the Foundation works to close the achievement gap that separates low-income and minority children from their peers by expanding their access to educational opportunities in early childhood, improving the quality of teachers they encounter in school, and exploring such innovations as small schools and charter schools.

**EARLY CHILDHOOD EDUCATION**

Increasing preschool accessibility for all three- to five-year-olds in Illinois, Michigan, and Wisconsin by enhancing quality, increasing capacity, and incorporating appropriate educational standards and practices.

**Action Against Crime and Violence Education Fund**

Fight Crime: Invest in Kids

Washington, DC – $250,000

To educate state and local policymakers in Illinois about the crime prevention impact and other benefits of high-quality pre-kindergarten for children. (2 yrs.)

**Action for Children**

Chicago, IL – $700,000

To develop models for delivering state-funded pre-K to children in license-exempt child-care settings toward the goal of designing a comprehensive system for early care and education in Illinois, especially for children from low-income working families and those at risk of academic failure. (2 yrs.)

**City Colleges of Chicago**

Chicago, IL – $120,000

For the Child Development Studies Initiative, an effort to enhance early child development degree programs across the colleges. (2 yrs.)

**Council of Michigan Foundations**, Inc.

Grand Haven, MI – $1,030,000

To support the Michigan Early Learning Project’s efforts to promote universal access to high-quality preschool in Michigan. (2 yrs.)

**Illinois Facilities Fund—Chicago**

Chicago, IL – $85,000

For a study on the economic impact of Illinois’ early care and education industry with a secondary report focusing on the metropolitan Chicago area. (1 yr)

**Illinois Network of Child Care Resource and Referral Agencies**

Bloomington, IL – $200,000

For planning, research, and policy-related activities necessary to implement the Illinois Early Childhood Career Lattice. (2 yrs.)

**National Association for the Education of Young Children**

Washington, DC – $64,000

To develop a system for accrediting early childhood associate degree programs. (2 yrs.)

**National-Louis University**

Center for Early Childhood Leadership

Wheeling, IL – $350,000

To educate policymakers and stakeholders about the importance of highly qualified early childhood program directors for universal preschool. (2 yrs.)

**Quince of Prevention Fund**

Chicago, IL – $250,000

For its work to expand the availability of high-quality early childhood education in Illinois. (2 yrs.)

**Rutgers University Foundation National Institute for Early Education Research**

New Brunswick, NJ – $300,000

To help two to three Midwestern states evaluate the impact of their preschool programs. (1 yr)

**Voices for Illinois Children**

Chicago, IL – $200,000

To build support within Illinois’ K-12 education community for early childhood education. (2 yrs.)

**Wisconsin Council on Children and Families, Inc.**

Madison, WI – $1,200,000

To support Early Education Matters, a statewide collaboration focused on building partnerships between school districts and community-based childcare providers to expand the delivery of preschool and to document and disseminate the lessons learned. (2 yrs.)

**TEACHER QUALITY**

Improving teacher quality in low-performing public schools in Chicago, Cleveland, and Milwaukee through high-quality alternative certification, improved district hiring and retention practices, reformed teacher compensation systems, mentoring and Induction, and strong principal leadership.

**Center on Education Policy**

Washington, DC – $900,000

To support a national study on the implementation of the No Child Left Behind Act. (2 yrs.)

**Cleveland Initiative for Education**

Cleveland, OH – $400,000

To strengthen principal leadership in high-need schools, improve teacher quality, and develop policy recommendations for improving teacher induction and retention in Cleveland. (1 yr)

**Council of Chief State School Officers**

Washington, DC – $144,785

To help state education agencies analyze, plan, and implement strategies that will strengthen teacher quality, particularly in high-poverty, low-performing schools, and create a more equitable distribution of teachers. (2 yrs.)

**Eastern Illinois University**

Charleston, IL – $120,000

To conduct a survey of all first-year teachers who graduated from the 12 public colleges of education in Illinois about their teacher training programs. (1 yr)

**University of California**

Santa Cruz, CA – $130,000

To support its New Teacher Center’s Midwest Teacher Induction Policy Summit. (1 yr)

**University of Chicago**

Center for Urban School Improvement

Chicago, IL – $694,432

To expand New Teachers Network, a two-year induction program for newly certified Chicago Public School teachers. (2 yrs.)

**University of Cincinnati**

For research, policy analysis, technical assistance, and advocacy on five major employment policy issues. (2 yrs.)

**Indiana Coalition on Housing and Homelessness Issues, Inc.**

Indianapolis, IN – $481,485

For continued support of the Indiana Institute for Working Families, a research, policy analysis, and advocacy think tank. (2 yrs.)

**MDRC**

New York, NY – $300,000

To support a demonstration project called “Opening Doors” that would test whether enhanced student services lead to increased student retention, academic advancement, and better employment outcomes. (3 yrs.)

**Michigan League for Human Services**

Lansing, MI – $313,513

To support its New Teacher Center’s Midwest Teacher Induction Policy Summit. (1 yr)

**Michigan Early Learning Grand Haven, MI**

$1,030,000

To build support within Illinois’ K-12 education community for early childhood education. (2 yrs.)

**Michigan Facilities Fund—Chicago**

Chicago, IL – $85,000

For a study on the economic impact of Illinois’ early care and education industry with a secondary report focusing on the metropolitan Chicago area. (1 yr)

**Midwest Teacher Education Association**

Milwaukee, WI – $65,824

To support its New Teacher Center’s Midwest Teacher Induction Policy Summit. (1 yr)

**Milwaukee Teachers Education Association**

Milwaukee, WI – $100,703

For research, policy analysis, technical assistance, and advocacy on five major employment policy issues. (2 yrs.)

**Rethinking Schools, Ltd.**

Washington, DC – $500,000

To analyze alternative certification programs in Chicago. (2 yrs.)

**University of Wisconsin–Milwaukee**

School of Education

Milwaukee, WI – $100,703

For an evaluation of the effectiveness of Milwaukee’s new school-based learning lems as vehicles for improving professional development and induction. The Milwaukee Partnership Academy would help to implement this project. (1 yr)

**Testar Project, Inc.**

New York, NY – $400,000

To help the Cleveland Municipal School District to improve its ability to recruit and retain high-quality teachers, particularly in hard-to-staff schools. (2 yrs.)

**Urban School News**

Chicago, IL – $370,000

To support Gateways Cleveland. (2 yrs.)

**Total Education**

$10,195,131

One out of four workers in the Midwest earns a wage that, even with full-time, year-round work, cannot lift a family out of poverty. The Foundation supports the development of policies that can improve the education, skills, learning opportunities, job stability, and advancement potential of low-wage workers, enabling them to move into the workforce, hold onto jobs, make ends meet, and move up the job ladder.

**ADVANCING TO BETTER JOBS**

Increasing resources for and access to quality training and education programs that lead to higher paying jobs.

**Center for Labor and Community Research**

Chicago, IL – $125,000

To advocate for the development of state policies that would promote career pathways in manufacturing at the local and state levels. (1 yr)

**Center for Law and Social Policy**

Washington, DC – $800,000

For research, policy analysis, technical assistance, and advocacy on five major employment policy issues. (2 yrs.)
Northern Illinois University
Office for Social Policy Research
DeKalb, IL $49,314 To compile easy-to-use data about prevailing labor market conditions and their consequences for Illinois working families. (2 yrs.)

Policy Matters Ohio
Cleveland, OH $300,000 To support its research about and advocacy on behalf of low-income working and unemployed Ohioans. (2 yrs.)

University of Wisconsin-Madison
Center on Wisconsin Strategy
Madison, WI $300,000 For technical assistance to the Wisconsin Department of Workforce Development on the creation of career advancement pathways for low-income workers. (2 yrs.)

Urban Institute
Washington, DC $104,737 To sponsor a conference in the summer of 2005 on workforce policy and the changing labor market. (1 yr.)

Wisconsin Council on Children and Families, Inc.
Madison, WI $450,000 To improve access to job-training and education, and to protect and expand access to workforce supports, such as child care and health insurance. (2 yrs.)

Women Employed Institute
Chicago, IL $60,000 To conduct focus groups with current, potential, and former “non-traditional” community college students to determine the need for student services, analyze public funding streams for these services, and develop a report for policy advocacy. (1 yr.)

Workforce Alliance
Washington, DC $950,000 To support its policy analysis, technical assistance, and advocacy for education and training policies that support the advancement of low-wage workers. (2 yrs.)

Workforce Strategy Center, Inc.
Brooklyn, NY $322,300 To provide technical assistance to state advocates to improve connections between workforce development and community college programs targeting low-skilled and low-wage workers. (1 yr.)

JOB RETENTION AND STABILITY
Expanding access to policies that improve job retention and stability, including work-related benefits such as the Earned Income Tax Credit, food stamps, health insurance, unemployment insurance, and child care.

9 to 5 Working Women Education Fund
Milwaukee, WI $50,000 For policy analysis and advocacy work on a Wisconsin task force aimed at improving access to work-related benefits, such as childcare subsidies, food stamps, and child health insurance. (1 yr.)

Center for Community Solutions
Cleveland, OH $250,000 To conduct policy and tax analyses to educate legislators and human services providers about the impact of potential funding cuts to child care, health care, education, and training programs for low-income workers. (2 yrs.)

Center on Budget and Policy Priorities
Washington, DC $700,000 For state-level technical assistance on programs that help low-income working families, and to support the Center’s federal work. (2 yrs.)

Children’s Defense Fund-Minnesota
St. Paul, MN $320,000 For an advocacy campaign to improve funding for work-related benefits, such as the state’s child health insurance program and its subsidized childcare program. (2 yrs.)

Economic Policy Institute
Washington, DC $250,000 For labor market analysis at the national level and for technical assistance to Midwest state organizations engaged in similar analysis. (2 yrs.)

