LUMIERE EDUCATION

POSITIONING RESEARCH IN COLLEGE APPLICATIONS

Evidence from the 2022-23 Admissions Results

Stephen Turban

Dhruva Bhat

HIGHLIGHTS

7
YALE
acceptances

9
UPENN
acceptances

4
STANFORD
acceptances

15
CORNELL
acceptances

8
COLUMBIA
acceptances

17
UC BERKELEY
acceptances

ABSTRACT

In this report, **we analyze data from 340 students who participated in the Lumiere Research Scholar Program on their college admissions results.** In particular, we compare Lumiere students to the general admission pool and **find that students who did research were 4 times more likely than the general pool to be accepted into a top university.** In the class of 2027, Lumiere had 9 students accepted at UPenn, 7 at Yale, and 4 at Stanford among 100+ other institutions.

We also analyze how our students use research in their applications and find three main conclusions: A) over **98% of respondents used their research project** in their college applications, B) **almost a third of the applicants wrote about the research in a supplemental essay**, and C) **more than a third of the students who were accepted into top colleges got a recommendation from Lumiere that they used in one of their college applications.**

CONTEXT

Applying to US universities has become an increasingly competitive process with the total number of applications increasing by 21% over 2019–20 (1,028,422 applicants)[2]. The total number of applications (which counts the multiple applications made by most students) increased by 30%. Moreover, there has been a marked shift in what universities look for in students. As of December 2022, over 1800 accredited, 4-year colleges and universities have confirmed that they will not require ACT/SAT scores in the 2022-2023 admissions season, deciding instead to opt for more holistic criteria[3]. Supplementary application materials like innovative projects, community service endeavors, and research portfolios have become important and widely used means to assemble a diverse class of students who are markedly creative, enterprising, and committed.

Using survey and interview data from Lumiere alumni, we examine how students most effectively use independent research experiences to build their profile during high school and set themselves apart in the college application processes.

We have a ringside view of this at Lumiere, having guided over 1000 students from more than 40 different countries on their independent research projects. To find out how our program helped them in their admissions process, we reached out to our alumni to collect some data on the most recent round of early applications.

The survey asked for the colleges that they had applied to and their results, information on how they talked about research in their application and any other reflections they had on the process. We analyzed this quantitative data to formulate some key takeaways for this year. Finally, to dig deeper into their stories, we did in-depth interviews with 6 Lumiere alumni that you can read about in Section 2 of this report.

Naturally, there are limitations to this research. While the sample size is large, it does not cover all students and may involve self-selection bias. As a result, this analysis seeks to understand patterns and relations between our scholars' results but can not definitely establish a causal relationship.

HERE'S WHAT WE FOUND

We collected data from

340

LUMIERE ALUMNI

about their admission results and their use of research in the application process.

These students received acceptances from almost

200

UNIVERSITIES

BREAKDOWN OF OUR TOP RESULTS

University	# Lumiere Applicants	# Lumiere Acceptances	Lumiere Acceptance Rate	Overall College Acceptance Rate	Increased Odds of Admission
Brown	38	6	16%	5.09%	3.1x
Cornell	47	15	32%	7.34%	4.3x
Columbia	27	8	30%	3.93%	7.5x
Dartmouth	28	7	25%	6.07%	4.1x
Harvard	33	2	6%	3.41%	1.7x
Pennsylvania	41	9	22%	4.07%	5.4x
Princeton	23	2	9%	3.88%	2.3x
Yale	35	7	20%	4.35%	4.6x
Stanford	23	4	17%	3.68%	4.6x
Total	295	60	20%	5%	4x

Disclaimer: For universities that did not release acceptance data, we have either used the latest available data or averaged the acceptance rate of other comparable universities.

The above list includes many of our scholars who were on our financial aid program for their research. These students have now been offered admissions into top colleges like Stanford, Columbia, Cornell, and Brown.

