

Call for Papers

For a Themed issue on Post-Secondary Education Attainment

Abstracts of up to 250 words are being solicited for Vol. 12, Issue 3, of *The Foundation Review*. This issue, sponsored by The Kresge Foundation, Lumina Foundation, and Woodward Hines Education Foundation, is focused on how foundations support **access** to post-secondary learning and training and **attainment** of credentials that prepare learners for a rapidly changing society.

While scholarships and programs to prepare students for college have long been supported by foundations, in recent years many funders have increased their focus on retention and completion, ramping up support for strategies embracing the whole learner. Further, the best predictions suggest that a third of new jobs will not require a bachelor's degree, but will require some other post-secondary credential (Center on Education and the Workforce, 2013). As a result, funders have also increased support for other forms of training and education.

There is also increasing attention to the various pathways students take to achieve credentials, with different learners having different opportunities and challenges. Educational systems need to adapt to best serve the needs of diverse learners. Rural and urban students, older adults (including formerly incarcerated individuals and those returning from military service), and first-generation students, for example, may need non-traditional services in order to be successful.

The goal of this issue is to improve philanthropic practice by disseminating what has been learned about how foundations have effectively supported new approaches to these challenges.

Abstracts are due Oct. 31, 2019. If a full paper is invited, it will be due **Feb. 28, 2020** for consideration for publication in **Sept. 2020**. Submit abstracts to submissions@foundationreview.org.

While this is not an exhaustive list, topics might address the following questions:

- What promising new programs are foundations supporting to increase attainment, especially for marginalized populations or those with specific challenges (first generation, older adults, etc.)?
- What role do foundations play beyond awarding grant dollars, such as advocacy, convenings, building collaborations and networks, capacity building, etc.?
- How is equity defined and addressed in philanthropic efforts to increase educational attainment?
- How is student data being used to impact state, regional, or local efforts surrounding postsecondary education outcomes?
- How has philanthropy supported major technology-based solutions to impact postsecondary education outcomes?
- How is philanthropy supporting learning and evaluation around student success work to ensure that grantmaking efforts are fruitful and generative?

Abstracts are solicited in four categories:

- **Results.** Papers in this category generally report on findings from evaluations of foundation-funded work. Papers should include a description of the theory of change (logic model, program theory), a description of the grant-making strategy, the evaluation methodology, the results, and



discussion. The discussion should focus on what has been learned both about the programmatic content and about grantmaking and other foundation roles (convening, etc.).

- **Tools.** Papers in this category should describe tools useful for foundation staff or boards. By “tool” we mean a systematic, replicable method intended for a specific purpose. For example, a protocol to assess community readiness and standardized facilitation methods would be considered tools. The actual tool should be included in the article where practical. The paper should describe the rationale for the tool, how it was developed, and available evidence of its usefulness.
- **Sector.** Papers in this category address issues that confront the philanthropic sector as whole, such as diversity, accountability, etc. These are typically empirically based; literature reviews are also considered.
- **Reflective Practice.** The reflective practice articles rely on the knowledge and experience of the authors, rather than on formal evaluation methods or designs. In these cases, it is because of their perspective about broader issues, rather than specific initiatives, that the article is valuable.

Book Reviews: *The Foundation Review* publishes reviews of relevant books. Please contact the editor to discuss submitting a review. Reviewers must be free of conflicts of interest.

Authors can view full manuscript specifications and standards before submitting an abstract at <https://johnsoncenter.org/resources/thefoundationreview/author-guidelines/>

Contact Teri Behrens, editor, with questions at behrenst@foundationreview.org or (734) 646-2874.

Center on Education and the Workforce. (2013). *Recovery: Job growth and education requirements through 2020*. Washington, DC: Georgetown University. Retrieved from <https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/>