MDRC
New York, NY $250,000 For its Work Advancement and Support Center demonstration project that would test whether comprehensive case management delivery has a positive impact on job retention, use of work-related benefits, and family incomes. (2 yrs.)

University of Chicago
Chapin Hall Center for Children
Chicago, IL $342,799 To develop a comprehensive database that illustrates how public benefits, such as child care and food stamps, increase employment retention and how such benefits are used. (2 yrs.)

University of Wisconsin-Madison
Institute for Research on Poverty
Madison, WI $300,000 To support the Welfare-Peer Assistance Network. (2 yrs.)

Urban Institute
Washington, DC $225,361 To research access to and retention of childcare subsidies in seven Midwest states. (1 yr.)

MOVING TO WORK
Strengthening policy initiatives that help the hard-to-employ gain skills to enter the labor market.

Chicago Jobs Council
Chicago, IL $400,000 To support federal, state, and local policy advocacy aimed at increasing access to work supports, education, training, and career advancement opportunities in Illinois. (2 yrs.)

Community Renewal Society
The Chicago Reporter
Chicago, IL $95,000 To support The Chicago Reporter’s investigative journalism series on ex-offender reentry with a focus on employment. (1 yr.)

Heartland Alliance for Human Needs and Human Rights
Chicago, IL $100,000 To support the National Transitional Jobs Network. (1 yr.)

Lifetrack Resources, Inc.
St. Paul, MN $100,000 For a strategic communications campaign to promote transitional, publicly funded jobs as a leading employment policy solution for hard-to-employ individuals. (18 mos.)

New Hope Project, Inc.
Milwaukee, WI $75,000 To continue a statewide advocacy strategy to build support for transitional jobs programs in Wisconsin. (1 yr.)

Sargent Shriver National Center on Poverty Law, Inc.
Chicago, IL $425,000 For continued advocacy efforts on welfare reauthorization, work-related benefits, and experimentation with transitional jobs programs. (2 yrs.)

University of Chicago
Chapin Hall Center for Children
Chicago, IL $150,000 To support the Welfare-Peer Assistance Network. (2 yrs.)

Total Employment: $8,262,089

ENVIRONMENT

Protecting the natural environment of the Great Lakes region has been a long-time commitment of the Joyce Foundation. The Foundation supports the development, testing, and implementation of policy-based, prevention-oriented, scientifically sound solutions to the environmental challenges facing the region, especially those that center around water.

ENERGY PRODUCTION AND USE
Documenting the environmental and economic benefits of clean energy sources and promoting their inclusion in state energy policies and utility planning.

American Council for an Energy-Efficient Economy
Washington, DC $100,000 To support analysis and advocacy directed towards new state policies to cut energy waste in Michigan and Wisconsin. (2 yrs.)

Delta Institute
Chicago, IL $150,000 To support the development of the Great Lakes Pollution Prevention and Energy Efficiency Fund, a revolving loan fund to help manufacturers modernize their operations and reduce environmental pollution. (1 yr.)

Ishak Walton League of Americas, Inc.
St. Paul, MN $350,000 To assist state regulators and electric suppliers in designing a renewable energy credit trading system for the upper Midwest and the Dakotas. (2 yrs.)

Midwest Energy Efficiency Alliance
Chicago, IL $100,000 To promote improved building codes in Illinois, Indiana, Iowa, and Michigan. (2 yrs.)

Minnesotans for an Energy-Efficient Economy
St. Paul, MN $200,000 To advance policies for renewable energy and energy efficiency in Minnesota. (2 yrs.)

Natural Resources Defense Council, Inc.
New York, NY $250,000 To establish new regulatory incentives in Wisconsin for investments in energy efficiency and to encourage electric utility managers in Illinois to advocate for more aggressive policies regarding climate change. (2 yrs.)

Public Interest Fund of the Citizens Utility Board
Madison, WI $300,000 To promote energy efficiency and renewable energy by reviewing comprehensive utility planning policies in Wisconsin. (2 yrs.)

Union of Concerned Scientists, Inc.
Cambridge, MA $500,000 To promote policies supporting renewable energy resources, such as wind, solar, and energy from crops in Illinois, Iowa, Minnesota, and Wisconsin. (2 yrs.)

GREAT LAKES WATER: CLIMATE CHANGE
Supporting state-level innovation in response to climate change.

Energy Center of Wisconsin, Inc.
Madison, WI $200,000 To convene state government officials and business leaders to develop a climate policy road map for Wisconsin. (2 yrs.)

International Council for Local Environmental Initiatives USA, Inc.
Berkeley, CA $200,000 To convene municipal officials from U.S. and Canadian cities around the Great Lakes in a series of meetings to develop climate policy responses for towns and cities. (2 yrs.)

Strategies for the Global Environment, Inc.
Arlington, VA $193,838 For its Pew Center on Global Climate Change to develop broad support in the Ohio business community for state action addressing global climate change. (2 yrs.)

New Energy Network
Washington, DC $225,361 To support the development of the Great Lakes Pollution Prevention and Energy Efficiency Fund, a revolving loan fund to help manufacturers modernize their operations and reduce environmental pollution. (1 yr.)

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Union of Concerned Scientists, Inc., Cambridge, MA $200,000
To engage state and local officials in Illinois, Michigan, and Wisconsin in discussions of potential policy responses to the impact of global climate change on the waters of the Great Lakes. (2 yrs.)

GREAT LAKES WATER: INFRASTRUCTURE
Promoting policies that encourage water infrastructure projects to be less capital intensive and more environmentally sensitive, as well as more cost effective; and examining the pros and cons of privatizing water system management and disseminating the results to policymakers and others.

Action, Inc., Gloucester, MA $30,000
To prepare a report on funding opportunities for alternative approaches to water management and greater integration of water resources management. (1 yr.)

American Rivers, Inc., Washington, DC $250,000
To educate local water, sewer, and stormwater utilities managers in Wisconsin and Michigan about “soft path” infrastructure investments, and to streamline the processes for getting state and federal funding for such projects. (2 yrs.)

Center for Neighborhood Technology, Chicago, IL $197,777
To develop a mechanism to evaluate the costs and benefits of traditionally-engineered water systems versus alternatives composed of either renewable, “green” systems or systems that combine the two. (1 yr.)

Northwest Michigan Onsite Wastewater Task Force, Traverse City, MI $69,000
To promote the preservation and protection of drinking and surface water quality through the adoption of innovative, appropriate onsite wastewater treatment system technologies. (1 yr.)

Openlands Project, Chicago, IL $50,000
To apply its new database and maps to efforts to improve and protect water resources in the Lake Michigan basin. (1 yr.)

Pacific Institute for Studies in Development, Environment, and Security, Oakland, CA $189,000
To develop and disseminate a guide to water privatization for elected officials in the upper Midwest region. (16 mos.)

Public Policy Forum, Inc., Researching Community Issues, Milwaukee, WI $100,000
For policy and funding recommendations for Milwaukee River watershed communities and the City of Milwaukee to address wastewater management and sewer overflows comprehensively. (1 yr.)

Taxpayers for Common Sense, Washington, DC $75,000
To build support for economically and environmentally sustainable water infrastructure systems in the Great Lakes region. (1 yr.)

GREAT LAKES WATER: QUALITY
Strengthening current regulatory protections such as the Clean Water Act, developing improved regulatory approaches, and making improved water quality a goal of state and federal policies.

Center for Agricultural Partnerships, Inc., Asheville, NC $30,000
To continue a project to improve water quality by increasing upper Midwest farmers’ participation in agricultural conservation programs. (1 yr.)

Center for Rural Affairs, Lyon, NE $124,000
To collect information on the implementation of agricultural conservation programs to further improve the programs and broaden the constituency for conservation spending. (1 yr.)

Clean Wisconsin, Inc., Madison, WI $322,680
To support its efforts to improve state policies governing Illinois’ water resources. (2 yrs.)

Collaborative Research and Designs for Agriculture, Sacramento, CA $139,150
To add water quality to the environmentally friendly crop standards it is developing, and to work with officials in Minnesota and Wisconsin to enable growers to use its Protected Harvest certification as proof of compliance with state water quality programs. (1 yr.)

EcoCity Cleveland, Cleveland, OH $72,400
To protect wetlands in the Lake Erie basin by supporting a public-private process promoting balanced growth. (2 yrs.)

Environmental Defense, Inc., New York, NY $300,000
For protection of Great Lakes water resources through implementation of the federal farm conservation programs in Midwest states. (2 yrs.)

Great Lakes Commission, Ann Arbor, MI $160,416
To complete its inventory of Great Lakes water quality monitoring programs and to promote its recommendations to policymakers. (1 yr.)

Great Lakes United, Buffalo, NY $50,000
For general support of its efforts to protect the Great Lakes-St. Lawrence ecosystem. (1 yr.)

Great Lakes United, Buffalo, NY $77,000
For a collaboration with the Openlands Project to improve state and local public policy on water quality and quantity in northeastern Illinois. (2 yrs.)

Metropolitan Planning Council, Chicago, IL $300,000
For a collaboration with the Openlands Project to improve environmental and economic improvement, in the management of wastewater feeding Lake Erie. (1 yr.)

Smart Growth America, Washington, DC $100,000
To make the case that federal transportation policy and new transportation projects should take into account the impact of road construction on water quality. (1 yr.)

Michigan Environmental Council, Lansing, MI $154,028
For ongoing water protection and conservation efforts in Michigan. (2 yrs.)

National Audubon Society, Washington, DC $300,000
To build support for environmental protection and restoration of water-based ecosystems through its Ohio chapter. (2 yrs.)

Ilinois Environmental Council, Education Fund, Springfield, IL $190,000
To work in partnership with the Illinois Farm Bureau to promote the Clean Water Act in the Illinois legislature. (1 yr.)

Institute for Agriculture and Trade Policy, Minneapolis, MN $35,000
To participate in discussions about Great Lakes water management. (1 yr.)