While almost all respondents used their Lumiere research project in some way in their college application, they framed it in different ways. We examined this further to gain insights into the **nature of the impact that research can have based on where and how it is used.** The results are enlightening:

98% of the total applicants used the research project as part of their applications in one way or another.

42% of the applicants either wrote about the research in their main essay or a supplemental essay.

For all our top admits, we analyzed their data to gauge how they used research as part of their various applications.

84% of the top admits mentioned their research project as part of their activity list.

OVER
40% of the students mentioned their research project as part of a supplemental essay in at least one of their college applications.

ALMOST
40% of the students included their research paper as a link/attachment in at least one of their college applications.

Our analysis of the data suggests three clear takeaways:

01 **Students don't just list their research as an activity** – they provide context and description either through an essay or by mentioning it in interviews. 46 students mentioned research in a main essay (CommonApp essay, UCAS statement, or SOP).

02 **Students use external validation from the research program to display a multidimensional profile:** – From mentor recommendations to mentor evaluations, around a hundred students got a recommendation in one form or the other through research. This is useful because it offers a unique and additional level of validation about the students capabilities.

03

Research is a common topic in university interviews: Many of our students mentioned how they spoke about their research as part of their interviews (over 30 students). Jonathan Lee's case study below offers a useful example of how interviewers engage with academic research.

To better understand how students use research in the high school profile building and application process, the next section covers six case studies in greater detail.

* We reached out to the alumni of the Lumiere Research Scholar Program who were in the class of 2023. 355 students responded to our outreach out of which, 340 students were applicants this year. We analyzed the data mainly from these 340 applicants to draw various conclusions regarding the use of research as part of college applications.

The data is susceptible to limitations like self-reporting bias (respondents who got accepted are more likely to respond) and the small data set which cannot be used to establish unequivocal causation.

HOW THEY DID IT: CASE STUDIES OF RESEARCH IN THE PROFILE-BUILDING PROCESS

Based on in-depth interviews[5] with Lumiere alumni and analysis of their research material, this section outlines the case studies of the paths that 6 students took when doing research in their high school journeys and showcasing it in the college application process. The aim is to identify how students in different disciplines and applying to different types of universities communicated the content and value of their research effectively when applying to college.

Case study 1

USING RESEARCH TO GET EXTERNAL VALIDATION THROUGH A LETTER OF RECOMMENDATION

TYLER LI RINGHOFER

Location: **United States**

University: **University of Pennsylvania**

When Tyler joined Lumiere in the summer of 2022, the US Supreme Court had just delivered a landmark decision by overruling the Roe v. Wade judgment and setting aside more than 50 years of precedent. Tyler has always been fascinated by the workings of the Supreme Court. At Lumiere, he decided to examine the case from a political science lens because this had not been covered from an academic perspective so far. He also saw this as a relevant

opportunity to solidify and combine his interest in law and humanities.

Specifically, Tyler worked, with his research mentor from Stanford, on analyzing the models of the Supreme Court's decision-making. As he explained, "Intuitively. I know many people say the justices just vote based on their policy preference. But I also wanted to examine whether there was something more to that". To that end, Tyler also researched the role of law and precedent and whether or not the Supreme Court would base decisions based on what Congress may do in reaction.

After the completion of the research, Tyler requested his mentor to write him a recommendation letter. He believed that the mentor had seen a different facet of his academic competence that the school teachers and extracurricular recommenders had not. The mentor had observed Tyler make his way through college-level texts on political theory. He had seen Tyler struggle with and dissect complex topics in legal studies and quantitative analysis. This was a different context compared to most others who had worked with Tyler in the past in school where the structure of learning was more formal.

Based on Tyler's experience, we believe that **research engages students in a way that is very different from the way students carry out curricular work in schools. This leads to the development of other facets of one's academic profile and is worth highlighting through mediums like LoRs.**

Apart from the recommendation letter, Tyler also published his research in the Redwood Scholastic Journal, mentioned it in the activity list section, and spoke about it in his admissions interviews.