Iowa Policy Project, Mt. Vernon, IA $175,000
To prepare and disseminate six research reports addressing priority environmental issues in Iowa. (2 yrs.)

Lake Michigan Federation, Chicago, IL $320,000
To work with a coalition of Great Lakes environmental groups to advance a comprehensive Great Lakes restoration initiative and to conduct activities in support of the protection of Lake Michigan. (2 yrs.)

Land Stewardship Project, White Bear Lake, MN $172,000
To improve the design and implementation of agricultural conservation programs, to promote the adoption of an outcomes-based approach in farm policies and programs, and to develop and advance state policies that encourage farmers to protect Great Lakes water quality. (2 yrs.)

Metropolitan Planning Council, Chicago, IL $100,000
For continued support of its efforts to improve Ohio policies governing the protection and restoration of the state’s rivers, streams, and lakes, including Lake Erie. (2 yrs.)

Rocky Mountain Institute, Snowmass, CO $77,140
For its project with the Cuyahoga Valley National Park to plan the redevelopment of a brownfield watershed feeding into Lake Erie. (16 mos.)

Reston, VA $135,289
To continue a project to improve state policies governing Illinois’ water resources. (2 yrs.)

The Joyce Foundation, 2004 Annual Report, Chicago, IL $135,289
For its Great Lakes Natural Resource Center to work with a coalition of environmental groups to advance a comprehensive Great Lakes restoration initiative. (2 yrs.)

University of Maryland Foundation, Inc., Adelphi, MD $138,830
To research gaps in Wisconsin’s new groundwater protection legislation and to recommend improvements. (2 yrs.)

Wastewater treatment system technologies.
PUBLIC AWARENESS
A limited number of grants to build public awareness of the importance of protecting the Great Lakes.

University of Michigan Great Lakes Radio Consortium Ann Arbor, MI $200,000 For coverage of water-related stories in the region. (2 yrs.)

Valerie Denney Communications Chicago, IL $40,000 To support media efforts informing the public about the restoration needs of the Great Lakes ecosystem. (6 mos.)

Valerie Denney Communications Chicago, IL $25,000 For continued support of a Great Lakes restoration communication campaign. (1 yr.)

TRANSPORTATION
Creating transportation alternatives to reduce oxemissions on automobiles.

1000 Friends of Wisconsin Land Use Institute, Inc. Madison, WI $140,000 To provide state policymakers with recommendations and analysis supporting transportation policy reforms in the state, and to fuel a development director. (2 yrs.)

Center for Neighborhood Technology Chicago, IL $200,000 For continued support of the Great Lakes Transportation Advocacy Network. (2 yrs.)

Funders’ Network for Smart Growth and Livable Communities Coral Gables, FL $40,000 To support strategic planning among organizations working on transportation reform. (1 yr.)

Metropolitan Planning Council Chicago, IL $119,000 To support transportation efficiency and smart growth in northern Illinois. (1 yr.)

Michigan Land Use Institute Bayfield, MI $180,000 To promote reforms to transportation policies in Michigan. (2 yrs.)

Minnesota Center for Environmental Advocacy St. Paul, MN $217,077 To recuit new members to the National Caucus of Environmental Legislators, to convene an annual issues forum in 2004 and 2005, and to recruit a more bipartisan membership. (5 yrs.)

Refer to Trains Conservancy Washington, DC $90,000 To advocate for the continuation and expansion of federal transportation programs that support nonmotorized forms of transportation such as walking and biking. (18 mos.)

Southeastern Wisconsin Coalition for Transit Now, Inc. Suassus, WI $100,000 To build consensus for a plan to extend commuter rail service that would connect Chicago and Kenosha with Racine and Milwaukee. (2 yrs.)

Surface Transportation Policy Project Washington, DC $200,000 To develop a new communications strategy that would support federal transportation policy provisions that protect clear water, energy independence, and healthy communities; and to strengthen a coalition that can support further environmental reforms and increased investment in trains and buses in future policy. (1 yr.)

Sustain Chicago, IL $150,000 To help Midwest transportation advocates sharpen their message and communications. (1 yr.)

Transit for Livable Communities St. Paul, MN $150,000 To advocate for new public transportation policies in Minnesota to support new transit projects, such as the proposed Northfield light rail project. (2 yrs.)

OTHER
Edmund S. Muskie Foundation Bathesda, MD $300,000 To support the Join Together Gun Violence Prevention Project. (6 mos.)

Environmental Defense Canada, Inc. Toronto, Ontario, Canada $180,000 To continue to expand and enhance its Pollution-Watch website and to link its information about environmental contamination with policy initiatives related to Great Lakes water quality. (18 mos.)

Grand Valley State University Grand Rapids, MI $81,000 To study the potential economic consequences in the region if ocean-going vessels could no longer enter the St. Lawrence Seaway. (6 mos.)

Michigan Environmental Council Lansing, MI $75,000 To produce environmental briefing books for policymakers and opinion leaders in Michigan, Illinois, and Wisconsin. (7 yrs.)

Redefining Progress Oakland, CA $200,000 To promote new ideas for tax policy innovations that will lead to environmental benefits in the Midwest. (2 yrs.)

Total Environment $12,247,174

GUN VIOLENCE
Gun violence takes nearly 30,000 American lives each year, second only to automobile crashes among causes of injury-related death. But while safety regulations have dramatically reduced highway fatalities, firearms remain virtually unregulated. The Gun Violence Program supports efforts to bring the firearms industry under comprehensive consumer product health and safety oversight as the most promising long-term strategy for reducing deaths and injuries from handguns and other firearms.

CONSUMER PRODUCT
Promoting state and federal public health policies on firearms, including consumer product oversight of the firearms industry.

Boston University School of Public Health Boston, MA $40,000 To support the Join Together Gun Violence Prevention Project. (6 mos.)

Citizens for a Safer Minnesota Education Fund St. Paul, MN $30,000 To support gun violence prevention policies in Minnesota. (6 mos.)

Consumer Federation of America Washington, DC $75,000 To expand efforts to educate the public and policymakers about the public health and safety impact of failing to regulate guns, particularly assault weapons, as consumer products. (9 mos.)

Entertainment Industries Council, Inc. Reston, VA $125,000 To work with the entertainment community to accurately and responsibly address gun violence on television. (18 mos.)

Hankaroo-Free America Arlington, VA $35,000 To coordinate and support efforts on college campuses across the country to educate students, the public, and policymakers about the dangers of civilian access to assault weapons. (1 yr.)

Illinois Council Against Handgun Violence Chicago, IL $300,000 To create a new network of state-based gun violence prevention groups. (1 yr.)

Indiana University Department of Pediatrics Indianapolis, IN $40,000 To support the Indiana Partnership to Prevent Gun Violence. (1 yr.)

Iowans for the Prevention of Gun Violence Cedar Rapids, IA $350,000 For its state and national work to promote public health strategies to prevent gun-related deaths and injuries. (2 yrs.)

Legal Community Against Violence San Francisco, CA $125,000 To provide legal assistance to state and local policymakers and advocates working on gun violence prevention measures to raise public awareness. (18 mos.)

Physicians for Social Responsibility Washington, DC $100,000 To support the Join Together Gun Violence Prevention Project. (6 mos.)

WAVE Educational Fund Milwaukee, WI $40,000 To work with the entertainment community to accurately and responsibly address gun violence on television. (18 mos.)

NATIONAL VIOLENT DEATH REPORTING SYSTEM
Strengthening and building public and policymaker support for full implementation of the National Violent Death Reporting System, which gathers vital public health data on violence-related deaths.

Children’s Memorial Hospital Chicago, IL $100,000 To provide legal assistance to state and local policymakers and advocates working on gun violence prevention measures to raise public awareness. (18 mos.)

Fenton Communications New York, NY $175,000 To provide ongoing support to promote the expansion of the National Violent Death Reporting System across all 50 states with particular focus on Midwestern states including Indiana, Ohio, and Iowa. (2 yrs.)

Indiana University Department of Pediatrics Indianapolis, IN $150,000 To develop a statewide firearm death and injury data collection system and to position the state to apply for National Violent Death Reporting System funding. (1 yr.)

State-based Policy Initiatives
Supporting state-based policy initiatives in Illinois and Wisconsin that can achieve meaningful reforms and provide a model for gun policy nationwide.

University of Pennsylvania Philadelphia, PA $200,000 To support its Firearm Injury Center’s firearm research and dissemination. (18 mos.)

STATE-BASED POLICY INITIATIVES
Supporting state-based policy initiatives in Illinois and Wisconsin that can achieve meaningful reforms and provide a model for gun policy nationwide.

Citizens for a Safer Minnesota Education Fund St. Paul, MN $30,000 To support gun violence prevention policies in Minnesota. (6 mos.)

Consumers for Gun Policy Change Milwaukee, WI $100,000 To support the Join Together Gun Violence Prevention Project. (6 mos.)

Illegal Firearm Trade Wisconsin Department of Justice Madison, WI $100,000 To support the Join Together Gun Violence Prevention Project. (6 mos.)

WAVE Educational Fund Milwaukee, WI $40,000 To support the Join Together Gun Violence Prevention Project. (6 mos.)

NATIONAL VIOLENT DEATH REPORTING SYSTEM
Strengthening and building public and policymaker support for full implementation of the National Violent Death Reporting System, which gathers vital public health data on violence-related deaths.

Children’s Memorial Hospital Chicago, IL $100,000 To provide legal assistance to state and local policymakers and advocates working on gun violence prevention measures to raise public awareness. (18 mos.)

Fenton Communications New York, NY $175,000 To provide ongoing support to promote the expansion of the National Violent Death Reporting System across all 50 states with particular focus on Midwestern states including Indiana, Ohio, and Iowa. (2 yrs.)

Ohio Coalition Against Gun Violence Toledo, OH $200,000 To support the Join Together Gun Violence Prevention Project. (6 mos.)

Total Environment $12,247,174
To an alarming extent, private money in the U.S. determines who is elected to public office, how policy decisions are made, who and which viewpoints get heard on the public airwaves, and how citizens perceive the fairness of the legal system. The Money and Politics Program seeks to address these challenges to democratic governance.

**CAMPAIGN FINANCE REFORM**

- **Strengthening campaign finance laws and enforcement agencies at the federal level and in Midwest states.**
- **Brigham Young University Center for the Study of Elections and Democracy**
- **Provo, UT $30,000**
- To develop and publish a book entitled *Assessing Reform: Financing the 2004 Elections.* (1 yr)
- **George Washington University Graduate School of Political Management**
- **Washington, DC $150,000**
- To support a research project that would analyze the significant growth in small donors during the 2004 presidential election campaign, and to use the findings to inform policies that could broaden such citizen participation in future elections. (1 yr)
- **Illinois Campaign for Political Reform**
- **Chicago, IL $280,000**
- To support its policy research, development, education, and advocacy activities surrounding campaign finance, governmental ethics, lobbying regulation, judicial elections, and communications policy. (1 yr)
- **Michigan Campaign Finance Network**
- **Lansing, MI $125,000**
- For policy research, development, and education to promote campaign finance and judicial reform in Michigan, and to complete a strategic planning and capacity-building process. (1 yr)
- **National Voting Rights Institute**
- **Baton Rouge, LA $100,000**
- To support campaign finance–related legal research, litigation, and educational activities. (1 yr)

**Common Cause Education Fund**

- **Washington, DC $420,000**
- To support campaign finance, judicial, and communications policy reform efforts. (2 yrs)

**Democracy 21 Education Fund**

- **Washington, DC $220,000**
- To support research, policy development, and advocacy to ensure effective enforcement of the Bipartisan Campaign Reform Act, replace the Federal Election Commission, and reauthorize the presidential public financing system. (2 yrs)

**Fannie Lou Hamer Project Incorporated**

- **Kalamazoo, MI $40,000**
- For policy research, education, and organizing activities aimed at increasing the involvement of communities of color in the campaign finance reform movement. (1 yr)

**COMMUNICATIONS POLICY**

- **Opening up the airwaves to ensure better coverage of politics, government, and public affairs in conformity with broadcasters’ legal obligations to serve the public interest.**
- **Center for Digital Democracy**
- **Washington, DC $50,000**
- To persuade the Federal/Communications Commission to define and impose on the nation’s 1,700 television stations a clearer and more exacting set of public interest obligations. (1 yr)
- **Ohio Citizen Action Education Fund**
- **Columbus, OH $200,000**
- To support the Ohio Open Secrets Project. (1 yr)

**JUDICIAL REFORM**

- **Restoring and protecting the independence and impartiality of the judiciary.**
- **Fund for Justice**
- **Chicago, IL $30,000**
- For its judicial election voter education project in Cook County, which would invite attorneys and litigants to complete performance evaluations on 79 judicial retention candidates; conduct interviews with all the candidates; and publicize the results. (1 yr)

**CONVENINGS POLICY**

- **Restoring and protecting the independence and impartiality of the judiciary.**
- **Ohio Citizen Action Education Fund**
- **Columbus, OH $200,000**
- To support the Ohio Open Secrets Project. (1 yr)

**COMMUNICATIONS POLICY**

- **Opening up the airwaves to ensure better coverage of politics, government, and public affairs in conformity with broadcasters’ legal obligations to serve the public interest.**
- **Center for Digital Democracy**
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- **Ohio Citizen Action Education Fund**
- **Columbus, OH $200,000**
- To support the Ohio Open Secrets Project. (1 yr)

**OTHER**

- **Brookings Institution**
- **Washington, DC $150,000**
- For its Competition, Parliament, and Congressional Redistricting project. (2 yrs)

**Total Money and Politics $4,010,447**

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### CULTURE

The Culture Program supports the efforts of cultural institutions, primarily in Chicago, to serve and represent the city’s diverse populations. It is interested in projects that bring diverse audiences together to share common cultural experiences and encourage more of Chicago’s people to see the arts as integral to their lives.

**ACCESS**

- **Encouraging major Chicago cultural organizations to increase the participation of people of color.**
- **Ader Planetary**
- **Chicago, IL $50,000**
- To support Under One Sky/Bajo un Mismo Cielo, a partnership with the Mexican Fine Arts Center Museum, to increase Hispanic audience participation at the planetarium. (2 yrs)
- **Chicago Sinaietta, Inc.**
- **Chicago, IL $100,000**
- For support of its upcoming season and expansion of its education outreach and community service program in Pilsen, LaRendel, Logan Square, and other underserved neighborhoods. (1 yr)
- **Chicago Theatre Group, Inc.**
- **Chicago, IL $325,000**
- For an institutional diversity initiative, a fellowship program to recruit and train middle-management minority staff, and a presentation of an African-American Theater Festival at the Goodman Theatre. (2 yrs)
- **Chicago Theatre Group, Inc.**
- **Chicago, IL $75,000**
- To support the Goodman Theatre’s second Latino Theatre Festival in July 2004. (1 yr)
- **Field Museum of Natural History**
- **Chicago, IL $50,000**
- To support public education programs that explore diversity issues for 23 Chicago area ethnic museums and cultural centers. (1 yr)
- **Gold Complex**
- **Chicago, IL $30,000**
- To support the 2004 Signature Series. (1 yr)
Joffrey Ballet of Chicago
Chicago, IL  $125,000
To continue a partnership with Chicago Sinfonietta as its resident orchestra. (1 yr)

Mexican Fine Arts Center Museum
Chicago, IL  $120,000
For audience development and capacity-building initiatives. (2 yrs)

Museum of Contemporary Art
Chicago, IL  $100,000
For its Performance Series, a diverse cross-section of contemporary performing arts. (1 yr)

Old Town School of Folk Music
Chicago, IL  $50,000
To support AFROPAK, an audience development initiative that offers free admission to performances and workshops targeting African and African-American audiences. (1 yr)

Revels Festival Association
Highland Park, IL  $40,000
To support the production of the Zulu opera “Princess Magage” and community outreach plans and target marketing to attract African-American audiences. (1 yr)

University of Chicago

Irving B. Harris Graduate School of Public Policy Studies
Chicago, IL  $128,634
To fund a research study, “Mapping Cultural Participation: A Study of African-American and Hispanic Participation in Chicago Cultural Institutions.” (15 mos.)

COMMUNITY-BASED ARTS

Increasing the number of high-quality cultural programs in Chicago communities and assisting culturally specific organizations.

Arts & Business Council of Chicago
Chicago, IL  $40,000
To provide assessment, board development, and marketing services to three minority arts groups, and to subcontract with the Nonprofit Financial Center and the IT Resource Center to provide financial management, staff training, and technology support to these organizations. (1 yr)

Chicago Theatre Company
Chicago, IL  $50,000
To support its move to the Douglas Museum of African-American History. (1 yr)

Congo Square Theatre Company
Chicago, IL  $40,000
To support salaries, expand marketing efforts, implement a membership program, and create a plan to expand revenue. (1 yr)

ETA Creative Arts Foundation
Chicago, IL  $30,000
For continued development of new programs to increase earned income. (1 yr)

Luna Negra Danza Teatro
Chicago, IL  $50,000
To support the implementation of a strategic plan including staffing, office space, audience development, and marketing initiatives. (15 mos)

Muntu Dance Theatre
Chicago, IL  $120,000
For support of a director of development to manage the capital campaign and fundraising activities for the organization. (2 yrs)

Public Square
Chicago, IL  $40,000
For continued support of “Know More: Conversations That Matter,” a discussion series presented in partnership with the Chicago Public Library’s West Englewood branch. (1 yr)

Teatro Vista, Theatre with a View
Chicago, IL  $50,000
To support staff salaries, marketing, and board development. (2 yrs)

Young Chicago Authors
Chicago, IL  $50,000
To continue its partnership with the Neighborhood Writing Alliance on “Stories Across Generations in Englewood,” a project involving writing workshops, writers’ residencies, and readings by major authors. (1 yr)

THE JOYCE AWARDS

Supporting mainstream Midwestern cultural organizations in the commissioning and production of new works in dance, music, theater, and visual arts by artists of color.

Children’s Theatre Company
Minneapolis, MN  $50,000
To commission and perform a new play by playwright and performer Will Power. (1 yr)

Chicago College of Dance Center
Chicago, IL  $50,000
To commission a new dance by choreographer Lin Hsia-min. (1 yr)

Sphynx Organization, Inc.
Detroit, MI  $50,000
For the commission and presentation of a new concerto for cello and orchestra by composer Adolphus Cunningham Halbrook. (1 yr)

University of Illinois at Chicago
Chicago, IL  $50,000
To commission a short film by artist Edgar Acevedo. (1 yr)

Total Culture  $1,878,634

SPECIAL OPPORTUNITIES

The Foundation makes some grants outside its primary program areas, for projects that encourage debate on timely public policy issues, reflect concern for social equity or regional cooperation, or explore connections among the Foundation’s programs.

American Civil Liberties Union Foundation
New York, NY  $75,000
To support legal and investigative research, litigation, and public education activities of the Security and Civil Liberties Task Force, which was formed after 9/11 and passage of the U.S. Patriot Act. (1 yr)

Center for Governmental Studies
Los Angeles, CA  $50,000
To plan a new Internet-based archive of foundation-funded public policy research. (1 yr)

Chicago Metropolis 2020
Chicago, IL  $100,000
For a project to review the Illinois criminal code. (2 yrs)

Friends of the Chicago River
Chicago, IL  $100,000
For a collaboration with the City of Chicago to develop a policy blueprint for making the Chicago River fishable and swimmable by 2000. (3 yrs)

Institute on Taxation and Economic Policy
Washington, DC  $50,000
To inform Midwest policymakers, tax reform advocates, the media, and the general public about the adequacy of state tax systems, with an emphasis on the distributional and revenue effects of state tax proposals. (1 yr)

Lawyers Trust Fund of Illinois
Chicago, IL  $50,000
To conduct a comprehensive, statewide study of the civil legal needs of low-income people in Illinois and to support the Equal Justice Illinois Campaign, an advocacy effort to educate opinion leaders and policymakers about the need to increase state funding for legal services. (1 yr)

Northern University Joint Center for Poverty Research
Institute for Policy Research
Evanston, IL  $17,925
To organize a series of policy forums for Illinois and federal policymakers. (2 yrs)

Public Interest Projects, Inc.
New York, NY  $100,000
To support the Four Presidents Collaborative Fund, an initiative designed to strengthen immigrant-serving local, regional and national organizations whose communities are predominantly Arab, Muslim, and South Asian. (18 mos.)