Case study 2

USING RESEARCH TO DEMONSTRATE AN “ACADEMIC SPIKE”

BROWN

JONATHAN LEE

Location: **United States**

University: **Brown University**

Jonathan wanted to go beyond what was offered in his school classes to pursue his passion for astrophysics. **His experience is a great example of how research can be used to demonstrate an academic spike in a discipline and prove a deeper understanding of a particular subject.**

At Lumiere, Jonathan and his mentor from the University of Cambridge explored topics around black holes and dark matter to find the most suitable topic for him to work on. Ultimately, Jonathan did original research on primordial black holes, specifically on how the existence of primordial black holes can be used to determine irregularities of the cosmic microwave background close to the origin of the universe.

In Jonathan’s case, the academic growth came from the primary intellectual challenge that the duo faced in the research. Basically, they wanted to find the mass of black holes over time and found the differential function for it. The only issue was that they had to integrate it to get actual results but the function was almost impossible to integrate. Both Jonathan and his mentor struggled for weeks while they tried everything from Mathematica to Desmos to solve it. Jonathan describes this period as “the most frustrating and the most fun” part of the research program. He would often stay up at night thinking about ways to solve this function!

While the duo finally managed to solve the problem, this experience of working through this problem was significant enough for Jonathan to mention it across his applications. **By engaging with a sophisticated technical problem way beyond what was required of him at the school level, the research gave Jonathan the ability to demonstrate an 'academic spike' and a deeper understanding of his chosen discipline.**

He used this spike in various places across his applications. Apart from writing about the experience of solving the function in some of his essays, Jonathan also included this in the activity list and got a letter of recommendation from his mentor. In fact, Jonathan told us that in one of his interviews with an Ivy League university, the interviewer told him that they had selected Jonathan for an interview based on the recommendation of a university professor who had read his research paper!

Case study 3

USING RESEARCH TO GAIN CREDENTIALS IN THE DISCIPLINE OF INTEREST

UNIVERSITY OF CAMBRIDGE

SHELLEY Y

Location: **China**

University: **The University of Cambridge**

Shelley's school did not offer history as a subject in the IB diploma. This was problematic in a lot of ways since she would have no credentials relevant to the major she wanted to apply for – History. **Shelley's research journey is a great example of how research programs can**

sometimes complement the school curriculum or even fill in gaps to give credibility to a particular student's academic interests!

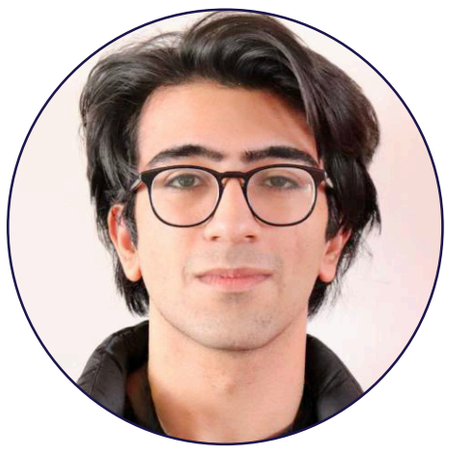
Shelley joined Lumiere for the winter 2021 cohort and conducted research on how the reporting and portrayals of the Franklin search expeditions reflect and refract anxieties about class and the British imperial project. The research started with Shelley's mentor, from Yale, sending her texts about theories related to certain central themes around the issue. Over time, Shelley had engaged with a number of texts relevant to this topic available in the online archives (physical libraries were out of reach since she was conducting research during the pandemic).

As someone doing intensive research without complementary formal education in the same subject, Shelley learnt many new things along the research journey. Firstly, working on a paper this long and intensive was a new experience for her and increased her academic stamina. Secondly, reading primary texts extensively for the first time offered a steep learning curve as she spent hours trying to find insights in centuries old texts. Finally, Shelley learnt how to adapt to the many new discoveries throughout her research that led to new directions and reformulations of the paper. Working on an essay with no ultimate correct answer was probably the most exciting part of the research for her!