University of Illinois at Urbana-Champaign Department of Political Science
Urbana, IL  $142,483
For staff support for the Civic Leadership Program. (1 yr)

University of Notre Dame Institute for Latino Studies
Inter-University Program for Latino Research
Notre Dame, IN  $99,770
To conduct an in-depth survey of Latinos in Illinois and Iowa as part of the project’s larger Latino National Survey. (2 yrs)

Total Special Opportunities  $944,753

PRESIDENT’S DISCRETIONARY GRANTS

The President’s Discretionary Fund makes small, expeditious grants that advance Foundation priorities and support other activities of interest.

Alliance for Better Campaigns, Inc.
Washington, DC  $10,000
To support the Equal Justice Illinois Campaign, an advocacy effort to educate opinion leaders and policymakers about the need to increase state funding for legal services. (1 yr)

American Prospect
Evanston, MA  $10,000
To fund a special supplement to an issue on the state of American democracy. (1 yr)

Artdetect
New York, NY  $5,000
To support the Chicago Artdetect competition. (1 yr)

Bronzeville Children’s Museum
Chicago, IL  $5,000
To support education programs and exhibitions serving African-American children in South Chicago and neighboring communities. (1 yr)

Chicago Chamber Musicians
Chicago, IL  $5,000
To support the commissioning of “Three Poems from the New World” by composer Paquito D’Rivera. (1 yr)

Chicago Foundation for Women
Chicago, IL  $10,000
To help fund the Eleanor Peterson Legacy Fund. (1 yr)

Chicago Metropolis 2020
Chicago, IL  $10,000
To fund planning for an initiative to review and rewrite Illinois’ criminal code. (5 mos.)

Chicago Public Art Group
Chicago, IL  $7,000
For a mural painting installation at the Oriole Park Elementary School. (1 yr)

Chicago Sinfonietta, Inc.
Chicago, IL  $20,000
For an audience engagement and development plan. (1 yr)

CARE USA
Washington, DC  $50,000
To support a constitutional law conference on the Bipartisan Campaign Reform Act. (1 yr)

Cambodian Association of Illinois
Chicago, IL  $10,000
To support the opening of the Cambodian American Heritage Museum. (1 yr)

Campaign Legal Center
Washington, DC  $20,000
To support a constitutional law conference on the Bipartisan Campaign Reform Act. (1 yr)

Institute for Latino Studies
Chicago, IL  $100,000
To continue its partnership with the Chicago Artadia competition. New York, NY  $5,000

Inter-University Program for Latino Research
Notre Dame, IN  $99,770
To conduct an in-depth survey of Latinos in Illinois and Iowa as part of the project’s larger Latino National Survey. (2 yrs)

Total Special Opportunities  $944,753

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<table>
<thead>
<tr>
<th>Organization</th>
<th>City, State</th>
<th>Amount</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago Workforce Board</td>
<td>Chicago, IL</td>
<td>$10,100</td>
<td>To support two technical assistance conferences to educate workforce development stakeholders. (9 mos.)</td>
</tr>
<tr>
<td>Children’s Memorial Hospital</td>
<td>Chicago, IL</td>
<td>$20,000</td>
<td>To support the Illinois Violent Death Reporting System. (4 mos.)</td>
</tr>
<tr>
<td>The Cleveland Foundation</td>
<td>Cleveland, OH</td>
<td>$20,000</td>
<td>To support an external evaluation of Catalyst UOces of Chicago School Reform and Catalyst Cleveland. (3 mos.)</td>
</tr>
<tr>
<td>Cleveland Initiative for Education</td>
<td>Cleveland, OH</td>
<td>$4,500</td>
<td>To develop a model for a new alignment of the organizations supporting reform of the Cleveland Municipal School District. (2 mos.)</td>
</tr>
<tr>
<td>Concertante di Chicago</td>
<td>Chicago, IL</td>
<td>$10,000</td>
<td>For the commissioning and performance of a new composition by composer Elbio Ramirez. (4 mos.)</td>
</tr>
<tr>
<td>Consumer Federation of America</td>
<td>Washington, DC</td>
<td>$20,000</td>
<td>To host a meeting of state gun violence prevention groups. (2 mos.)</td>
</tr>
<tr>
<td>Council of Michigan Foundations, Inc.</td>
<td>Grand Haven, MI</td>
<td>$20,000</td>
<td>For a planning grant for development of an initiative on public education and advocacy, program standards, and professional development, all focusing on early childhood programs. (5 mos.)</td>
</tr>
<tr>
<td>Donors Forum of Chicago</td>
<td>Chicago, IL</td>
<td>$10,000</td>
<td>To support its Preserving the Public Trust Task Force to articulate, promote, and support the implementation of a set of guiding principles and best practices for nonprofit organizations in Illinois. (1 yr)</td>
</tr>
<tr>
<td>Education Commission of the States</td>
<td>Denver, CO</td>
<td>$10,000</td>
<td>To support the National Partnership for Teaching at Risk Schools. (1 yr)</td>
</tr>
<tr>
<td>Facing History and Ourselves</td>
<td>National Foundation, Inc., Chicago, IL</td>
<td>$10,000</td>
<td>For support of the “1 Am Chicago” oral history project with African-American director Jonathan Wilson. (1 yr)</td>
</tr>
<tr>
<td>Federal Reserve Bank of Chicago</td>
<td>Chicago, IL</td>
<td>$10,000</td>
<td>To support “Jail: Loss: Causes, Consequences, and Policy Responses.” (1 yr)</td>
</tr>
<tr>
<td>Foundation Center</td>
<td>New York, NY</td>
<td>$20,000</td>
<td>For general support. (1 yr)</td>
</tr>
<tr>
<td>Fund for Justice</td>
<td>Chicago, IL</td>
<td>$15,000</td>
<td>To support the Judical Election Reform Project. (9 mos.)</td>
</tr>
<tr>
<td>Gillestary Institute</td>
<td>Chicago, IL</td>
<td>$7,500</td>
<td>To support the Rising Tide Theatre Project’s 2004-05 At-Quale Staged Reading Series. (1 yr)</td>
</tr>
<tr>
<td>Grantmakers in the Arts</td>
<td>Seattle, WA</td>
<td>$20,000</td>
<td>To support its annual conference in Cleveland, Ohio. (4 mos.)</td>
</tr>
<tr>
<td>Harvard University School of Public Health</td>
<td>Boston, MA</td>
<td>$20,000</td>
<td>For continued communications work on the National Violent Death Reporting System. (5 mos.)</td>
</tr>
<tr>
<td>Human Rights Watch</td>
<td>New York, NY</td>
<td>$20,000</td>
<td>To support establishment of a Chicago Committee. (1 yr)</td>
</tr>
<tr>
<td>Illinois Arts Alliance Foundation</td>
<td>Chicago, IL</td>
<td>$5,000</td>
<td>For a research project to better understand the state of arts education at the elementary and middle school levels in Illinois. (1 yr)</td>
</tr>
<tr>
<td>Illinois Council Against Handgun Violence</td>
<td>Chicago, IL</td>
<td>$10,000</td>
<td>To support legal action against the Illinois State Rifle Association over the use of the Council’s name. (5 mos.)</td>
</tr>
<tr>
<td>Independent Sector</td>
<td>Washington, DC</td>
<td>$20,000</td>
<td>To support planning and logistics for the 2004 Annual Conference in Chicago. (1 yr)</td>
</tr>
<tr>
<td>John F. Kennedy Library Foundation</td>
<td>Boston, MA</td>
<td>$8,500</td>
<td>To support its education program. (1 yr)</td>
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<tr>
<td>Johns Hopkins University</td>
<td>Baltimore, MD</td>
<td>$13,904</td>
<td>To support three gun violence research projects. (8 mos.)</td>
</tr>
<tr>
<td>Legal Community Against Violence</td>
<td>San Francisco, CA</td>
<td>$20,000</td>
<td>To assist the City of Chicago in developing an advocacy strategy to promote gun violence prevention. (8 mos.)</td>
</tr>
<tr>
<td>Luna Negra Dance Teatro</td>
<td>Chicago, IL</td>
<td>$15,000</td>
<td>To support marketing efforts to promote the 2004 season. (1 yr)</td>
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<tr>
<td>Mexican American Legal Defense and Educational Fund</td>
<td>Los Angeles, CA</td>
<td>$20,000</td>
<td>To support a conference of national Latino organizations on voting rights issues. (1 yr)</td>
</tr>
<tr>
<td>Mikva Rights Watch</td>
<td>Chicago, IL</td>
<td>$5,000</td>
<td>To support training and participation of Chicago high school students at 2004 Election Day judges. (1 yr)</td>
</tr>
<tr>
<td>National Voting Rights Institute</td>
<td>Boston, MA</td>
<td>$10,000</td>
<td>To support a strategic planning process being conducted by the Management Assistance Group. (1 yr)</td>
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<tr>
<td>New Yorkers Against Gun Violence Education Fund</td>
<td>New York, NY</td>
<td>$15,000</td>
<td>To educate the public and policymakers about the dangers of civilian access to assault weapons. (1 yr)</td>
</tr>
<tr>
<td>Northwestern University School of Law</td>
<td>Chicago, IL</td>
<td>$10,000</td>
<td>To help build and maintain a comprehensive interactive national database on wrongful convictions. (5 mos.)</td>
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<tr>
<td>Openlands Project</td>
<td>Chicago, IL</td>
<td>$10,000</td>
<td>To support the Midwest Induction Policy Coalition. (3 mos.)</td>
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<tr>
<td>Ounce of Prevention Fund</td>
<td>Chicago, IL</td>
<td>$10,000</td>
<td>To support the Gun Policy Project at Northwestern University. (1 yr)</td>
</tr>
<tr>
<td>People’s Music School, Inc.</td>
<td>Chicago, IL</td>
<td>$2,900</td>
<td>To support an event honoring its partnership with Ravinia Festival. (1 yr)</td>
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<tr>
<td>Project on Government Oversight, Inc.</td>
<td>Washington, DC</td>
<td>$15,000</td>
<td>To support the Political Influence of Contractors Project. (1 yr)</td>
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<tr>
<td>Project for the Preserving the Public Trust</td>
<td>Washington, DC</td>
<td>$20,000</td>
<td>To support the Political Influence of Contractors Project. (1 yr)</td>
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<tr>
<td>Shorebank Neighborhood House</td>
<td>Chicago, IL</td>
<td>$30,000</td>
<td>For a fundraising consultant. (1 yr)</td>
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<tr>
<td>Smithsonian Institution</td>
<td>Washington, DC</td>
<td>$10,000</td>
<td>For the Nuestra Música project. (1 yr)</td>
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<tr>
<td>Target Area Development Corporation</td>
<td>Chicago, IL</td>
<td>$12,500</td>
<td>For the Grow Your Own teachers retention project. (1 yr)</td>
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<tr>
<td>University of California</td>
<td>Santa Cruz, CA</td>
<td>$10,000</td>
<td>To support the Midwest Induction Policy Summit in Spring 2005. (2 mos.)</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>Chicago, IL</td>
<td>$18,000</td>
<td>To host an international conference on globalization and urban change entitled “City Futures.” (1 yr)</td>
</tr>
<tr>
<td>University of Illinois at Springfield</td>
<td>Illinois Issues</td>
<td>Springfield, IL</td>
<td>$5,000</td>
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<td>University of Wisconsin-Madison</td>
<td>Wisconsin Center</td>
<td>Madison, WI</td>
<td>$20,000</td>
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<td>University of Michigan</td>
<td>U.S. Senator Paul Simon.</td>
<td>Madison, WI</td>
<td>$20,000</td>
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<tr>
<td>Valerie Denney Communications</td>
<td>Chicago, IL</td>
<td>$20,000</td>
<td>To support the Silk Road Theatre Project’s 2004 season. (1 yr)</td>
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<tr>
<td>Wisconsin Council on Children and Families, Inc.</td>
<td>Madison, WI</td>
<td>$17,820</td>
<td>To host an international conference on globalization and urban change entitled “City Futures.” (1 yr)</td>
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<td>Donors Forum of Chicago</td>
<td>Chicago, IL</td>
<td>$17,820</td>
<td>Membership grant (1 yr)</td>
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<td>Environmental Grantmakers Association</td>
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<td>Rockefeller Family Fund, Inc.</td>
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<td>Membership grant (1 yr)</td>
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<td>Grantmakers for Education</td>
<td>Portland, OR</td>
<td>$6,500</td>
<td>Membership grant (1 yr)</td>
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<td>Grantmakers for Education</td>
<td>Portland, OR</td>
<td>$6,500</td>
<td>Membership grant (1 yr)</td>
</tr>
<tr>
<td>Grantmakers for Education</td>
<td>Portland, OR</td>
<td>$6,500</td>
<td>Membership grant (1 yr)</td>
</tr>
<tr>
<td>Grantmakers in Health</td>
<td>Washington, DC</td>
<td>$2,000</td>
<td>Membership grant (1 yr)</td>
</tr>
<tr>
<td>Grantmakers in Health</td>
<td>Washington, DC</td>
<td>$2,000</td>
<td>Membership grant (1 yr)</td>
</tr>
<tr>
<td>Grantmakers in Health</td>
<td>Washington, DC</td>
<td>$2,000</td>
<td>Membership grant (1 yr)</td>
</tr>
<tr>
<td>Grantmakers in Health</td>
<td>Washington, DC</td>
<td>$2,000</td>
<td>Membership grant (1 yr)</td>
</tr>
<tr>
<td>Independent Sector</td>
<td>Washington, DC</td>
<td>$12,500</td>
<td>Membership grant (1 yr)</td>
</tr>
<tr>
<td>Total Membership Grants</td>
<td>$30,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Grants 2004** $421,219,107
### SUMMARY OF 2004 GRANTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Approved</th>
<th>Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>30</td>
<td>$10,195,131</td>
<td>$8,430,342</td>
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<tr>
<td>Employment</td>
<td>29</td>
<td>$8,283,089</td>
<td>$7,100,613</td>
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<tr>
<td>Environment</td>
<td>71</td>
<td>$12,247,174</td>
<td>$9,119,456</td>
</tr>
<tr>
<td>Gun Violence</td>
<td>23</td>
<td>$3,802,600</td>
<td>$3,151,263</td>
</tr>
<tr>
<td>Money and Politics</td>
<td>23</td>
<td>$4,010,947</td>
<td>$3,152,947</td>
</tr>
<tr>
<td>Culture</td>
<td>25</td>
<td>$1,878,634</td>
<td>$1,823,834</td>
</tr>
<tr>
<td>Special Opportunities</td>
<td>10</td>
<td>$944,753</td>
<td>$919,383</td>
</tr>
<tr>
<td>Joyce Millennium Initiatives</td>
<td>0</td>
<td>0</td>
<td>$110,000</td>
</tr>
<tr>
<td>Discretionary, Memberships, and Employee Matching</td>
<td>67</td>
<td>$875,879</td>
<td>$875,879</td>
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</tbody>
</table>