While a 12-week research program cannot fully replace formal education, Shelley feels that this entire experience was a great way for her to pick up skills that she would not have otherwise gained in school. For example, analyzing primary sources independently and strengthening critical inference skills are two important skills she picked up. Working with her mentor to critically evaluate whether or not a particular inference can be drawn from a text was key to her experience. She mentioned this entire

experience across various components of her college applications like the activity list, personal statements, and interviews.

Case study 4
RESEARCH LEADING TO OTHER ADVANCED OPPORTUNITIES TO ENHANCE PROFILE



Northwestern University

VINAYAK KAPOOR

Location: **India**

University: **Northwestern University**

Vinayak's case is a great example of **how doing a research project with a mentor can help open doors to new opportunities.**

Growing up, Vinayak always knew he wanted to study physics. In his Lumiere interview, he described his fascination with everyday physics: from playing with an electric circuit kit when he was four years old to thinking about fluid dynamics and the design of juice bottles. When in school, he took part in the F1 in Schools STEM Competition (ranking in the top 15 teams nationally) and led the school's tech club.

As he explored physics, he realized that he wanted to do research – but found it hard to do without a mentor. So he applied to Lumiere's summer 2022 cohort and worked with Andrew, a Ph.D. student in Purdue's top quark working group. Over the course of the program, Vinayak **built a strong relationship with his mentor** – so much so that Andrew explained in his course-end evaluation form that Vinayak was capable of "garnering more knowledge

in performing a particle physics measurement in a single summer project than most undergraduates would have taken 1-2 years to accomplish."

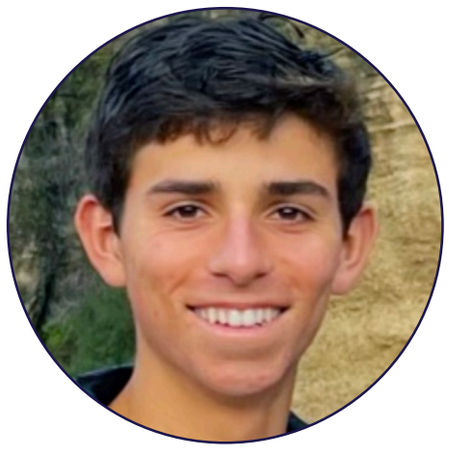
At the conclusion of his program, Vinayak assumed that it was the end of his research journey. To his surprise, his mentor offered him **the opportunity of working with his quark research group at Purdue as an independent researcher.** An unprecedented opportunity, Vinayak could not believe that he would be able to experience 'actual research' at such an early stage of his scientific career.

Working as the only high school student in a group of PhDs was a game-changer. Not only did it exponentially increase the academic grasp of his chosen subject, but it also stood out in his application since high school students rarely get to do research at the university level.

When applying to universities, this experience contributed significantly to Vinayak's profile, demonstrating his ability to succeed in a challenging academic environment like Northwestern's. Our key takeaway here is that **research can open up access to advanced opportunities that can boost your profile. These are opportunities that can be otherwise hard to access** since they require a strong understanding of the discipline and somebody to vouch for your skill.

Case study 5

USING RESEARCH TO DEMONSTRATE A HOLISTIC EXTRA-CURRICULAR PROFILE



Yale University

ANDRE EDWARD BOTERO
Location: **United States**
University: **Yale University**

While Andre knew that he was interested in STEM, it was joining the pre-med club at school that helped him choose between engineering and medicine. Once he became president of the club in his junior year, he learned more about every specialization in medicine and narrowed down on neuroscience as a potential major in college. As he learned more about neuroscience, he began looking for research opportunities to continue to develop his knowledge.

Andre was already volunteering for people with ADHD or autism and Lumiere served as a natural academic extension of his practical experience. He wanted to build upon his knowledge of neurodivergence and understand the linkages between autism and ADHD. As Andre says, “Autism and ADHD are very similar and very different in many ways”. With Lumiere, he worked on discovering how these two could be related and whether they could be on the same spectrum. This could potentially lead to improved diagnosis and management of the disorders.