**Total 2004 Grants**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Approved</th>
<th>Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>278</td>
<td>$42,216,107</td>
<td>$34,744,057</td>
</tr>
</tbody>
</table>
REPORT OF INDEPENDENT AUDITOR

TO THE BOARD OF DIRECTORS OF THE JOYCE FOUNDATION We have audited the accompanying statements of financial position of The Joyce Foundation as of December 31, 2004 and 2003 and the related statements of activities and of cash flows for the years then ended. These financial statements are the responsibility of the Foundation’s management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with U.S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Joyce Foundation as of December 31, 2004 and 2003 and the changes in its net assets and its cash flows for the years then ended in conformity with U.S. generally accepted accounting principles.

Altschuler, Melvoin and Glasser LLP
Chicago, Illinois
March 24, 2005

STATEMENTS OF FINANCIAL POSITION

The Joyce Foundation

<table>
<thead>
<tr>
<th>December 31, 2004</th>
<th>December 31, 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$331,574</td>
</tr>
<tr>
<td>Collateral received under securities lending program</td>
<td>51,420,080</td>
</tr>
<tr>
<td>Due from brokers for sales of securities</td>
<td>538,615</td>
</tr>
<tr>
<td>Investments</td>
<td></td>
</tr>
<tr>
<td>Short-term money market investments</td>
<td>34,951,006</td>
</tr>
<tr>
<td>Stocks (cost: 2004-$406,768,783; 2003-$383,150,787)</td>
<td>483,405,619</td>
</tr>
<tr>
<td>Investment partnerships (equity method: 2004-$147,237,139; 2003-$176,431,001)</td>
<td>153,689,309</td>
</tr>
<tr>
<td>Program-related investments (at cost)</td>
<td>346,000</td>
</tr>
<tr>
<td>Real estate and mineral rights (cost: $429,779 in 2004 and 2003)</td>
<td>442,761</td>
</tr>
<tr>
<td>Prepaid federal excise tax</td>
<td>131,518</td>
</tr>
<tr>
<td>Other assets</td>
<td>1,174</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$859,149,036</strong></td>
</tr>
</tbody>
</table>

| **LIABILITIES AND NET ASSETS** |                  |
| Current liabilities |                  |
| Due to brokers for purchases of securities | $1,700,091 | 15,482 |
| Grants payable | 16,068,980 | 8,698,981 |
| Payable under securities lending program | 51,420,080 | 32,207,514 |
| Deferred excise tax payable | 1,616,000 | 1,088,000 |
| **Total Current Liabilities** | **70,805,151** | **42,009,977** |
| Net assets-unrestricted | 788,343,885 | 743,338,135 |
| **Total Liabilities and Net Assets** | **$859,149,036** | **$785,348,113** |

See accompanying notes.
### Statements of Activities

#### The Joyce Foundation

<table>
<thead>
<tr>
<th>Year Ended</th>
<th>Year Ended</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 31, 2004</td>
<td>December 31, 2003</td>
</tr>
</tbody>
</table>

#### Investment Return

- **Gain (loss) on marketable investments**
  - Net realized: $36,619,008
  - Change in unrealized: $27,379,638
  - Partnership investment gain: $15,126,481
  - Interest income: $1,169,793
  - Dividend income: $13,357,073
  - Other income: $745,160

- **Investment expenses**: $1,914,163

#### Expenditures

- Grants awarded (grant payments made, net of grants returned, of $34,417,665 in 2004 and $31,273,161 in 2003): $41,787,664
- Administrative expenses: $4,422,577
- Federal excise tax: $739,000
- Deferred excise tax: $528,000

#### Increase in unrestricted net assets

- $45,005,749

#### Unrestricted net assets

- **Beginning of year**: $743,338,136
  - **End of year**: $768,343,685

See accompanying notes.