Andre’s paper took the shape of a literature review. At the start of the program, reading advanced academic papers was challenging – he hadn’t done that before! But he found that constant communication with his mentor and asking his mentor questions during each of their sessions helped make this easier – and reading different research papers on the origins of neurodivergence ended up becoming one of his favorite parts of the experience!

When applying to university, Andre discussed his research project in CommonApp's activities section, got a recommendation letter from his mentor, and also submitted the entirety of his paper as a STEM supplement. This helped him in two primary ways. Firstly, it **established an academic "spike" in neuroscience, that could allow Andre to set himself apart as an accomplished and high-potential neuroscientist who would make effective use of Yale's research opportunities and internship programs.**

Secondly, the research added a new dimension to this profile. Andre had a strong extracurricular profile. He had been playing the piano for 9 years and tennis for 12 and was the president of the pre-med club at school. The research acted as a perfect bridge between his academic interests and extra-curricular interests. **Our research showed that many students were in a similar position - research can help students with strong extracurriculars (e.g. in the arts or sports) round out their profile by proving their academic ability too!**

Case study 6

USING RESEARCH TO BOOST PROFILE FOR PRESTIGIOUS CO-CURRICULAR PROGRAMS THAT BUILD A STRONG PROFILE FOR COLLEGE APPLICATIONS

EVELYN NGUYEN

Location: **Vietnam**

University: **The University of Pennsylvania**

Evelyn joined Lumiere for the Fall 2021 cohort. As someone who has always been interested in understanding the healthcare system in Vietnam, she decided to study the

impact of social stigma on the detection of breast cancer in Vietnam.

Evelyn knew that In Vietnamese society, matters concerning the female body are considered taboo. These cultural stigmas impede breast cancer awareness and lead to patient non-compliance towards the healthcare industry. At Lumiere, Evelyn worked with her mentor from the University of Pennsylvania to show the correlation between cultural taboos and late-stage diagnosis of breast cancer by giving an overview of the factors directly and indirectly influenced by these beliefs. Her literature review involved an analysis of close to 40 research papers!

Apart from giving her an intellectual challenge to work on, the research experience benefited her in another significant way. In her junior year in high school, it played a significant role in her application to the very selective Research in Science and Engineering (RISE) summer program at Boston University. Evelyn believes **that her participation in the Lumiere research program significantly added weight to her application because it gave her prior background in academic research and scientific writing which would have been hard to find at the high school level.** For example, one of the application questions was regarding how students would be able to keep up with the rigor of the program. Given her prior research experience, Evelyn felt that she was equipped to answer these questions well.

At Boston University, she got the opportunity to continue her research in a laboratory with a university professor. Interacting with Ph.D. candidates, conducting experiments, and analyzing data proved to be a valuable achievement for her to have as part of her overall profile. **Thus, in Evelyn's case, research boosted her academic profile enough to give her an edge in an application to a prestigious and selective co-curricular program. This program in turn improved her overall college application.**

CONCLUSION

In a competitive application cycle, students who did research projects had strong admissions outcomes at selective universities. Some Lumiere alumni showcased their research in their list of activities or through a recommendation letter, to prove their academic ability and expertise. Others built on their research and reflected on their experiences in essays to demonstrate personal growth and social commitment. By identifying and effectively communicating the larger narrative that their research is placed in, applicants can make a convincing case for their candidacy and prepare themselves well for college.

NOTES

[1] In this context, “top university” is defined as one of the 8 Ivy League universities and Stanford University. Similarly, top admits refers to students who got into one of these 9 top universities.

[2] From https://www.forbes.com/sites/michaeltnietzel/2023/03/30/college-applications-are-up-dramatically-in-2023/?sh=5f08915c9c4d

[3] From https://fairtest.org/university/optional

[4] Acceptance rates are from the most recent year for which data is available. The acceptance rate for Lumiere alumni is calculated based on the number of survey respondents who applied to a given university, and who were admitted. Appendix 2 provides a full breakdown of student acceptances

[5] Thank you to the students for contributing to the case studies.