### Statements of Cash Flows

#### The Joyce Foundation

<table>
<thead>
<tr>
<th>Year Ended</th>
<th>Year Ended</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 31, 2004</td>
<td>December 31, 2003</td>
</tr>
</tbody>
</table>

#### Operating Activities

- Increase in unrestricted net assets: $40,020,749
- Realized (gain) loss on sales of investments: $(36,619,008)
- Increase in market value of investments: $(27,379,638)
- Gain from partnerships: $(15,126,481)
- Contribution of securities: $(487,500)
- Changes in:
  - Other assets: $55,444
  - Prepaid federal excise tax: $524,000
  - Grants payable: $7,369,999
  - Deferred excise tax payable: $528,000

- Net cash used in operating activities: $(26,129,435)

#### Investing Activities

- Proceeds from sales of stocks and bonds: $332,702,717
- Purchases of stocks and bonds: $(325,036,833)
- Investments in partnerships: $(8,819,000)
- Distributions from partnerships: $51,139,360
- Net sales and purchases of short-term money market investments: $(25,789,061)
- Sales of program-related investments: $23,000
- Change in payable under securities lending program: $19,212,566
- Change in collateral received under securities lending program: $(19,212,566)

- Net cash provided by investing activities: $26,220,383

#### Increase in Cash

- $90,948

#### Cash

- **Beginning of year**: $240,626
  - **End of year**: $331,574

See accompanying notes.
The Joyce Foundation (the “Foundation”) is a nonprofit organization that focuses on a limited number of carefully defined program areas, primarily education, employment, environment, gun violence, money and politics, and culture.

NOTE 1
Nature of Activities and Significant Accounting Principles

Nature of Activities
The Foundation participates in a securities lending program administered by the Foundation’s custodian. Under this program, securities are periodically loaned to selected brokers, banks or other institutional borrowers of securities, for which collateral in the form of cash, letters of credit, or government securities may not be less than 102 percent of the market value of the loaned securities plus accrued but unpaid interest or dividends. The Foundation bears the risk that it may experience delays in the recovery or even loss of rights in the collateral should the borrower of the securities fail to meet its obligations.

Fixed Assets
The cost of leasehold improvements, furniture and equipment is charged to expense in the year they are acquired rather than being capitalized, as the amounts involved are deemed to be immaterial.

Grants
Grants specifically committed to designated grantee, but not yet paid, are accrued as grants payable.

Translation of Foreign Currencies
Assets and liabilities denominated in foreign currencies are translated at year-end exchange rates. Revenue and expense items are translated at average rates of exchange for the year. Translation gains and losses are included in income.

Concentration of Credit Risk
The Foundation maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The Foundation has not experienced any losses in such accounts. Management believes that the Foundation is not exposed to any significant credit risk on cash.

Reclassifications
Certain 2003 amounts have been reclassified to conform with the current year presentation without affecting previously reported net assets or changes in net assets.

NOTE 2
Fair Value of Financial Instruments

Securities Lending
The Foundation participates in a securities lending program administered by the Foundation’s custodian. Under this program, securities are periodically loaned to selected brokers, banks or other institutional borrowers of securities, for which collateral in the form of cash, letters of credit, or government securities may not be less than 102 percent of the market value of the loaned securities plus accrued but unpaid interest or dividends. The Foundation bears the risk that it may experience delays in the recovery or even loss of rights in the collateral should the borrower of the securities fail to meet its obligations.

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Certain 2003 amounts have been reclassified to conform with the current year presentation without affecting previously reported net assets or changes in net assets.

NOTE 3
Investment Partnerships
The Foundation holds limited partnership interests in various venture capital partnerships, all of which invest in and trade marketable securities. The partnerships reflect these investments at market value.

NOTE 4
Program-Related Investments
The Foundation leases its office space under a noncancellable operating lease that provides for minimum monthly payments through January 31, 2008, plus additional amounts to cover the proportionate share of the cost of operating the property. Rent expense totaled $347,155 in 2004 (2003–$320,340).

NOTE 5
Personnel Plan
The Foundation maintains a defined contribution pension plan for eligible employees. Employer contributions are discretionary and are calculated as a percentage of salaries as determined by the Board of Directors. Total employer and employee contributions may not exceed the lesser of 100 percent of salaries or $41,000 per employee.

NOTE 6
Commitments

NOTE 7
Derivative Financial Instruments
In connection with its investing activities, the Foundation enters into transactions involving a variety of derivative financial instruments, primarily exchange-traded financial futures contracts. These contracts provide for the delayed delivery or purchase of financial instruments at a specified future date at a specified price or yield. Derivative financial instruments involve varying degrees of off-balance-sheet market risk, whereby changes in the market values of the underlying financial instruments may result in changes in the value of the financial instruments in excess of the amounts reflected in the statements of financial position. Exposure to market risk is influenced by a number of factors, including the relationships between financial instruments and the Foundation’s investment holdings and the volatility and liquidity in the markets in which the financial instruments are traded. In many cases, the use of financial instruments serves to modify or offset market risk associated with other transactions and, accordingly, serves to decrease the Foundation’s overall exposure to market risk.

Derivative financial instruments can also be subject to credit risk, which arises from the potential inability of counterparties to perform in accordance with the terms of the contract. The Foundation’s exposure to credit risk associated with counterparties nonperformance is limited to the current cost to replace all contracts in which the Foundation has a gain. Exchange-traded derivative financial instruments, such as financial futures contracts, generally do not give rise to significant counterparty exposure due to the cash settlement procedures for daily market movements and the margin requirements of the individual exchanges.

The Foundation’s net gains from futures contracts were $532,579 in 2004 (2003–$331,614).
The Joyce Foundation was created in 1948 by Beatrice Joyce Kean of Chicago. The Joyce family wealth, based on lumber and sawmill interests, was left to the Foundation when Mrs. Kean died in 1972. Over the years, the Foundation has continued to respond to changing social needs, contributing nearly $520 million in grants to groups working to improve the quality of life in the Great Lakes region.

The Joyce Foundation is committed to improving public policy through its grant program. Accordingly, the Foundation welcomes grant requests from organizations that engage in public policy advocacy. Federal tax law prohibits private foundations from funding lobbying activities. The Foundation may support organizations engaged in public policy advocacy by either providing general operating support or by funding educational advocacy such as nonpartisan research, technical assistance, or examinations of broad social issues. The Foundation encourages grant applicants to describe the nature of advocacy activities in their grant applications and reports, so the Foundation can ensure that it is in compliance with federal tax laws. For further information on the relevant federal tax laws, grant applicants should consult their tax advisors.

Our program areas are Education, Employment, Environment, Gun Violence, Money and Politics, and Culture. We focus our grantmaking on initiatives that promise to have an impact on the Great Lakes region, specifically the states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. A limited number of environment grants are made to organizations in Canada. Culture grants are primarily focused on the Chicago metropolitan area, except for the Joyce Awards, which extend to other Midwest cities. We do not generally support capital proposals, endowment campaigns, religious activities, commercial ventures, direct service programs, or scholarships.

The Joyce Foundation supports efforts to ensure that all Midwest children receive an education that prepares them for lives as thoughtful and productive citizens. In particular, the Education Program works to close the achievement gap that separates low-income and minority children from their peers by expanding their access to educational opportunities in early childhood, improving the quality of teachers they encounter in school, and exploring such innovations as small schools and charter schools.

Program priorities are:

**TEACHER QUALITY** The Foundation supports policy initiatives to improve teacher quality in low-performing public schools in Chicago, Cleveland, and Milwaukee. Efforts include research, policy development, model programs, advocacy, and evaluation related to high-quality alternative certification, improved district hiring and retention practices, reform of teacher compensation systems, mentoring and induction, and strong principal leadership.

**EARLY CHILDHOOD EDUCATION** The Foundation supports policy initiatives aimed at making preschool accessible to all three- to five-year-olds in Illinois, Michigan, and Wisconsin, by enhancing quality, increasing capacity, and incorporating appropriate educational standards and practices into community-based settings. Efforts include research, public education, demonstration projects, and advocacy aimed at identifying the economic and social benefits of high-quality early learning opportunities, especially for low-income and minority children; offering state policy makers models, strategies, and technical assistance for integrating early care and education; and promoting professional development to train, attract, and retain highly qualified teachers for preschool and child care.

**INNOVATION GRANTS** A small portion of program funds is reserved for other outstanding opportunities to close the achievement gap, especially policy-oriented efforts to expand the supply of high-quality charter schools and small schools in Chicago, Cleveland, and Milwaukee.
EMPLOYMENT

One out of four workers in the Midwest earns a wage that, even with full-time, year-round work, cannot lift a family of four out of poverty. The Employment Program supports the development of policies that can improve the education, skills, learning opportunities, job stability, and advancement potential of low-wage workers, enabling them to move into the workforce, hold onto jobs, make ends meet, and move up the job ladder.

Program priorities are:

STRENGTHENING POLICY INITIATIVES that help the hard-to-employ gain skills to enter the labor market

EXPANDING ACCESS to policies that improve job retention and stability, including work-related benefits such as the Earned Income Tax Credit, food stamps, health insurance, unemployment insurance, and child care

INCREASING RESOURCES for and access to quality training and education programs that lead to higher-paying jobs

We are especially interested in projects that:

DEVELOP POLICY RECOMMENDATIONS and advocate for critical policy improvements

PROMOTE INNOVATIVE APPROACHES to policy design and implementation

COLLECT AND ANALYZE DATA to inform policy makers about the effectiveness of policy approaches

TRANSLATE LESSONS and evaluation data from effective models into policy

BUILD PARTNERSHIPS between public officials, employers, training programs, and educators at the local, state, or regional levels

The Foundation does not provide operating support for direct services, such as job-training and placement services for individuals.

ENVIRONMENT

Protecting the natural environment of the Great Lakes region has been a long-time commitment of the Joyce Foundation. The Foundation supports the development, testing, and implementation of policy-based, prevention-oriented, scientifically sound solutions to the environmental challenges facing the region, especially those that center around water.