APPENDIX 1

Full list of early acceptance results

USA

Arizona
Arizona State University–Main Campus (10)

California
• California Institute of Technology
• California Polytechnic State University
• Chapman University (4)
• Claremont McKenna College (2)
• Harvey Mudd College (3)
• Pepperdine University
• Pitzer College
• Loyola Marymount University (3)
• Santa Clara University (8)
• Stanford University (4)
• San Diego State University
• University of San Francisco (5)
• University of Southern California (23)
• University of San Diego (5)
• Occidental College
• University of California, Berkeley (17)
• University of California, Irvine (29)
• University of California, Davis (38)
• University of California, Los Angeles (20)
• University of California, San Diego (37)
• University of California, Santa Barbara (20)
• University of California, Santa Cruz (8)

Connecticut
• Yale University (7)

Colorado
• University of Denver
• Colorado State University

Connecticut
• Yale University
• University of Connecticut (3)
• Wesleyan University (3)

Delaware
• University of Delaware (2)

Florida
• Embry–Riddle Aeronautical University (2)
• Florida Institute of Technology (2)
• Florida State University
• Eckerd College
• University of Florida (6)
• University of Miami (4)
• University of South Florida

Georgia
• Emory University (18)
• Mercer University (2)
• University of Georgia (2)
• Georgia Institute of Technology (18)

Illinois
• University of Chicago (6)
• Northwestern University (6)
• University of Illinois Urbana-Champaign (22)
• University of Illinois Chicago
• Lake Forest College
• Illinois Institute of Technology

Iowa
• Grinnell College (2)
• Iowa State University

Indiana
• University of Notre Dame (7)
• Indiana University at Bloomington (17)
• Indiana State University
• Purdue University (14)
• DePauw University
• Wabash College

Louisiana
• Tulane University (5)

Maine
• Bowdoin College
• Colby College

Maryland
• Johns Hopkins University (7)
• University of Maryland (16)

Massachusetts
• Amherst College (2)
• Wellesley College (5)
• Massachusetts Institute of Technology
• Mount Holyoke College
• Williams College
• University of Massachusetts at Amherst (14)
• Tufts University (8)

APPENDIX 1

Full list of early acceptance results

USA

- Northeastern University (22)
- Harvard University (2)
- Smith College (3)
- Boston College (13)
- Brandeis University (3)
- Boston University (38)
- Bentley College
- Worcester Polytechnic Institute

Michigan
- Michigan State University (11)
- University of Michigan (12)

Minnesota
- University of Minnesota Twin Cities (7)
- University of Minnesota at Morris
- Macalester College

Mississippi
- Mississippi State University

New York
- Barnard College (1)
- Fordham University (6)
- Pace University
- Columbia University (8)
- University of Rochester
- New York University (13)
- Cornell University (15)
- Syracuse University (6)
- Sarah Lawrence College
- Vassar College
- Skidmore College
- Rensselaer Polytechnic Institute –Binghamton University
- Stony Brook University (4)
- State University of New York at Albany (2)

New Hampshire
- Dartmouth University (7)

New Jersey
- New Jersey Institute of Technology
- Princeton University (2)
- Rutgers University (10)
- Stevens Institute of Technology

North Carolina
- Davidson College
- Duke University (8)
- North Carolina State University
- University of North Carolina at Chapel Hill (8)
- University of North Carolina at Charlotte
- Wake Forest University (3)

Ohio
- Case Western Reserve University (22)
- Ohio State University (7)
- Ohio Wesleyan University
- Bluffton University
- Kenyon College
- Denison University
- Oberlin College (2)