Program priorities are:

STRENGTHENING CURRENT REGULATORY PROTECTIONS such as the Clean Water Act, and developing improved regulatory approaches

MAKING IMPROVED WATER QUALITY a goal of state and federal policies on land use, transportation, and agriculture

ESTABLISHING A BETTER UNDERSTANDING of the supply of and demand for Great Lakes water; also, advocating for policies to promote conservation of this precious natural resource

PROMOTING POLICIES THAT ENCOURAGE water infrastructure projects to be less capital intensive and more environmentally sensitive, as well as more cost effective

EXAMINING THE PROS AND CONS OF PRIVATIZING water systems management and disseminating the results to policy makers and others

SUPPORTING STATE-LEVEL INNOVATION in response to climate change

DOCUMENTING THE ENVIRONMENTAL AND ECONOMIC BENEFITS of clean energy sources and promoting their inclusion in state energy policies and utility planning

CREATING TRANSPORTATION ALTERNATIVES to reduce overreliance on automobiles
GUN VIOLENCE

Gun violence takes nearly 30,000 American lives each year, second only to automobile crashes among causes of injury-related death. But while safety regulations have dramatically reduced highway fatalities, firearms remain virtually unregulated. The Gun Violence Program supports efforts to bring the firearms industry under comprehensive consumer product health and safety oversight as the most promising long-term strategy for reducing deaths and injuries from handguns and other firearms.

Program priorities are:

SUPPORTING STATE-BASED POLICY INITIATIVES in Illinois and Wisconsin that can achieve meaningful reforms and provide a model for gun policy nationwide

SUPPORTING STATE GROUPS in other Midwest states to expand their membership, funding levels, and organizational capacity to promote meaningful gun policy

SUPPORTING FOCUSED RESEARCH to inform state policy efforts

STRENGTHENING PUBLIC AND POLICY MAKER SUPPORT for full implementation of the National Violent Death Reporting System

MONEY AND POLITICS

To an alarming extent, private money in the U.S. determines who is elected to public office, how policy decisions are made, who and which viewpoints get heard on the public airwaves, and how citizens perceive the fairness of the legal system. The Money and Politics Program seeks to address these challenges to democratic governance.

Program priorities are:

STRENGTHENING CAMPAIGN FINANCE LAWS and enforcement agencies at the federal level and in Midwest states

OPENING UP THE AIRWAVES to ensure better coverage of politics, government, and public affairs in conformity with broadcasters’ legal obligations to serve the public interest

RESTORING AND PROTECTING THE INDEPENDENCE and impartiality of the judiciary

The Foundation supports research, data collection and analysis, policy development and advocacy, public education, coalition-building, communications, and litigation.
CULTURE

The Culture Program supports the efforts of cultural institutions, primarily in Chicago, to serve and represent the city’s diverse populations. It is interested in projects that bring diverse audiences together to share common cultural experiences and encourage more of Chicago’s people to see the arts as integral to their lives.

Program priorities are:
ACCESS Encouraging major Chicago cultural organizations to increase the participation of people of color
COMMUNITY-BASED ARTS Increasing the number of high-quality cultural programs in Chicago communities and stabilizing culturally specific organizations
CREATIVITY Stimulating the commissioning and production of new works relevant to minority audiences. This goal is primarily addressed through the Joyce Awards, an annual competition open to cultural organizations in Chicago, Cleveland, Detroit, Indianapolis, Milwaukee, and Minneapolis-St. Paul. The Joyce Awards support the commissioning and production of new works in dance, music, theater, and visual arts by artists of color. The hope is that these commissions will produce important new works of art, strengthen our cultural institutions, and draw people of all backgrounds to experience the deep rewards of participating in the arts. Proposed projects should include substantive community engagement efforts. Collaborations between organizations across the target cities and joint programming are encouraged.

For application information, call the Foundation or consult our website, www.joycefdn.org/joyceawards.html.

OTHER GRANTS

SPECIAL OPPORTUNITIES The Foundation makes some grants to projects outside its primary program areas. Preference is given to projects that encourage debate on timely public policy issues, reflect concern for social equity or regional cooperation, or explore connections among the Foundation’s programs.

PRESIDENT’S DISCRETIONARY FUND The President’s Discretionary Fund is used to make small, expeditious grants that advance the Foundation’s priorities, and to support other activities of interest to the Foundation. Competition for discretionary funds is very high.

HOW TO APPLY

The Joyce Foundation accepts grant inquiries throughout the year.

LETTERS OF INQUIRY Before submitting a formal proposal to the Foundation, prospective applicants should write a two- or three-page letter of inquiry outlining the proposed project to the appropriate program officer. The letter should describe the goals of the project, expected outcomes and how they relate to the Foundation’s interests, the target audience and beneficiaries, the estimated budget and duration, and plans for evaluation and dissemination of findings. Letters of inquiry should be submitted at least six to eight weeks prior to the proposal deadline for a given grant cycle. Program officers endeavor to respond in a timely manner and to advance all grant proposals expeditiously. However, program officers have discretion as to when to schedule formal proposal review.

FORMAL PROPOSALS After reviewing the letter of inquiry, the program officer may request a formal proposal. The proposal should include the application cover sheet, which is included in this booklet or can be downloaded from our web site (www.joycefdn.org). It should also include the information on the following page.
GRANT APPLICATION INFORMATION

**EXECUTIVE SUMMARY** or overview (1-2 pages)

**INFORMATION ON THE PROJECT** for which funding is requested, including the issue to be addressed, how the proposed project would address it, expected outcomes and how they relate to the Foundation’s program goals, and plans for evaluation and dissemination of findings

**DESCRIPTION OF THE ORGANIZATION**, including its background, purpose, objectives, and experience in the area for which funds are sought

**ITEMIZED PROJECT BUDGET** with narrative and proposed funding sources, amount of funds requested from Joyce, their proposed use, and the time period over which they will be expended

**NAMES AND QUALIFICATIONS** of people involved in the project

**BOARD MEMBERS**, their titles, outside affiliations, and telephone numbers

**ORGANIZATIONAL EXPENSES AND INCOME** for previous, current, and coming fiscal year

**INTERNAL REVENUE SERVICE VERIFICATION** that the organization is not a private foundation and is exempt from taxation under Sections 509(a) and 501(c)(3) of the Internal Revenue Code (a copy of the IRS tax-exempt letter must accompany the proposal).

**AUDITED FINANCIAL STATEMENTS** and Internal Revenue Service Form 990 plus attachments for the most recently completed fiscal year

**DEADLINES** Grant proposals are considered at meetings of the Foundation’s Board of Directors in April, July and December. Deadline dates are:

<table>
<thead>
<tr>
<th>Proposal Deadlines</th>
<th>Board Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16, 2005</td>
<td>December 2005</td>
</tr>
<tr>
<td>December 12, 2005</td>
<td>April 2006</td>
</tr>
<tr>
<td>April 14, 2006</td>
<td>July 2006</td>
</tr>
</tbody>
</table>

Applicants are strongly encouraged to plan their application and proposal submission process for the April or July meetings, since most grant funds will be distributed at those times. If you wish to discuss your application, please contact one of the program officers whose names are listed on page 85. If a grant is awarded, the recipient will be expected to provide regular reports to the Foundation on the project’s progress and the expenditure of grant funds.
BOARD OF DIRECTORS

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John T. Anderson

VICE CHAIRMAN
Richard K. Donahue

E llen S. Alberding
Robert G. Bottoms
Michael F. Brewer
Charles U. Daly
Anthony S. Earl
Roger R. Froas
Howard L. Fuller
Carlton L. Guthrie
Marion T. Hal
Valerie B. Jarrett
Daniel P. Kearney
Paula Wolf

VIC E PRESIDENT
Lawrence N. Hansen

VICE PRESIDENT OF FINANCE 
AND ADMINISTRATION
Deborah Gillespie

DIRECTOR OF COMMUNICATIONS
Mary O’Connell

DIRECTOR OF INVESTMENTS
Jane R. Patterson

PROGRAM OFFICERS
Education
Gretchen Crosby Sirne, Program Manager
Roseanna Andor
John Luczak

Employment
Jennifer Phillips, Program Manager
Shelley Davis

Environment
Margaret H. O’Dell, Program Manager
James Sadilita

Gun Violence
Roseanna Andor

Money and Politics
Lawrence N. Hansen

Culture
Michelle T. Boone

STAFF

PRESIDENT
Ellen S. Alberding

VICE PRESIDENT
Lawrence N. Hansen

VICE PRESIDENT OF FINANCE 
AND ADMINISTRATION
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Gun Violence
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Money and Politics
Lawrence N. Hansen

Culture
Michelle T. Boone

CONTROLLER
Gil M. Sarmiento

TECHNOLOGY SPECIALIST
James Suh

COMMUNICATIONS ASSISTANT
Michael David Smith

GRANTS MANAGER
Veronica Saffer

SUPPORT STAFF
Gloria G. Barmetkos
Records Retention Administrator

CAROL A. DONAHUE
Environment

KRYSTEN KUZAK
Receptionist

JENNIFER O'NEILL
Education, Gun Violence

TRACY VIEHMA
Employment, Money and Politics

ALICE TAYLOR
Assistant to the Vice President of 
Finance and Administration

LAURA VAZQUEZ
Assistant to the President

JEAN WESTRICK
Culture, Communications
THE JOYCE FOUNDATION supports efforts to protect the natural environment of the Great Lakes, to reduce poverty and violence in the region, and to ensure that its people have access to good schools, decent jobs, and a diverse and thriving culture. We are especially interested in improving public policies, because public systems such as education and welfare directly affect the lives of so many people, and because public policies help shape private sector decisions about jobs, the environment, and the health of our communities. To ensure that public policies truly reflect public rather than private interests, we support efforts to reform the system of financing election campaigns.
The Joyce Foundation

70 West Madison Street
Suite 2750
Chicago, Illinois 60602
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