Oregon
- University of Oregon

Rhode Island
- Brown University (6)
- Bryn Mawr College

Pennsylvania
- Carnegie Mellon University (11)
- Gettysburg College
- Lafayette College (2)
- Lehigh University
- University of Pittsburgh – Main Campus (4)
- University of Pennsylvania (9)
- Pennsylvania State Univ. Main Campus (19)
- Villanova University (3)
- Swarthmore College
- Dickinson College (2)

Tennessee
- Vanderbilt University (5)
- Rhodes College

Texas
- Texas A&M University (4)
- Texas Christian University
- University of Texas at Arlington (2)
- University of Texas at Austin (4)
- Rice University
- Baylor University (3)

Vermont
- Bennington College
- University of Vermont

Virginia
- University of Virginia (8)
- College of William & Mary (3)
- University of Richmond (4)
- Virginia Polytechnic Institute (4)

APPENDIX 1

Full list of early acceptance results

USA

Washington D.C
• Georgetown University
• George Washington University (7)

Washington
• Washington State University
• University of Washington (22)
• Whitman College

Wisconsin
• Lawrence University
• University of Wisconsin–Madison (16)

UK

Coventry, England
• University of Warwick (8)

Bristol
• University of Bristol

Birmingham
• University of Birmingham

Durham, England
• University of Durham (5)

Cambridge
• University of Cambridge (3)

Edinburgh, Scotland
• University of Edinburgh (11)

East Sussex, England
• University of Sussex

Exeter
• University of Exeter

Manchester, England
• University of Manchester (11)

Nottingham, England
• University of Nottingham (5)

Newcastle
• University of Newcastle

Scotland
• University of St. Andrews (6)
• University of Glasgow

England
• Imperial College London (6)
• Queen Mary University of London (3)
• King's College London (12)
• University College London (13)
• Royal Holloway
• London School of Economics (3)
• Lancaster University
• University of York
• University of Sheffield (3)
• University of Bath
• University of Southampton

Cardiff, Wales
• Cardiff University

West Yorkshire
• University of Leeds (5)

Oxford
• University of Oxford

CHINA

• University of Hong Kong (3)

NETHERLANDS

• Delft University of Technology
• Erasmus University Rotterdam
• Maastricht University
• Radboud University
• Tilburg University
• University of Groningen
• Utrecht University

IRELAND

• University College Dublin
• University College Cork
• Royal College of Surgeons

AUSTRALIA

• Monash University
• University of Melbourne
• University of Sydney (2)

CANADA

• McGill University (2)
• McMaster University (2)
• University of Calgary
• The University of British Columbia (8)
• University of Toronto (18)
• University of Waterloo (2)
• York University (2)

MEXICO

• Monterrey Institute of Technology and Higher Education

APPENDIX 2

Breakdown of Ivy Results

University	General Early Acceptance %	# Lumiere Scholars Applied	# Lumiere Scholars Accepted	% Lumiere Scholars Accepted	# of applications (estimate)
Brown	5.09	38	6	16%	51302
Dartmouth	6.07	28	7	25%	28841
Harvard	3.41	33	2	6%	56937
Yale	4.35	35	7	20%	52250
Cornell	7.34	47	15	32%	68000
Princeton	3.88	41	2	9%	N/A
Stanford	3.68	23	4	17%	56378
Columbia	3.93	27	8	30%	57129
Penn	4.07	41	9	22%	59000

NOTES:

- For universities that did not release acceptance data, we have either used the latest available statistic or averaged the acceptance rate of other comparable universities.
- Acceptance rates are from the class of 2027 or the most recent available data.

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Founded by Harvard & Oxford researchers, the Lumiere Research Scholar Program is a rigorous research program for talented students. In the program, students work 1-1 with a researcher from a top university to produce an independent research project.

To learn more or schedule a private info session reach out to us at **contact@lumiere.education**

To learn more about our financial aid and outreach efforts, please visit the website for the Lumiere Research Inclusion Foundation here:
www.lumiere.foundation

Lumiere Education
Lumiere_edu
www.lumiere-education.com
@lumiere_edu_